THE ALSPAC STUDY

TXA FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Year 11 Questionnaire for Parents and Carers

In School Year 11

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 1a of the release file.

December 2009

Contents

Introduction

Schooling of the ALSPAC cohort

Under UK law, all children must be in school by their fifth birthday. In practice children will enter reception class in the September following their fourth birthday and then move up a school year every September. The ALSPAC cohort is split across 3 school years. The expected progress, according to date of birth, of each subdivision of the cohort through compulsory schooling is shown in **Table 1**. Note that the oldest ALSPAC children entered reception in autumn 1995 and the youngest will take their GCSEs in summer 2009. **Table 1** also details the codes that will be used for the relevant academic years on ALSPAC data files.

Table 1: Coding of academic years on ALSPAC data files and expected progress of the ALSPAC cohort according to their dates of birth

Academic year	Code	Expected position of ALSPAC children born between:		
		April 1991 & August 1991	September 1991 & August 1992	September 1992 & January 1993
1995 / 1996	1	Reception	-	-
1996 / 1997	2	Year 1	Reception	-
1997 / 1998	3	Year 2	Year 1	Reception
1998 / 1999	4	Year 3	Year 2	Year 1
1999 / 2000	5	Year 4	Year 3	Year 2
2000 / 2001	6	Year 5	Year 4	Year 3
2001 / 2002	7	Year 6	Year 5	Year 4
2002 / 2003	8	Year 7	Year 6	Year 5
2003 / 2004	9	Year 8	Year 7	Year 6
2004 / 2005	10	Year 9	Year 8	Year 7
2005 / 2006	11	Year 10	Year 9	Year 8
2006 / 2007	12	Year 11	Year 10	Year 9
2007 / 2008	13	-	Year 11	Year 10
2008 / 2009	14	-	-	Year 11

Contents

This questionnaire was designed by DCSF (UK Government Department for Children, Schools and Families) to be completed by the main carers of the study children when the children were in the Spring/Summer terms of Year 11, in conjunction with a similar questionnaire for the study children to complete themselves (see the CCXA file).

Section A is split into four topic areas. The first topic contains questions on "Your Child's School" and asks the carers how they would rate the standard of education and pupil behaviour at their children's schools. The second topic is centred around "Involvement In Your Child's Education" and asks specific questions relating to this. The third topic "Homework" asks about their children's homework and how much help is given to them. "Your Child's Future" is the final topic. The purpose behind these questions is to understand what the carers would like their children to do post-16, their opinion on the career's advice their children have received, their opinion on tuition fees and if they are

going to apply for the EMA (Education Maintenance Allowance). The carers are also asked what the highest qualification they hold themselves is.

Section B collects the usual "back page" information on who completed the questionnaire and when.

Questionnaire versions

There was only one version of the questionnaire.

Sample & response rates

There are a total of 15,180 records on this data file. This number is made up of the 14,676 fetuses in the core ALSPAC sample (regardless of whether or not the "Year 11 Questionnaire for Parents and Carers" was sent out for them or whether it was returned) plus 504 eligible children not in the core sample for whom either or both of the "Year 11 Questionnaire for Parents and Carers" or the "Year 11 Questionnaire for Young People" were sent out. Note that this questionnaire was sent for 436 and completed for 242 of these 504 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. The "Year 11 Questionnaire for Parents and Carers" was sent out for 9,563 (68%) of them. As of 20th November 2009 completed questionnaires had been returned for 5,725 (60%) of these children, which is 41% of the 14,062 live born children. For further information on the ALSPAC sample, please see section 5 of the "Guide to ALSPAC data" which can be found in the "Collaborator Pack" on the ALSPAC documentation CD.

Note that 3 of the 5,725 completed questionnaires belong to children from triplet or quadruplet pregnancies, all of whom are in the core sample. For reasons of confidentiality the data from these questionnaires are not available. The administrative variables TXA001 to TXA007 remain, but TXA007a has been set to 2 "No" and all other variables have been set to –11.

Format of this documentation

The bulk of this documentation consists of the text of the questionnaire and frequency tables of the variables on the data file. These are inserted section by section after the relevant text. Where any editing has occurred a description has been embedded in the questionnaire text.

Release file version history

Release version 1a – December 2009
The first version of the release file.

Administrative variables

Eligible send year

This is the academic year in which each study child was expected to be in Year 11. This is based on date of birth with a small number of adjustments for children known to be in the "wrong" academic year for their age. Note that this is set for all children alive at 1 year even if they had subsequently died before reaching Year 11.

txa001 Eligible send year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12 2006 / 2007	3181	21.0	22.0	22.0
	13 2007 / 2008	8744	57.6	60.3	82.3
	14 2008 / 2009	2567	16.9	17.7	100.0
	Total	14492	95.5	100.0	
Missing	-2 Not alive at 1 year	688	4.5		
Total		15180	100.0		

Questionaire sent

This identifies the study children who were actually sent the questionnaire. Reasons for not sending include refusal (either to study as a whole or to questionnaires) and loss (i.e. current address not known).

txa002 Questionnaire sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	9999	65.9	65.9	65.9
	2 No	5181	34.1	34.1	100.0
	Total	15180	100.0	100.0	

Sent batch

The questionnaires were sent out in a number of different batches. Details are given in Table 1.

txa003 Sent batch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Batch 1 - 21/03/07	1387	9.1	13.9	13.9
	2 Batch 2 - 10/07/07	719	4.7	7.2	21.1
	3 Batch 3 - 05/02/08	5523	36.4	55.2	76.3
	4 Batch 4 - 07/02/08	326	2.1	3.3	79.6
	5 Batch 5 - 22/08/08	71	.5	.7	80.3
	6 Batch 6 - 03/09/08	234	1.5	2.3	82.6
	7 Batch 7 - 03/02/09	1668	11.0	16.7	99.3
	8 Batch 8 - 04/02/09	71	.5	.7	100.0
	Total	9999	65.9	100.0	
Missing	-2 Questionnaire not sent	5181	34.1		
Total		15180	100.0		

Table 2: Description of batches in which questionnaire was sent out

Batch	Date	Comment
1	21/03/07	Main batch of questionnaires sent in 2006/2007. Note that the care cases[1] are included in this batch rather than being batched separately as was done for subsequent years for this questionnaire and for the questionnaire for young people in 2006/2007.
2	10/07/07	Questionnaires for families accidentally omitted from the initial group although eligible for sending in 2006/7.
3	05/02/08	Main batch of questionnaires sent in 2007/2008.
4	07/02/08	Questionnaires sent to care cases[1] in 2007/2008.
5	22/08/08	First batch of traced cases[2] that contained families who responded to an initial contact mailing.
6	03/09/08	Second batch of traced cases[2] that contained families who did not respond to the initial contact mailing but had been active in the study since the child was age 7.
7	03/02/09	Main batch of questionnaires sent in 2008/2009.
8	04/02/09	Questionnaires sent to care cases[1] in 2008/2009.

[1] Care cases are a special group of families for whom the appropriateness of sending out items is assessed manually by the Family Liaison Team. They are a fluid group and are often families with difficult circumstances at a particular time. It is not recorded in an accessible manner whether questionnaires are actually sent out for these families, so although they are all flagged as being sent the sent status is actually undetermined for this group.

[2] Traced cases were sent late in 2007/2008 as they were listed as address not known when the main batch was sent but later traced via the NHS Tracing Service with permission gained to do this from PIAG. They were initially approached with a letter aimed at re-establishing contact.

txa004 Reminder sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4544	29.9	45.4	45.4
	2 No	5455	35.9	54.6	100.0
	Total	9999	65.9	100.0	
Missing	-2 Questionnaire not sent	5181	34.1		
Total		15180	100.0		

txa005 Questionnaire return status (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not returned	4001	26.4	40.0	40.0
	2 Returned, completed	5967	39.3	59.7	99.7
	3 Returned, blank	31	.2	.3	100.0
	Total	9999	65.9	100.0	
Missing	-2 Questionnaire not sent	5181	34.1		
Total		15180	100.0		

txa006 Questionnaire returned (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5998	39.5	60.0	60.0
	2 No	4001	26.4	40.0	100.0
	Total	9999	65.9	100.0	
Missing	-2 Questionnaire not sent	5181	34.1		
Total		15180	100.0		

txa007 Questionnaire completed (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5967	39.3	59.7	59.7
	2 No	4032	26.6	40.3	100.0
	Total	9999	65.9	100.0	
Missing	-2 Questionnaire not sent	5181	34.1		
Total		15180	100.0		

txa007a Data available (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5964	39.3	39.3	39.3
	2 No	9216	60.7	60.7	100.0
	Total	15180	100.0	100.0	

txa008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Version 1 - 21/03/2007	5964	39.3	100.0	100.0
Missing	-11 Triplet / quadruplet	3	.0		
	-10 Not completed	9213	60.7		
	Total	9216	60.7		
Total		15180	100.0		

Questionnaire Number

Year 11 Questionnaire

for Parents and Carers

Don't forget!

Use <u>crosses</u> in the boxes when you answer the questions

THANK YOU VERY MUCH FOR YOUR HELP

21/03/2007

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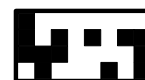
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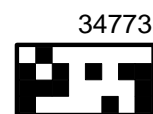
This questionnaire is about how your child is getting on at school and their plans for the next few years.

Your Child's School

A1. What type of school (or other place of education) does your child attend?

A state school 1 ☐

A private school 2 ☐

Being educated at home 3 ☐ ⟶ **Go to question A10**

Other, please specify: 4 ☐ ⟶ **Go to question A10**

A2. Would you describe the standard of education at your child's school as?

Very good 1 ☐   Good 2 ☐   Poor 3 ☐

Very poor 4 ☐   Don't know 9 ☐

A3. And do you feel that standards of pupil behaviour in your child's school are:

Very good 1 ☐   Good 2 ☐   Poor 3 ☐

Very poor 4 ☐   Don't know 9 ☐

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A4. Below are a series of statements about parents and education. To what extent do you agree or disagree with each one. (Mark **one** box in each line)

		Definitely agree	Slightly agree	Slightly disagree	Definitely disagree	Don't know
a)	I find my child's school welcoming to parents	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
b)	My child's school gives me clear information on how my child is getting on	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
c)	My child's school makes it easy for me to be involved in my child's education	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
d)	My child tries to stop me knowing too much about their school	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
e)	If I talk too often to teachers at my child's school, I will be labelled a troublemaker	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
f)	A lot of information given by the school about my child's education is full of jargon	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐

A5. To what extent would you say your child's school provided enough choice of year 10/11 subjects and qualifications to meet your child's individual interests and learning style?

To a great extent   1 ☐   To a fair extent   2 ☐   Not much   3 ☐

Not at all   4 ☐   Don't know   9 ☐

A6. During this school year, has the school had to contact you about your child because of concerns about...

		Yes	No
a)	The behaviour of other pupils towards your child	1 ☐	2 ☐
b)	His/her behaviour at school	1 ☐	2 ☐
c)	His/her attendance at school	1 ☐	2 ☐
d)	His/her attitude towards school or schoolwork	1 ☐	2 ☐

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A7. During this school year, have you gone into school for any of the following reasons?

		Yes	No
a)	To discuss your child's progress	1 ☐	2 ☐
b)	To see your child in a music, sporting or drama event	1 ☐	2 ☐
c)	To take part in a parenting course	1 ☐	2 ☐
d)	To take part in evening classes or other learning	1 ☐	2 ☐
e)	To use the school facilities (e.g. ICT, sport or art facilities)	1 ☐	2 ☐

A8. During this school year has your child...

		Yes	No	Don't know
a)	Had a detention (but only one)	1 ☐	2 ☐	9 ☐
b)	Been on detention a number of times	1 ☐	2 ☐	9 ☐
c)	Had a fixed-term exclusion from school or 'been suspended', even for a day	1 ☐	2 ☐	9 ☐
d)	Been permanently excluded or 'expelled' from school	1 ☐	2 ☐	9 ☐

A9. As far as you are aware, in this school year has your child been bullied, either in or out of school?

Yes 1 ☐   No 2 ☐   Don't know 9 ☐

Involvement in your child's education

A10. Thinking in general about children and education, would you say that a child's education is...

Wholly the parents' responsibility 1 ☐   Mainly the parents' responsibility 2 ☐

Mainly the school's responsibility 3 ☐   Wholly the school's responsibility 4 ☐

Both equally 9 ☐

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A11. How important is it to do each of the following, as a parent? (Mark **one** box in each line)

		Very important	Fairly important	Not very important	Not at all important	Don't know
a)	Help my child with his/her schoolwork	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
b)	Make sure my child behaves	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐

A12. How easy or difficult do you find it to do each of the following, as a parent? (Mark **one** box in each line)

		Very easy	Fairly easy	Fairly difficult	Very difficult	Don't know
a)	Make sure my child goes to school every day	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
b)	Help my child with his/her schoolwork	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
c)	Spend as much time as I would like with my child	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
d)	Buy the things I would like my child to have	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐
e)	Make sure my child behaves	1 ☐	2 ☐	3 ☐	4 ☐	9 ☐

A13. During recent months, how frequently have you, or another adult in your household, talked to your child about... (Mark **one** box in each line)

		Never	Sometimes	Often	Don't know
a)	His/her experiences at school	1 ☐	2 ☐	3 ☐	9 ☐
b)	His/her friends	1 ☐	2 ☐	3 ☐	9 ☐
c)	Things that are troubling him/her	1 ☐	2 ☐	3 ☐	9 ☐
d)	Plans for further study after year 11	1 ☐	2 ☐	3 ☐	9 ☐
e)	Plans for work or career after your child finishes his/her education	1 ☐	2 ☐	3 ☐	9 ☐
f)	What exam grades they are likely to get this summer	1 ☐	2 ☐	3 ☐	9 ☐

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Homework

A14. At home does your child have a quiet place to do his/her homework?

Yes   1 ☐   No   2 ☐

A15. During this school year, how much time <u>each week</u> would you say you, or someone else in your household, have spent talking to your child about his/her school work, helping with homework, looking over his/her school work, and so on?

| Less than half an hour | 1 ☐ | Between half an hour and 1 hour | 2 ☐ | 1 to 2.5 hours | 3 ☐ |
| 2.5 hours to 5 hours | 4 ☐ | 5 hours or more | 5 ☐ | | |

A16. How would you describe your role in your child's homework?

		Yes	No
a)	My child's school insists that parents sign that they have checked homework weekly	1 ☐	2 ☐
b)	My child seeks help or advice when they are stuck	1 ☐	2 ☐
c)	I take more interest in work that is assessed for their courses than normal homework or revision	1 ☐	2 ☐
d)	I try to make sure they 'go and do' their homework but don't check up on the actual work	1 ☐	2 ☐
e)	My child won't tell me anything about homework and its progress	1 ☐	2 ☐

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A17 During this school year, which of the following activities have you, or another member of your household, done with your child to help with their learning?
(Mark **one** box in each line)

		Never	**Sometimes**	**Regularly**	**Don't know**
a)	Do or talk about school projects together	1 ☐	2 ☐	3 ☐	9 ☐
b)	Visit libraries, museums and galleries	1 ☐	2 ☐	3 ☐	9 ☐
c)	Buy books	1 ☐	2 ☐	3 ☐	9 ☐
d)	Buy educational computer software	1 ☐	2 ☐	3 ☐	9 ☐
e)	Supervise or help with use of the Internet	1 ☐	2 ☐	3 ☐	9 ☐
f)	Discuss news/current events	1 ☐	2 ☐	3 ☐	9 ☐
g)	Paid for extra tuition in one or more subjects	1 ☐	2 ☐	3 ☐	9 ☐

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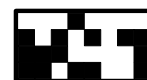
Your child's future

18. How <u>important</u> do you think it is that your child obtains 5 GCSEs at level A*-C (or equivalent if vocational awards) this summer?

Very important ₁ ☐   Fairly important ₂ ☐   Not very important ₃ ☐

Not at all important ₄ ☐   Don't know ₉ ☐

19. How <u>likely</u> do you think it is that your child will obtain 5 GCSEs at level A*-C (or equivalent if vocational awards) this summer?

Very likely ₁ ☐   Fairly likely ₂ ☐   Not very likely ₃ ☐

Not at all likely ₄ ☐   Don't know ₉ ☐

A20. What do <u>you</u> want your child to do after year 11? (Mark **one** box only)

Leave school at 16 and get a job ₁ ☐   Stay in school or college until 18, then get a job ₂ ☐

Stay in school or college until 18, then go to University ₃ ☐   Do an apprenticeship or other vocational training ₄ ☐

Leave school and look after family/home ₅ ☐   Don't know ₉ ☐

A21. In the long-run, which do you think gives people more opportunities and choice in life? (Mark **one** box only)

a) Having good practical skills and training ₁ ☐

or

b) Having good academic results ₂ ☐

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A22. Would you say that, over the past school year, the quality of careers advice and guidance offered to your child by their school or Connexions was?

Very good 1 ☐   Good   2 ☐   Poor   3 ☐

Very poor 4 ☐   Don't know 9 ☐

A23. There's a government payment called the Education Maintenance Allowance (EMA) to help young people carry on in education after they're 16, by giving them a weekly income. Have you heard of the Education Maintenance Allowance before today?

Yes 1 ☐   No 2 ☐   Not sure 9 ☐

A24. Is your child, or you on their behalf, planning to apply for the Education Maintenance Allowance?

Yes 1 ☐   No 2 ☐   Don't know 9 ☐

A25. University and college students have to pay fees these days towards the costs of their tuition. Which of these views comes closest to what you think about that?
(Mark **one** box only)

All students or their families should pay towards the costs   1 ☐
of their tuition

Some students or their families should pay towards the   2 ☐
costs of their tuition, depending on their circumstances

No students or their families should pay towards the costs   3 ☐
of their tuition

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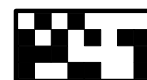
A26. When do you think students or their families start paying towards the costs of their tuition? (Mark **one** box only)

while they are studying   1 ☐

or

after they have finished   2 ☐
studying and have a job

A27. In the last year, have you been on any educational or training courses (including training at work)?

Yes   1 ☐   No   2 ☐

A28. What is the highest qualification you currently have? (Mark **one** box only)

No qualifications	1 ☐
NVQ level 1, GCSE, CSE, SNQ, 'O' Level, City & Guilds 1 or equivalent	2 ☐
NVQ level 2, 'A' Level, AS Level, SNQ Higher or equivalent	3 ☐
NVQ level 3, City & Guilds 3 or equivalent	4 ☐
NVQ level 4, First degree, nursing & teaching qualification or equivalent	6 ☐
NVQ level 5, Masters degree, PGCE, or equivalent	5 ☐
Other qualifications (not mentioned elsewhere)	7 ☐

Please turn over and fill in the back page ⟶

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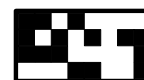
txa100 A1: Type of school or other place of education that study child attends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 A state school	5024	84.2	85.1	85.1
	2 A private school	765	12.8	13.0	98.0
	3 Being educated at home	26	.4	.4	98.5
	4 Other	90	1.5	1.5	100.0
	Total	5905	99.0	100.0	
Missing	-1 No response	59	1.0		
Total		5964	100.0		

txa110 A2: Standard of education at study child's school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	2241	37.6	38.5	38.5
	2 Good	3283	55.0	56.4	95.0
	3 Poor	218	3.7	3.7	98.7
	4 Very poor	24	.4	.4	99.1
	9 Don't know	51	.9	.9	100.0
	Total	5817	97.5	100.0	
Missing	-1 No response	147	2.5		
Total		5964	100.0		

txa120 A3: Standards of pupil behaviour at study child's school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1242	20.8	21.4	21.4
	2 Good	3710	62.2	63.8	85.2
	3 Poor	561	9.4	9.6	94.8
	4 Very poor	60	1.0	1.0	95.9
	9 Don't know	241	4.0	4.1	100.0
	Total	5814	97.5	100.0	
Missing	-1 No response	150	2.5		
Total		5964	100.0		

txa130 A4a: Study child's school is welcoming to parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	3497	58.6	60.0	60.0
	2 Slightly agree	1905	31.9	32.7	92.7
	3 Slightly disagree	308	5.2	5.3	98.0
	4 Definitely disagree	91	1.5	1.6	99.5
	9 Don't know	27	.5	.5	100.0
	Total	5828	97.7	100.0	
Missing	-1 No response	136	2.3		
Total		5964	100.0		

txa131 A4b: Study child's school gives clear information on how the study child is getting on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	3092	51.8	53.1	53.1
	2 Slightly agree	2007	33.7	34.5	87.6
	3 Slightly disagree	518	8.7	8.9	96.5
	4 Definitely disagree	199	3.3	3.4	99.9
	9 Don't know	6	.1	.1	100.0
	Total	5822	97.6	100.0	
Missing	-1 No response	142	2.4		
Total		5964	100.0		

txa132 A4c: Study child's school makes it easy for parent/carer to be involved in study child's education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	2008	33.7	34.5	34.5
	2 Slightly agree	2578	43.2	44.3	78.8
	3 Slightly disagree	957	16.0	16.4	95.2
	4 Definitely disagree	218	3.7	3.7	99.0
	9 Don't know	59	1.0	1.0	100.0
	Total	5820	97.6	100.0	
Missing	-1 No response	144	2.4		
Total		5964	100.0		

txa133 A4d: Study child tries to stop parent/carer knowing too much about their school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	272	4.6	4.7	4.7
	2 Slightly agree	1321	22.1	22.7	27.4
	3 Slightly disagree	891	14.9	15.3	42.7
	4 Definitely disagree	3269	54.8	56.1	98.8
	9 Don't know	69	1.2	1.2	100.0
	Total	5822	97.6	100.0	
Missing	-1 No response	142	2.4		
Total		5964	100.0		

txa134 A4e: If parent/carer talks to teachers too often at study child's school they will be labelled a troublemaker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	166	2.8	2.9	2.9
	2 Slightly agree	849	14.2	14.6	17.5
	3 Slightly disagree	995	16.7	17.1	34.6
	4 Definitely disagree	3060	51.3	52.7	87.4
	9 Don't know	734	12.3	12.6	100.0
	Total	5804	97.3	100.0	
Missing	-1 No response	160	2.7		
Total		5964	100.0		

txa135 A4f: A lot of information given by the school about study child's education is full of jargon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	161	2.7	2.8	2.8
	2 Slightly agree	902	15.1	15.5	18.3
	3 Slightly disagree	1324	22.2	22.8	41.1
	4 Definitely disagree	3317	55.6	57.1	98.2
	9 Don't know	103	1.7	1.8	100.0
	Total	5807	97.4	100.0	
Missing	-1 No response	157	2.6		
Total		5964	100.0		

txa140 A5: Extent to which school provides enough choice of year 10/11 subjects/qualifications to meet study child's individual interests and learning style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 To a great extent	2163	36.3	37.2	37.2
	2 To a fair extent	3159	53.0	54.4	91.6
	3 Not much	392	6.6	6.8	98.4
	4 Not at all	56	.9	1.0	99.4
	9 Don't know	37	.6	.6	100.0
	Total	5807	97.4	100.0	
Missing	-1 No response	157	2.6		
Total		5964	100.0		

txa150 A6a: During school year school has contacted parent/carer due to concerns about behaviour of other pupils towards study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	182	3.1	3.2	3.2
	2 No	5497	92.2	96.8	100.0
	Total	5679	95.2	100.0	
Missing	-1 No response	285	4.8		
Total		5964	100.0		

txa151 A6b: During school year school has contacted parent/carer due to concerns about study child's behaviour at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	896	15.0	15.6	15.6
	2 No	4857	81.4	84.4	100.0
	Total	5753	96.5	100.0	
Missing	-1 No response	211	3.5		
Total		5964	100.0		

txa152 A6c: During school year school has contacted parent/carer due to concerns about study child's attendance at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	557	9.3	9.8	9.8
	2 No	5137	86.1	90.2	100.0
	Total	5694	95.5	100.0	
Missing	-1 No response	270	4.5		
Total		5964	100.0		

txa153 A6d: During school year school has contacted parent/carer due to concerns about study child's attitude towards school or schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1352	22.7	23.5	23.5
	2 No	4411	74.0	76.5	100.0
	Total	5763	96.6	100.0	
Missing	-1 No response	201	3.4		
Total		5964	100.0		

txa160 A7a: During school year parent/carer has gone into school to discuss study child's progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5269	88.3	90.5	90.5
	2 No	553	9.3	9.5	100.0
	Total	5822	97.6	100.0	
Missing	-1 No response	142	2.4		
Total		5964	100.0		

txa161 A7b: During school year parent/carer has gone into school to see study child in music, sporting or drama event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2038	34.2	35.3	35.3
	2 No	3732	62.6	64.7	100.0
	Total	5770	96.7	100.0	
Missing	-1 No response	194	3.3		
Total		5964	100.0		

txa162 A7c: During school year parent/carer has gone into school to take part in a parenting course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	168	2.8	2.9	2.9
	2 No	5554	93.1	97.1	100.0
	Total	5722	95.9	100.0	
Missing	-1 No response	242	4.1		
Total		5964	100.0		

txa163 A7d: During school year parent/carer has gone into school to take part in evening classes or other learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	193	3.2	3.4	3.4
	2 No	5547	93.0	96.6	100.0
	Total	5740	96.2	100.0	
Missing	-1 No response	224	3.8		
Total		5964	100.0		

txa164 A7e: During school year parent/carer has gone into school to use the school facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	319	5.3	5.6	5.6
	2 No	5404	90.6	94.4	100.0
	Total	5723	96.0	100.0	
Missing	-1 No response	241	4.0		
Total		5964	100.0		

txa170 A8a: During school year study child has had one detention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1269	21.3	22.7	22.7
	2 No	4060	68.1	72.5	95.2
	9 Don't know	270	4.5	4.8	100.0
	Total	5599	93.9	100.0	
Missing	-1 No response	365	6.1		
Total		5964	100.0		

txa171 A8b: During school year study child has had detention a number of times

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	724	12.1	12.6	12.6
	2 No	4821	80.8	84.1	96.8
	9 Don't know	185	3.1	3.2	100.0
	Total	5730	96.1	100.0	
Missing	-1 No response	234	3.9		
Total		5964	100.0		

txa172 A8c: During school year study child has had a fixed-term exclusion or 'been suspended' from school even for a day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	212	3.6	3.7	3.7
	2 No	5496	92.2	95.7	99.4
	9 Don't know	36	.6	.6	100.0
	Total	5744	96.3	100.0	
Missing	-1 No response	220	3.7		
Total		5964	100.0		

txa173 A8d: During school year study child has been permanently excluded or 'expelled' from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	11	.2	.2	.2
	2 No	5683	95.3	99.2	99.4
	9 Don't know	36	.6	.6	100.0
	Total	5730	96.1	100.0	
Missing	-1 No response	234	3.9		
Total		5964	100.0		

txa180 A9: During school year study child has been bullied, either in or out of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	486	8.1	8.4	8.4
	2 No	5123	85.9	88.3	96.7
	9 Don't know	194	3.3	3.3	100.0
	Total	5803	97.3	100.0	
Missing	-1 No response	161	2.7		
Total		5964	100.0		

txa190 A10: Parent/carer's general view about children and education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Wholly the parents' responsibility	37	.6	.6	.6
	2 Mainly the parents' responsibility	244	4.1	4.1	4.8
	3 Mainly the school's responsibility	1302	21.8	22.1	26.8
	4 Wholly the school's responsibility	18	.3	.3	27.1
	9 Both equally	4302	72.1	72.9	100.0
	Total	5903	99.0	100.0	
Missing	-1 No response	61	1.0		
Total		5964	100.0		

txa200 A11a: Degree of importance parent/carer places on helping study child with schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very important	3064	51.4	52.0	52.0
	2 Fairly important	2544	42.7	43.1	95.1
	3 Not very important	239	4.0	4.1	99.2
	4 Not at all important	24	.4	.4	99.6
	9 Don't know	25	.4	.4	100.0
	Total	5896	98.9	100.0	
Missing	-1 No response	68	1.1		
Total		5964	100.0		

txa201 A11b: Degree of importance parent/carer places on making sure study child behaves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very important	5203	87.2	88.2	88.2
	2 Fairly important	676	11.3	11.5	99.7
	3 Not very important	13	.2	.2	99.9
	4 Not at all important	3	.1	.1	99.9
	9 Don't know	3	.1	.1	100.0
	Total	5898	98.9	100.0	
Missing	-1 No response	66	1.1		
Total		5964	100.0		

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txa210 A12a: Level of difficulty parent/carer finds making sure study child goes to school every day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very easy	4933	82.7	83.6	83.6
	2 Fairly easy	762	12.8	12.9	96.5
	3 Fairly difficult	127	2.1	2.2	98.7
	4 Very difficult	71	1.2	1.2	99.9
	9 Don't know	6	.1	.1	100.0
	Total	5899	98.9	100.0	
Missing	-1 No response	65	1.1		
Total		5964	100.0		

txa211 A12b: Level of difficulty parent/carer finds helping study child with homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very easy	1026	17.2	17.5	17.5
	2 Fairly easy	3217	53.9	54.8	72.3
	3 Fairly difficult	1305	21.9	22.2	94.6
	4 Very difficult	252	4.2	4.3	98.9
	9 Don't know	67	1.1	1.1	100.0
	Total	5867	98.4	100.0	
Missing	-1 No response	97	1.6		
Total		5964	100.0		

txa212 A12c: Level of difficulty parent/carer finds spending as much time as would like with study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very easy	1103	18.5	18.7	18.7
	2 Fairly easy	3013	50.5	51.0	69.7
	3 Fairly difficult	1575	26.4	26.7	96.4
	4 Very difficult	206	3.5	3.5	99.9
	9 Don't know	7	.1	.1	100.0
	Total	5904	99.0	100.0	
Missing	-1 No response	60	1.0		
Total		5964	100.0		

txa213 A12d: Level of difficulty parent/carer finds buying things he/she would like study child to have

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very easy	926	15.5	15.7	15.7
	2 Fairly easy	3271	54.8	55.4	71.1
	3 Fairly difficult	1299	21.8	22.0	93.1
	4 Very difficult	372	6.2	6.3	99.4
	9 Don't know	38	.6	.6	100.0
	Total	5906	99.0	100.0	
Missing	-1 No response	58	1.0		
Total		5964	100.0		

txa214 A12e: Level of difficulty parent/carer finds making sure study child behaves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very easy	2644	44.3	44.8	44.8
	2 Fairly easy	2738	45.9	46.4	91.2
	3 Fairly difficult	413	6.9	7.0	98.2
	4 Very difficult	101	1.7	1.7	99.9
	9 Don't know	7	.1	.1	100.0
	Total	5903	99.0	100.0	
Missing	-1 No response	61	1.0		
Total		5964	100.0		

txa220 A13a: Frequency in recent months parent/carer/other adult in household has talked to study child about study child's experiences at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	23	.4	.4	.4
	2 Sometimes	957	16.0	16.2	16.6
	3 Often	4924	82.6	83.3	99.8
	9 Don't know	9	.2	.2	100.0
	Total	5913	99.1	100.0	
Missing	-1 No response	51	.9		
Total		5964	100.0		

txa221 A13b: Frequency in recent months parent/carer/other adult in household has talked to study child about study child's friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	27	.5	.5	.5
	2 Sometimes	1073	18.0	18.1	18.6
	3 Often	4820	80.8	81.3	99.9
	9 Don't know	7	.1	.1	100.0
	Total	5927	99.4	100.0	
Missing	-1 No response	37	.6		
Total		5964	100.0		

txa222 A13c: Frequency in recent months parent/carer/other adult in household has talked to study child about things that are troubling study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	83	1.4	1.4	1.4
	2 Sometimes	2350	39.4	39.8	41.2
	3 Often	3462	58.0	58.6	99.7
	9 Don't know	15	.3	.3	100.0
	Total	5910	99.1	100.0	
Missing	-1 No response	54	.9		
Total		5964	100.0		

txa223 A13d: Frequency in recent months parent/carer/other adult in household has talked to study child about plans for further study after year 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	21	.4	.4	.4
	2 Sometimes	826	13.8	14.0	14.3
	3 Often	5073	85.1	85.7	100.0
	9 Don't know	1	.0	.0	100.0
	Total	5921	99.3	100.0	
Missing	-1 No response	43	.7		
Total		5964	100.0		

txa224 A13e: Frequency in recent months parent/carer/other adult in household has talked to study child about plans for work/career after finishing education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	50	.8	.8	.8
	2 Sometimes	1707	28.6	28.9	29.7
	3 Often	4143	69.5	70.1	99.8
	9 Don't know	9	.2	.2	100.0
	Total	5909	99.1	100.0	
Missing	-1 No response	55	.9		
Total		5964	100.0		

txa225 A13f: Frequency in recent months parent/carer/other adult in household has talked to study child about likely summer exam grades

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	77	1.3	1.3	1.3
	2 Sometimes	1707	28.6	29.0	30.3
	3 Often	4092	68.6	69.4	99.7
	9 Don't know	20	.3	.3	100.0
	Total	5896	98.9	100.0	
Missing	-1 No response	68	1.1		
Total		5964	100.0		

txa230 A14: Study child has a quiet place at home to do homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5799	97.2	98.0	98.0
	2 No	117	2.0	2.0	100.0
	Total	5916	99.2	100.0	
Missing	-1 No response	48	.8		
Total		5964	100.0		

txa240 A15: Length of time each week during school year parent/carer/other has spent talking about/helping with/checking study child's schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than half an hour	1035	17.4	17.6	17.6
	2 Between half an hour and 1 hour	2089	35.0	35.6	53.2
	3 1 to 2.5 hours	1449	24.3	24.7	77.8
	4 2.5 hours to 5 hours	905	15.2	15.4	93.2
	5 5 hours or more	398	6.7	6.8	100.0
	Total	5876	98.5	100.0	
Missing	-1 No response	88	1.5		
Total		5964	100.0		

txa250 A16a: Study child's school insists that parents sign that they have checked homework weekly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2282	38.3	39.8	39.8
	2 No	3447	57.8	60.2	100.0
	Total	5729	96.1	100.0	
Missing	-1 No response	235	3.9		
Total		5964	100.0		

txa251 A16b: Study child seeks help or advice from parent/carer when stuck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5053	84.7	86.9	86.9
	2 No	759	12.7	13.1	100.0
	Total	5812	97.5	100.0	
Missing	-1 No response	152	2.5		
Total		5964	100.0		

txa252 A16c: Parent/carer takes more interest in study child's assessed coursework than normal homework or revision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1892	31.7	33.4	33.4
	2 No	3771	63.2	66.6	100.0
	Total	5663	95.0	100.0	
Missing	-1 No response	301	5.0		
Total		5964	100.0		

txa253 A16d: Parent/carer tries to make sure study child 'goes and does' homework but doesn't check up on the actual work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3777	63.3	66.4	66.4
	2 No	1909	32.0	33.6	100.0
	Total	5686	95.3	100.0	
Missing	-1 No response	278	4.7		
Total		5964	100.0		

txa254 A16e: Study child won't tell parent/carer anything about homework and its progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1005	16.9	17.7	17.7
	2 No	4659	78.1	82.3	100.0
	Total	5664	95.0	100.0	
Missing	-1 No response	300	5.0		
Total		5964	100.0		

txa260 A17a: During this school year parent/carer/other has helped with or talked about school projects with study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	232	3.9	4.0	4.0
	2 Sometimes	3378	56.6	57.7	61.6
	3 Regularly	2239	37.5	38.2	99.9
	9 Don't know	8	.1	.1	100.0
	Total	5857	98.2	100.0	
Missing	-1 No response	107	1.8		
Total		5964	100.0		

txa261 A17b: During this school year parent/carer/other has visited libraries, museums and galleries with study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	3188	53.5	54.5	54.5
	2 Sometimes	2412	40.4	41.3	95.8
	3 Regularly	216	3.6	3.7	99.5
	9 Don't know	30	.5	.5	100.0
	Total	5846	98.0	100.0	
Missing	-1 No response	118	2.0		
Total		5964	100.0		

txa262 A17c: During this school year parent/carer/other has bought books for study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	697	11.7	11.9	11.9
	2 Sometimes	3827	64.2	65.6	77.5
	3 Regularly	1301	21.8	22.3	99.8
	9 Don't know	11	.2	.2	100.0
	Total	5836	97.9	100.0	
Missing	-1 No response	128	2.1		
Total		5964	100.0		

txa263 A17d: During this school year parent/carer/other has bought educational computer software for study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	2889	48.4	49.4	49.4
	2 Sometimes	2562	43.0	43.8	93.3
	3 Regularly	359	6.0	6.1	99.4
	9 Don't know	34	.6	.6	100.0
	Total	5844	98.0	100.0	
Missing	-1 No response	120	2.0		
Total		5964	100.0		

txa264 A17e: During this school year parent/carer/other has supervised or helped study child with use of the Internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	1701	28.5	29.1	29.1
	2 Sometimes	3316	55.6	56.8	86.0
	3 Regularly	806	13.5	13.8	99.8
	9 Don't know	14	.2	.2	100.0
	Total	5837	97.9	100.0	
Missing	-1 No response	127	2.1		
Total		5964	100.0		

txa265 A17f: During this school year parent/carer/other has discussed news/current events with study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	233	3.9	4.0	4.0
	2 Sometimes	3367	56.5	57.4	61.4
	3 Regularly	2258	37.9	38.5	99.8
	9 Don't know	9	.2	.2	100.0
	Total	5867	98.4	100.0	
Missing	-1 No response	97	1.6		
Total		5964	100.0		

txa266 A17g: During this school year parent/carer/other has paid for extra tuition in one or more subjects for the study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	4520	75.8	77.4	77.4
	2 Sometimes	585	9.8	10.0	87.4
	3 Regularly	721	12.1	12.3	99.7
	9 Don't know	15	.3	.3	100.0
	Total	5841	97.9	100.0	
Missing	-1 No response	123	2.1		
Total		5964	100.0		

txa270 A18: Degree of importance parent/carer places on study child obtaining 5 GCSEs at level A*-C or vocational award equivalent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very important	4601	77.1	78.4	78.4
	2 Fairly important	1102	18.5	18.8	97.2
	3 Not very important	85	1.4	1.4	98.7
	4 Not at all important	57	1.0	1.0	99.6
	9 Don't know	22	.4	.4	100.0
	Total	5867	98.4	100.0	
Missing	-1 No response	97	1.6		
Total		5964	100.0		

txa280 A19: Likelihood of study child obtaining 5 GCSEs at level A*-C or vocational award equivalent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very likely	3668	61.5	62.5	62.5
	2 Fairly likely	1444	24.2	24.6	87.1
	3 Not very likely	477	8.0	8.1	95.3
	4 Not at all likely	188	3.2	3.2	98.5
	9 Don't know	90	1.5	1.5	100.0
	Total	5867	98.4	100.0	
Missing	-1 No response	97	1.6		
Total		5964	100.0		

txa290 A20: Path that parent/carer wants study child to take after year 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Leave school at 16 and get a job	49	.8	.8	.8
	2 Stay in school until 18, then get a job	1065	17.9	18.2	19.0
	3 Stay in school/college until 18, then go to University	4093	68.6	70.0	89.0
	4 Do an apprenticeship/other vocational training	536	9.0	9.2	98.2
	5 Leave school and look after family/home	3	.1	.1	98.2
	9 Don't know	105	1.8	1.8	100.0
	Total	5851	98.1	100.0	
Missing	-1 No response	113	1.9		
Total		5964	100.0		

txa300 A21: Path that parent/carer thinks gives people more opportunities and choice in life in the long-run

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Having good practical skills and training	2214	37.1	40.2	40.2
	2 Having good academic results	3298	55.3	59.8	100.0
	Total	5512	92.4	100.0	
Missing	-1 No response	452	7.6		
Total		5964	100.0		

txa310 A22: Quality of careers advice and guidance offered to study child by school or Connexions in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	837	14.0	14.2	14.2
	2 Good	2760	46.3	47.0	61.2
	3 Poor	1090	18.3	18.6	79.8
	4 Very poor	246	4.1	4.2	84.0
	9 Don't know	943	15.8	16.0	100.0
	Total	5876	98.5	100.0	
Missing	-1 No response	88	1.5		
Total		5964	100.0		

txa320 A23: Parent/carer has heard of the Education Maintenance Allowance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4919	82.5	83.4	83.4
	2 No	816	13.7	13.8	97.2
	9 Not sure	164	2.7	2.8	100.0
	Total	5899	98.9	100.0	
Missing	-1 No response	65	1.1		
Total		5964	100.0		

txa330 A24: Study child or parent/carer on study child's behalf is planning to apply for the Education Maintenance Allowance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1700	28.5	28.9	28.9
	2 No	3079	51.6	52.4	81.3
	9 Not sure	1096	18.4	18.7	100.0
	Total	5875	98.5	100.0	
Missing	-1 No response	89	1.5		
Total		5964	100.0		

txa340 A25: Parent/carer's view on University and college tuition fees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 All students/families should pay towards tuition costs	316	5.3	5.4	5.4
	2 Some should pay, depending on circumstances	2945	49.4	50.3	55.6
	3 No students/families should pay towards tuition costs	2599	43.6	44.4	100.0
	Total	5860	98.3	100.0	
Missing	-1 No response	104	1.7		
Total		5964	100.0		

txa350 A26: Time when parent/carer feels students or their families should start paying tuition fees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 While they are studying	2301	38.6	40.8	40.8
	2 After they have finished studying and have a job	3339	56.0	59.2	100.0
	Total	5640	94.6	100.0	
Missing	-1 No response	324	5.4		
Total		5964	100.0		

txa360 A27: In the past year parent/carer has been on educational or training courses including training at work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3375	56.6	57.7	57.7
	2 No	2475	41.5	42.3	100.0
	Total	5850	98.1	100.0	
Missing	-1 No response	114	1.9		
Total		5964	100.0		

txa370 A28: Highest qualification parent/carer currently has

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No qualifications	178	3.0	3.0	3.0
	2 NVQ level 1 or equivalent	1634	27.4	27.9	30.9
	3 NVQ level 2 or equivalent	738	12.4	12.6	43.5
	4 NVQ level 3 or equivalent	665	11.2	11.4	54.9
	5 NVQ level 4 or equivalent	1452	24.3	24.8	79.7
	6 NVQ level 5 or equivalent	656	11.0	11.2	90.9
	7 Other qualifications	533	8.9	9.1	100.0
	Total	5856	98.2	100.0	
Missing	-1 No response	108	1.8		
Total		5964	100.0		

PAGE 12 OF THE QUESTIONNAIRE

■ **<u>Completion</u>** ■

B1. This questionnaire was completed by: (mark all that apply)

    a)   child's biological mother   1 ☐

    b)   child's mother figure   1 ☐

    c)   child's biological father   1 ☐

    d)   child's father figure   1 ☐

    e)   someone else (please mark   1 ☐
        and describe)

	Day	Month	Year
B2. Please give the date on which you **<u>completed</u>** this questionnaire:	/	/	**2 0 0**
B3. Please give the date of birth of **<u>your child</u>**:	/	/	**1 9 9**
B4. Please give **<u>your own</u>** date of birth:	/	/	**1 9**

Thank you VERY much for your help

Space for any additional comment you would like to make

NB: Please remember we cannot reply to any comment unless you sign it.

When completed, please send this back to:

Office use only
☐
coder

Professor George Davey Smith
Children of the Nineties - ALSPAC
24 Tyndall Avenue
Bristol
BS8 1BR

© University of Bristol

34773

http://www.alspac.bristol.ac.uk

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[Editing note – B1: If all six parts of question B1 were omitted then variables TXA980 to TXA984 were all set to –5, otherwise values of -1 were recoded to 2 'No'.]

txa980 B1a: Questionnaire completed by child's biological mother

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5662	94.9	95.6	95.6
	2 No	259	4.3	4.4	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 omitted	43	.7		
Total		5964	100.0		

txa981 B1b: Questionnaire completed by child's mother figure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	98	1.6	1.7	1.7
	2 No	5823	97.6	98.3	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 omitted	43	.7		
Total		5964	100.0		

txa982 B1c: Questionnaire completed by child's biological father

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	229	3.8	3.9	3.9
	2 No	5692	95.4	96.1	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 omitted	43	.7		
Total		5964	100.0		

txa983 B1d: Questionnaire completed by child's father figure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	15	.3	.3	.3
	2 No	5906	99.0	99.7	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 omitted	43	.7		
Total		5964	100.0		

txa984 B1e: Questionnaire completed by someone else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	18	.3	.3	.3
	2 No	5903	99.0	99.7	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 omitted	43	.7		
Total		5964	100.0		

Derived Variables

Number of contributors

The number of contributors to the questionnaire is the number of boxes ticked in question B1. It was derived by recoding (1 = 1)(else = 0), summing and then copying across missing values from the components.

txa986 DV: Number of contributors to questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5824	97.7	98.4	98.4
	2	95	1.6	1.6	100.0
	3	1	.0	.0	100.0
	5	1	.0	.0	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 ommited	43	.7		
Total		5964	100.0		

Questionnaire completed by…

This variable details the combinations of respondents reported in question B1. It is calculated by recoding values of 1 to powers of 2 (1, 2, 4, 8 and 16 for parts a to e respectively) and all other values to 0 and summing. Missing values in the components are then copied across.

txa987 DV: Questionnaire completed by...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Mother only	5574	93.5	94.1	94.1
	2 Mother figure only	49	.8	.8	95.0
	3 Mother and mother figure	46	.8	.8	95.7
	4 Father only	185	3.1	3.1	98.9
	5 Mother and father	33	.6	.6	99.4
	6 Mother figure and father	2	.0	.0	99.5
	8 Father figure only	5	.1	.1	99.5
	9 Mother and father figure	3	.1	.1	99.6
	12 Father and father figure	6	.1	.1	99.7
	16 Other only	11	.2	.2	99.9
	17 Mother and other	4	.1	.1	99.9
	20 Father and other	1	.0	.0	100.0
	21 Mother, father and other	1	.0	.0	100.0
	31 Mother, mother figure, father, father figure and other	1	.0	.0	100.0
	Total	5921	99.3	100.0	
Missing	-5 Question B1 ommited	43	.7		
Total		5964	100.0		

[Editing note – B2: The date of completion was substituted with the date of receipt of the questionnaire from ALSPAC's administrative database if any of the following occurred: The date of completion was not fully completed, the date of completion was not a valid date (e.g. 31st November), the date of completion was later than the date of receipt or the date of completion was earlier than the date on which the questionnaire was sent out by ALSAPAC. This action was flagged in variable TXA990c. The month and year of completion were retained on the built file, but the day was dropped.]

txa990a B2: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	4	.1	.1	.1
	2 February	2586	43.4	43.4	43.4
	3 March	2108	35.3	35.3	78.8
	4 April	462	7.7	7.7	86.5
	5 May	153	2.6	2.6	89.1
	6 June	67	1.1	1.1	90.2
	7 July	408	6.8	6.8	97.0
	8 August	94	1.6	1.6	98.6
	9 September	58	1.0	1.0	99.6
	10 October	9	.2	.2	99.7
	11 November	12	.2	.2	99.9
	12 December	3	.1	.1	100.0
	Total	5964	100.0	100.0	

txa990b B2: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2007	1322	22.2	22.2	22.2
	2008	3599	60.3	60.3	82.5
	2009	1043	17.5	17.5	100.0
	Total	5964	100.0	100.0	

txa990c DV: Date of completion replaced with date of receipt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, incomplete d.o.c.	45	.8	.8	.8
	3 Yes, d.o.c. < d.o.s.	19	.3	.3	1.1
	4 Yes, d.o.c. > d.o.r.	43	.7	.7	1.8
	5 No	5857	98.2	98.2	100.0
	Total	5964	100.0	100.0	

[Editing note – B3: The reported date of birth of the study child is not used.]

[Editing note – B4: The reported date of birth of the respondent is not used.]

Derived Variables - Age at Completion

The date of completion and the children's dates of birth from ALSPAC's central database, were used to calculate the child's age at completion in completed weeks and completed months.

txa991a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	177	1	.0	.0	.0
	179	1	.0	.0	.0
	183	2	.0	.0	.1
	185	56	.9	.9	1.0
	186	227	3.8	3.8	4.8
	187	428	7.2	7.2	12.0
	188	476	8.0	8.0	20.0
	189	448	7.5	7.5	27.5
	190	526	8.8	8.8	36.3
	191	541	9.1	9.1	45.4
	192	425	7.1	7.1	52.5
	193	510	8.6	8.6	61.0
	194	576	9.7	9.7	70.7
	195	561	9.4	9.4	80.1
	196	573	9.6	9.6	89.7
	197	406	6.8	6.8	96.5
	198	106	1.8	1.8	98.3
	199	38	.6	.6	98.9
	200	22	.4	.4	99.3
	201	10	.2	.2	99.5
	202	10	.2	.2	99.6
	203	7	.1	.1	99.8
	204	4	.1	.1	99.8
	205	2	.0	.0	99.9
	206	3	.1	.1	99.9
	207	1	.0	.0	99.9
	209	1	.0	.0	99.9
	210	1	.0	.0	100.0
	215	1	.0	.0	100.0
	218	1	.0	.0	100.0
	Total	5964	100.0	100.0	

txa991b DV: Age of study child at completion (weeks)

DV: Age of study child at completion (weeks)
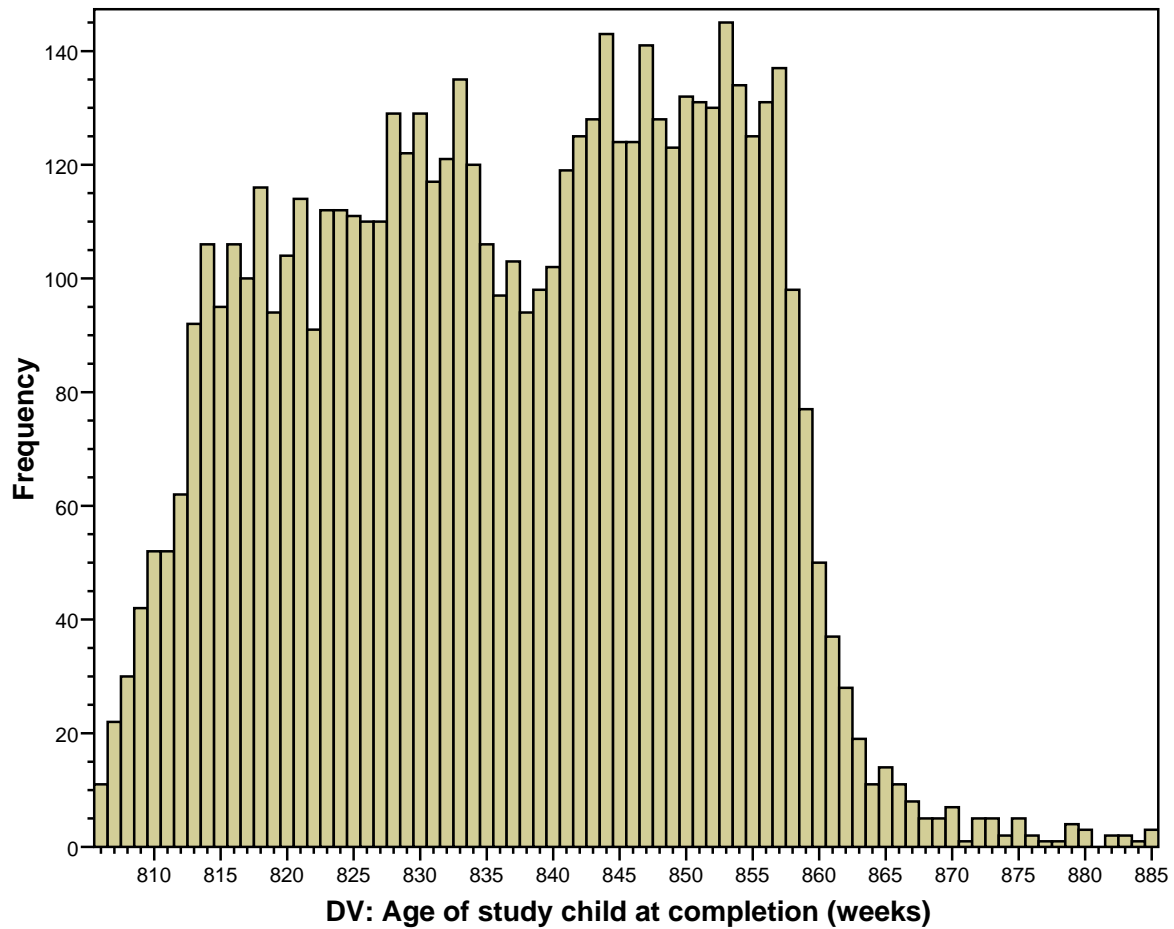
plus the following outliers < 806 or > 885:

txa991b DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	773	1	5.0	5.0	5.0
	782	1	5.0	5.0	10.0
	795	1	5.0	5.0	15.0
	798	1	5.0	5.0	20.0
	805	1	5.0	5.0	25.0
	886	1	5.0	5.0	30.0
	887	2	10.0	10.0	40.0
	888	2	10.0	10.0	50.0
	892	1	5.0	5.0	55.0
	894	1	5.0	5.0	60.0
	895	1	5.0	5.0	65.0
	898	1	5.0	5.0	70.0
	899	1	5.0	5.0	75.0
	900	1	5.0	5.0	80.0
	912	1	5.0	5.0	85.0
	915	1	5.0	5.0	90.0
	937	1	5.0	5.0	95.0
	950	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Appendix A

This appendix contains the general coding instructions for scanned questionnaires that are referred to whenever any questionnaire is being verified. Note that the term "coding" is a hangover from the pre-scanning days, as is the format of the document. These instructions were only used for the first collection sweep in 2007. After that they were rewritten to reflect the realities of verification (see Appendix C).

This document provides a general overview to the coding process as well as defining abbreviations for standard methods that are used in the specific coding instructions for the questionnaire (see Appendix B).

General coding instructions for *electronically scanned* ALSPAC questionnaires – first version, 5th December 2005.

These points are taken and adapted where necessary from the "General coding instructions for ALSPAC questionnaires – 3rd revision" document. They are to be used in conjunction with the specific instructions for each questionnaire.

General guidelines:
Check that the meaning of the question or the stated answer has not been adjusted by the respondent editing the question or qualifying the answer with words that make it not applicable.

Remember that a blank answer should always be left blank. It is not our task to infer what the respondent meant to say.

In cases where a box has been struck out, it should be considered as blank, meaning no answer given.

Logical editing will be taken care of by the data preparation team.

Dates:
a) If the <u>year is stated</u> but the day and/or month are left unfilled or are described as not known, then code the unknown element(s) as 99.

b) In contrast, if the <u>year is blank or stated as not known,</u> but other elements of the date have been written, leave the unknown year *blank* so that there is no ambiguity with 1999.

c) If the whole date is left totally blank, leave all blank.

Coding instructions:
Each type of questionnaire has its own unique coding sheet. To carry out the instructions by a standardised method, the abbreviations that have been used are:

7   If more than one box is crossed, record the one with the lowest number in the specific range

8   If more than one box is crossed, record the one with the highest number in the specific range

I   If 'Yes' <u>and</u> 'no' are crossed in a <u>stand-alone</u> question, then leave the question blank. However, if the Yes/No have both been marked in a lead question with 'If Yes…' or 'If No…' after it, then the answer should be obvious from the information given after the 'If Yes/No'.

II   Code as a number.
Make sure that the answer is in the required units, e.g. weeks rather than months, or pints rather than glasses, or whatever. There will be rules in the coding instructions as to whether to round fractions up or down, for each question where it is likely to occur.

Other possible 'non-standard' indications by the respondent:

If answer stated as not known, code as 9, 99, 999 or 9999 - depending on field length. For this occurrence with <u>dates</u> see above.

If "occasional" is stated where a number is required, this is usually coded as 97. There are occasionally other codes in the 90 range to be used as indicated in the coding instructions.

If "none" or "nil" is stated for a numeric response, code as zero.

If there is no response, or they reply "Not applicable", "N/A" or something equivalent, leave the boxes blank.

IV   Code as ddmmyy for days, months, years. See instructions above about dates.

"Other, please describe" questions
 Where information is written in an "other, please describe" box, check various points:
1. The information given there should not fit into one of the <u>other categories</u> in the question. If it is the same, recode it as that category, but if there is doubt, or it is clearly different, leave it as "other".

2. If there is information written in the box, it should have the corresponding box marked. If it is not possible to assign an answer to a corresponding box, (which happens often in qualitative answers) then assign the code "zero" - indicating a relevant comment has been given, but we don't know which "yes" category to put it into.

Appendix B

This appendix contains the coding instructions specific to version 1 of this questionnaire. As with the general instructions in Appendix A, the term coding and format of the document are a hangover from the pre-scanning days and were only used for the first sweep in 2007. For the 2008 & 2009 sweeps more specific verification instructions were written (see Appendix D).

Coding instructions for first version of "Year 11 Questionnaire for Parents and Carers" (21/03/2007)

These questionnaires have all been electronically scanned.

Coding the "Year 11 Questionnaire for Parents and Carers" replies

For data preparation follow the general rules outlined in the "General Coding Instructions For Electronically Scanned ALSPAC Questionnaires – First Version, 5th December 2005".

In addition, run through the whole questionnaire to make sure that any names or other identifiers of the respondent are deleted. These are not always in the text answers.

Page 3, Section A		
A1		If multiple boxes are crossed then code as 4 and enter the combination of crosses as text, e.g. "1+2+4". If something relevant is written in the box then please ensure that A1 is coded as 4.
A2	8	
A3	8	
Page 4		
A4a,b,c	8	
A4d,e,f	7	Except: "Don't know" over-rides other answers.
A5	8	
A6a-d		If both "Yes" and "No" are crossed, code as blank.
Page 5		
A7a-e		If both "Yes" and "No" are crossed, code as blank.
A8a-d		If multiple answers include 9, code as 9. If both "Yes" and "No" only are crossed then code as blank.
A9		As A8.
A10		If boxes 1 & 4 or boxes 2 & 3 are crossed then code as 9, regardless of whether box 9 is also crossed. If box 9 and any other box are crossed then code as 9. Other combinations of crosses code as blank.
Page 6		
A11a, b	8	
A12a-e	8	
A13a-f	7	Except: "Don't know" over-rides other answers.
Page 7		
A14		If both "Yes" and "No" are crossed, code as blank.
A15	7	

A16a-e		If both "Yes" and "No" are crossed, code as blank.
Page 8		
A17a-g	7	Except: "Don't know" over-rides other answers.
Page 9		
A18	8	
A19	8	
A20		If multiple boxes are crossed code in the following order of preference: 9, 5, 1, 4, 2, 3. E.g. if boxes 1 & 4 are crossed code as 1.
A21		If both boxes are ticked code as blank.
Page 10		
A22	8	
A23		If multiple answers include 9, code as 9. If both "Yes" and "No" only are crossed then code as blank.
A24		As A23.
A25	7	
Page 11		
A26		If both boxes are ticked code as blank.
A27		If both "Yes" and "No" are crossed, code as blank.
A28	8	Except that code 5 overrides code 6.
Page 12, Section B		
B1a-e		There should be either a cross or a blank here.
B1e		If something relevant is written in the box then ensure that B1e is coded as 1. Cross out anything totally irrelevant.
B2	IV	If this question is blank, copy the date of receipt from the front cover. **Watch out for dates at the turn of the year as the stated year is sometimes incorrect!**
B3	IV	The year number should be 0, 1, 2 or 3. If any other year is written, strike out, leaving just the day and month. If left blank, copy the date of birth from label on the front cover, using 99 for the day.
B4	IV	

END OF QUESTIONNAIRE
Year 11 Questionnaire for Parents and Carers

David Herrick 21/05/2007

Appendix C

This appendix contains the general verification instructions for scanned questionnaires that are referred to whenever any questionnaire is being verified. This document provides a general overview to the verification process as well as defining abbreviations for standard methods that are used in the specific verification instructions for the questionnaire (see Appendix D).

General Verification Instructions

Document Control

Version	1
Date of introduction	12/03/2008
Date of termination	
Number of pages	2
Author	David Herrick

For general guidance on scanning and verifying see the relevant page on the ALSPAC intranet:

http://alsp-buzzard.alspac.bris.ac.uk:9080/ALSPNet/projects/Scanning/scanning.html

The purpose of verifying is to resolve the queries produced by the software. The general aim is to ensure that the exact response is entered, regardless of whether or not it makes sense. Genuinely reported values that are unlikely or even impossible will be resolved at a later stage of the data preparation process.

When verifying a scanned form you will need to reference the specific verification instructions for that form. These will detail the data type of each response on the form and any verification rules additional to the general guidelines specified below:

Code	Data Type	General Verification Guidance
S	A single check box that the respondent can either cross or leave blank.	
M	Multiple check boxes from which the respondent is expected to either cross one or leave all blank.	Occasionally respondents will cross more than one box; the verification instructions for the form will detail how to resolve any such occurrences. The following codes are used as shorthand for commonly occurring instructions: • 7: If more than one box is crossed, choose the one with the lowest code number. • 8: If more than one box is crossed, choose the one with the highest code number. • I: If 'Yes' and 'No' are both crossed in a stand-alone question, then leave the response blank. However, if 'Yes' and 'No' are both crossed in a lead question then it should be possible to determine the intended response from the information in the follow up questions. If it is clear that the respondent attempted to cancel a cross by filling in a box then discard that value.

N	A numerical response. The respondent is provided with one or more boxes within which they are expected to write Arabic numerals (one per box).	The verifier will query anything that it cannot recognise as a number. Please note the following general guidelines: • If "N/A" or question marks or anything similar are written in the boxes, leave as blank. • If more than one digit has been written in any box then enter the value if it is possible to do so (i.e. there were enough boxes but the digits were misplaced). However, if the response is too large for the number of boxes (e.g. 11 where only a single digit is expected) then record it in the form notes and leave the value as blank. • If the answer is not legible on the scanned image and therefore cannot be corrected then record in the form notes and leave the value as blank. It may be possible for the value to be corrected later on by looking at the paper copy of the questionnaire. In addition the verifier may also be set up to query values outside of a specific range (this will be documented in the verification instructions for the form). If a queried value is clearly what was written then accept it even if it is outside the range of values in the verification rule. This applies even if the value is impossible (e.g. value 34 in a response for number of hours per day).
D	A date. The respondent is provided with boxes within which to write the numerals of a date. Some boxes may be pre-filled.	The general guidelines for numerical responses apply here. In addition note that the verifier will query any invalid dates, including any dates where there are empty boxes. As with numerical responses these should be left as reported by the respondent. In the days of keyed questionnaires coders were instructed, for example, to use the date of receipt to fill in missing dates of completion. This sort of thing is not required of validation – the date captured should be as reported.
C	Constrained text. The respondent is provided with a series of boxes within which to write text; one character per box.	The text should be entered as close as is possible to what the respondent wrote, so observe errors in spelling, grammar etc. It is not possible to enter more characters than there are boxes on the questionnaire. Longer responses must be recorded in the form notes. Note that it is not possible to enter the character "?". If the respondent wrote "?" as part of the response in the text box then enter this as "[Question mark]".
T	Unconstrained text. The respondent is provided with a large box within which to write freely.	The verifier will attempt to interpret this but will almost always flag for verification if anything is detected. Simply type in the text response as best you can. The text should be entered as close as is possible to what the respondent wrote, so observe errors in spelling, grammar etc. Note that if the response is split over several lines then if captured in multiple lines this formatting can be kept, but new line breaks cannot be inserted. Note that it is not possible to enter the character "?". If the respondent wrote "?" as part of the response in the text box then enter this as "[Question mark]". Occasionally the verification instructions for the form will instruct you to enter something new in an unconstrained text box (e.g. details of multiple crossing in data type M). To do this click on the box on the form and start typing in the grey area below. In order to differentiate between text from the respondent and text entered at verification start anything you add with "V: " and enclose in square brackets, e.g. "[V: 1+2+5]".

Appendix D

This appendix contains the verification instructions specific to this questionnaire.

Verifying version 1 of "Year 11 Questionnaire for Parents and Carers"

This document provides specific verification instructions for this form. It must be read in conjunction with the "General Verification Instructions" document.

Form Details

Form ID	34773
Form Title	Year 11 Questionnaire for Parents and Carers
Form Code	YYR11
Form Version	1
Form Date	21/03/2007

Document Control

Version	2
Date of introduction	13/03/2008
Date of termination	
Number of pages	3
Author	David Herrick

Question Specific Instructions

Question	Data Type	Valid range	Correction Code	Comment
Page 3 Section A				
A1	M			If multiple boxes are crossed then record as 4 "Other, please specify" and enter the combination of crosses in the text box for A1, e.g. "V: 1+2".
A1 text	T			
A2	M		8	
A3	M		8	
Page 4				
A4a, b, c	M		8	
A4d, e, f	M		7	Except that box 9 "Don't know" overrides other boxes.
A5	M		8	
A6a to A6d	M		I	

Page 5				
A7a to A7e	M		I	
A8a to A8d	M			If multiple boxes are crossed including box 9 "Don't know", record as 9. If both box 1 "Yes" and box 2 "No" only are crossed then record as blank.
A9	M			As A8.
A10	M			- If box 9 and any other boxes are crossed then record as 9. - If boxes 1 & 4 only or boxes 2 & 3 only are crossed then record as 9. - If boxes 1 & 2 only are crossed then record as 1. - If boxes 3 & 4 only are crossed then record as 4. - Record other combinations of crosses as blank and enter the original combination in the form notes.
Page 6				
A11a & A11b	M		8	
A12a to A12e	M		8	
A13a to A13f	M		7	Except that box 9 "Don't know" overrides other boxes.
Page 7				
A14	M		I	
A15	M		7	
A16a to A16e	M		I	
Page 8				
A17a to A17g	M		7	Except that box 9 "Don't know" overrides other boxes.
Page 9				
A18	M		8	
A19	M		8	
A20	M			If multiple boxes are crossed record one in the following order of preference: 9, 5, 1, 4, 2, 3. For example: if boxes 1 & 4 are crossed record as 1.
A21	M			If both boxes are ticked record as blank.
Page 10				
A22	M		8	
A23	M			If multiple boxes are crossed including box 9 "Not sure", record as 9. If both box 1 "Yes" and box 2 "No" only are crossed then record as blank.
A24	M			If multiple boxes are crossed including box 9 "Don't know", record as 9. If both box 1 "Yes" and box 2 "No" only are crossed then record as blank.
A25	M		7	

Page 11				
A26	M			If both boxes are ticked record as blank.
A27	M		I	
A28	M		8	Except that: • Box 1 "No qualifications" overrides other boxes. • Boxes 2 to 6 override box 7 "Other qualifications". • Box 5 "NVQ level 5" overrides box 6 "NVQ level 4". (Note that the category values for "NVQ level 4" and "NVQ level 5" were accidentally transposed during form design.)
Page 12 Section B				
B1a to B1e	S			
B1e text	T			
B2	D	20/03/2007 - 31/12/2009		
B3	D	01/01/1991 - 31/12/1992		
B4	D	01/01/1945 - 31/12/1979		

Appendix E: Questionnaire Methodology

Administration

Questionnaires were identified by a 9 digit check-summed identifier (QUESTIONNAIRE ID) that is unique to both the recipient and the particular questionnaire. These numbers, together with bar codes, were printed on sticky labels that were then applied to the front pages of the questionnaires prior to being mailed out. If a response was not received after 3 weeks a reminder letter was sent.

The receipt of questionnaires was logged by the Questionnaire Administration Department using a bar code scanning system, which recorded the date of receipt. If returned blank by the respondent (but not, for example, if returned as "not known at this address") this was flagged. The questionnaires were examined and if badly completed (e.g. marks not in boxes) or if text was written outside of supplied boxes then the office use box on the back page was marked in order to flag that detailed checking was required at the verification stage (see below). Any signed comments on the back page were dealt with as appropriate and the completed questionnaires batched together in batches of 20, separately for the male and female versions.

Data handling

The questionnaires were designed using the Teleform data capture software. The questionnaires were booklets with A5 pages, stapled in the folded spine. The expected responses to the questions fall into four categories: self-coding tick boxes, numeric, free text and occasionally constrained print (text entered one letter to a box).

Completed questionnaires had the spine guillotined off and were then fed into a document scanner. The data were captured from the resulting images by the Teleform software. Any anomalies, such as multiple ticks or numeric / constrained print responses that the system could not interpret were flagged by the software and corrected by an operator at the verification stage. During verification the captured free text was also checked for accuracy. The rules for correcting multiple ticks and other anomalies were set out in the ALSPAC general coding instructions (see Appendices B & D) and the specific coding instructions for this questionnaire (see Appendices C & E). The numeric, tick box and any constrained print data were then exported to an SPSS data file and the free text exported to a database. The images of the forms were exported to the ADOS image storage system for archiving.

The SPSS data files then had appropriate variable and value labels applied. The administrative identifier (QUESTIONNAIRE ID) was converted to the research identifiers ALN & QLET. At the end of this process the data were classified as clean; they are deemed to accurately represent what the respondent actually entered on the questionnaire, except that the text responses have not been processed. The free text is available on request under special confidentiality rules for projects that require it.

In order to prepare the data for general release the clean data were matched to the information about dispatch and return held in the ALSPAC administrative database. This enabled creation of variables for all members of the cohort indicating whether or not a questionnaire was sent out, whether it was returned etc. The variables were renamed according to a unique system to ensure there are no conflicts with variable on other data files. All variable names start with the letters "txa" which are followed by three digits and

occasionally a further letter. Then the data from the back page (section B) were edited as described in the relevant section of this documentation.

At some point in the future the data may be reissued as a "built" file with an edited version of the data adjusting for illogical responses, dealing with skip statements and adding useful derived variables.