

THE ALSPAC STUDY

CCXA FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Year 11 Questionnaire for Young People

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

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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 study children they were in the Spring/Summer terms of Year 11, in conjunction with a similar questionnaire for the main carers of the study children to complete (see the TXA file).

Section A is split into four sections topic areas. The first topic contains questions on “Your School” and asks the young people how they feel about their school, their experiences of school, what school activities they take part in, how important GCSE’s are to them and if they like and are good at the core subjects. The second topic is centred around “Home and School” and focuses on the home-school link, for example whether their carer takes an active interest in their schooling. The third topic “Thinking Ahead To The Future” asks the young person what their aspirations are for the future; whether they want to stay in full-time education or have chosen a different path. “About You And Others” is the final topic

and asks more personal questions about the young person's confidence and how they deal with certain situations, for instance with starting a new course or job.

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

Questionnaire versions

There were two versions of the questionnaire. The main part of the documentation is based around version 2, but the text of version 1, together with a description of the changes can be found in Appendix A.

Although there were only two versions (in terms of contents) the front page of version 2 was altered in 2009 to include the new study logo in place of the old. The form date was changed from 01/02/2008 to 18/01/2009.

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 Young People" was sent out to 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 to 487 and completed by 229 of these 504 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. The "Year 11 Questionnaire for Young People" was sent out to 9,741 (69%) of them. As of 20th November 2009 completed questionnaires had been returned for 5,210 (53%) of these children, which is 37% 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 4 of the 5,439 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 CCXA001 to CCXA007 remain, but CCXA007a 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 added close to the relevant frequency tables.

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.

ccxa001 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		

Questionnaire 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).

ccxa002 Questionnaire sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	10228	67.4	67.4	67.4
2 No	4952	32.6	32.6	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.

ccxa003 Sent batch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Batch 1 - 22/03/07	86	.6	.8	.8
	2 Batch 2 - 23/03/07	1320	8.7	12.9	13.7
	3 Batch 3 - 09/07/07	747	4.9	7.3	21.1
	4 Batch 4 - 13/02/08	5610	37.0	54.8	75.9
	5 Batch 5 - 15/02/08	311	2.0	3.0	78.9
	6 Batch 6 - 22/08/08	70	.5	.7	79.6
	7 Batch 7 - 03/09/08	233	1.5	2.3	81.9
	8 Batch 8 - 03/02/09	1780	11.7	17.4	99.3
	9 Batch 9 - 04/02/09	71	.5	.7	100.0
	Total	10228	67.4	100.0	
Missing	-2 Questionnaire not sent	4952	32.6		
Total		15180	100.0		

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

Batch	Date	Comment
1	22/03/07	Questionnaires sent to care cases ¹ in 2006/2007.
2	23/03/07	Main batch of questionnaires sent in 2006/2007.
3	09/07/07	Questionnaires for families accidentally omitted from the initial group although eligible for sending in 2006/7.
4	13/02/08	Main batch of questionnaires sent in 2007/2008.
5	15/02/08	Questionnaires sent to care cases ¹ in 2007/2008.
6	22/08/08	First batch of traced cases ² that contained families who responded to an initial contact mailing.
7	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.
8	03/02/09	Main batch of questionnaires sent in 2008/2009.
9	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.

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ccxa004 Reminder sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5672	37.4	55.5	55.5
	2 No	4556	30.0	44.5	100.0
	Total	10228	67.4	100.0	
Missing	-2 Questionnaire not sent	4952	32.6		
Total		15180	100.0		

ccxa005 Questionnaire return status (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not returned	4757	31.3	46.5	46.5
	2 Returned, completed	5439	35.8	53.2	99.7
	3 Returned, blank	32	.2	.3	100.0
	Total	10228	67.4	100.0	
Missing	-2 Questionnaire not sent	4952	32.6		
Total		15180	100.0		

ccxa006 Questionnaire returned (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5471	36.0	53.5	53.5
	2 No	4757	31.3	46.5	100.0
	Total	10228	67.4	100.0	
Missing	-2 Questionnaire not sent	4952	32.6		
Total		15180	100.0		

ccxa007 Questionnaire completed (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5439	35.8	53.2	53.2
	2 No	4789	31.5	46.8	100.0
	Total	10228	67.4	100.0	
Missing	-2 Questionnaire not sent	4952	32.6		
Total		15180	100.0		

ccxa007a Data available (as of 20/11/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5435	35.8	35.8	35.8
	2 No	9745	64.2	64.2	100.0
	Total	15180	100.0	100.0	

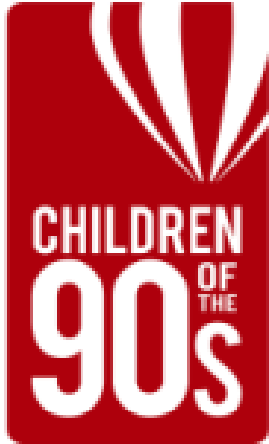
CCXA File – Introduction

ccxa008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Version 1 - 20/03/2007	1172	7.7	21.6	21.6
	2 Version 2 - 01/02/2008	4263	28.1	78.4	100.0
	Total	5435	35.8	100.0	
Missing	-11 Triplet / quadruplet	4	.0		
	-10 Not completed	9741	64.2		
	Total	9745	64.2		
Total		15180	100.0		



Questionnaire Number



Year 11 Questionnaire

for Young People



Don't forget!

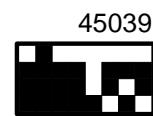
Use crosses in the boxes when you answer the questions ✕

THANK YOU VERY MUCH FOR YOUR HELP

18/01/2009

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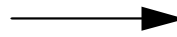
This questionnaire is about your school, what you've been doing during year 11, and your plans for the next few years.

A1. Can we first check we know what type of school you attend or where else you mainly study. What are you doing now?

Attending a state school 1 ☐

Attending a private school 2 ☐

Being educated at home 3 ☐



Go to question A12

Other, please specify: 4 ☐



Go to question A12

A1a. Are you in Year 11?

Yes 1 ☐

No 2 ☐

Your School

A2. Here are some things young people have said about how they feel about school. For each one please say how far you agree or disagree. (Mark **one** box in each line).

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree	Don't know
a) People think my school is a good school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
b) I get on well with other pupils in my classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
c) On the whole I like being at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
d) I am bored in lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
e) Most of my teachers are OK	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>

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A2 continued. For each one please say how far you agree or disagree.
(Mark one box in each line).

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree	Don't know
f) I worry a lot about getting my work done at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
g) I get treated unfairly by most of my teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>

A3. During this school year, have you taken part in any of the following activities?
(Please mark all that apply).

	(i) Inside school	(ii) Outside school
a) Sports clubs/teams	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b) School/student councils	1 <input type="checkbox"/>	1 <input type="checkbox"/>
c) Breakfast club or after school club	1 <input type="checkbox"/>	1 <input type="checkbox"/>
d) Holiday Clubs or activities	1 <input type="checkbox"/>	1 <input type="checkbox"/>
e) Computer clubs/groups	1 <input type="checkbox"/>	1 <input type="checkbox"/>
f) Art, drama, dance or music clubs/groups/rehearsals	1 <input type="checkbox"/>	1 <input type="checkbox"/>
g) Religious groups or organisations	1 <input type="checkbox"/>	1 <input type="checkbox"/>
h) Scouts or Guides	1 <input type="checkbox"/>	1 <input type="checkbox"/>
i) Youth clubs where you can hang out with other people	1 <input type="checkbox"/>	1 <input type="checkbox"/>
j) Environmental clubs/groups	1 <input type="checkbox"/>	1 <input type="checkbox"/>
k) Games/hobbies clubs	1 <input type="checkbox"/>	1 <input type="checkbox"/>
l) Helping in the local community	1 <input type="checkbox"/>	1 <input type="checkbox"/>
m) Other, please specify:	1 <input type="checkbox"/>	1 <input type="checkbox"/>

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A4. As well as learning at school, most year 11 pupils will do school work at home - revising, coursework, homework or building portfolios. Over this last term, roughly how many hours each day do you work like this at home?

Less than half 1 ☐
an hour a week

Between half an 2 ☐
hour and 1 hour

1 to 2.5 hours 3 ☐

2.5 hours to 5 4 ☐
hours

5 hours or more 5 ☐

A5. How important is it to you that you get 5 GCSEs at level A*-C (or equivalent) this summer?

Very important 1 ☐

Fairly important 2 ☐

Not very important 3 ☐

Not at all important 4 ☐

A6. How likely is it that you will actually get 5 GCSEs at level A*-C (or equivalent) this summer?

Very likely 1 ☐

Fairly likely 2 ☐

Not very likely 3 ☐

Not at all likely 4 ☐

I don't really know 9 ☐

A7. How often do the following things happen in your school? (Mark **one** box in each line).

	Never	Sometimes	Often	Don't know
a) Pupils at my school try to disrupt lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
b) Teachers at my school make it clear how we should behave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
c) Pupils are so noisy in lessons that I find it difficult to work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
d) Teachers keep order in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
e) Most teachers treat everyone the same regardless of skin colour or cultural background	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
f) Most teachers have given up on some of the pupils	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>

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A8. How often have you done the following during this school year?

(Mark **one** box in each line).

	Never	Sometimes	Often	Don't know
a) Arrived late for your lessons in order to avoid some of the lesson	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
b) Skipped classes (bunked off)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
c) Skipped a whole day of school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
d) Got into physical fights with somebody (in or out of school)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
e) Been suspended or excluded from school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
f) Used material from the Internet or other people and claimed it was your own	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>

A9. During this school year, have you ever been upset by being called hurtful names, been excluded from a group of friends or otherwise felt bullied by other teenagers?

Most days	1 <input type="checkbox"/>	Sometimes	2 <input type="checkbox"/>
Rarely	3 <input type="checkbox"/>	Never	4 <input type="checkbox"/>

A10. We'd like to ask you the same questions about a few different subjects: maths, English and science. Please count "science" as one big subject even if you do single science subjects.

There are no right or wrong answers. We only want to know what you think.

How good are you at...

	Very good	Quite good	Average	Poor	Not good at all
a) maths?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b) English?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c) science?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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A11. How much do you like doing....

	I like it very much	I like it quite a lot	I don't mind it	I don't like it very much	I don't like it at all
a) maths?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b) English?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c) science?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Home and School

A12. Over the last term, how often have your parents/carers asked about:
(Mark **one** box in each line).

	Most days	Sometimes	Rarely	Never
a) How you are getting on with different subjects at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b) How you are coping with the amount of work (coursework, etc) for your courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c) How you are getting on with teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d) Your plans for the future	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e) How you are getting on with friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A13. How far do you agree or disagree with the following statements?
(Mark **one** box in each line).

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree	Don't know
a) I feel under a lot of pressure from home to do well at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
b) My friends help and advise me with my schoolwork	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
c) My parents make sure I do my coursework and homework	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>

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A14. Do you have any of the following at home to help with your schoolwork?

	Yes	No
a) Computer	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b) Internet access	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c) Books (dictionaries, reference books etc) for me to read or look things up in	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d) Somewhere quiet to do my homework if I want to	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e) Private tuition/classes in subjects that I also do at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>

A15. How many hours each week do you usually use a home computer for schoolwork?

Less than half an hour a week	1 <input type="checkbox"/>	Between half an hour and 1 hour	2 <input type="checkbox"/>	1 to 2.5 hours	3 <input type="checkbox"/>
2.5 hours to 5 hours	4 <input type="checkbox"/>	5 hours or more	5 <input type="checkbox"/>		

A16. How many hours each week do you usually use a home computer for other activities (not schoolwork)?

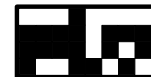
Less than half an hour a week	1 <input type="checkbox"/>	Between half an hour and 1 hour	2 <input type="checkbox"/>	1 to 2.5 hours	3 <input type="checkbox"/>
2.5 hours to 5 hours	4 <input type="checkbox"/>	5 hours or more	5 <input type="checkbox"/>		

Thinking ahead to the future

A17. When you have finished year 11 what will you do?

Carry on in full time education, either at the school you are at now or somewhere else	1 <input type="checkbox"/>	
Leave full time education for training, work or something else	2 <input type="checkbox"/>	→ Go to question A22
I really don't know yet	9 <input type="checkbox"/>	→ Go to question A23

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A18. If you are planning to carry on in full time education, what will you do?

Go to a college of further education 1 ☐

Go to sixth form college 2 ☐

Go to any other type of college 3 ☐

Go into the sixth form at the same school as now 4 ☐

Go into sixth form at a different school from now 5 ☐

Don't know yet but want to carry on in education 6 ☐

A19. Which type of qualifications do you plan to study for next year?

A Levels/AS qualifications 1 ☐

AVCEs (Vocational A Levels)/ GCEs in applied subjects 2 ☐

Other Vocational qualifications 3 ☐

Don't know yet 9 ☐

A20. There is a Government payment called the Educational Maintenance Allowance (EMA) to help young people stay on in education after they're 16 by giving them a weekly income. Had you heard about the Educational Maintenance Allowance before today?

Yes 1 ☐

No 2 ☐

Don't know 9 ☐

A21. Are you (or your parents on your behalf) planning to apply for the Educational Maintenance Allowance?

Yes 1 ☐

No 2 ☐

Don't know 9 ☐

Now go to question A23

A22. If you are planning to leave full time education, what will you do?
(You can mark more than one box).

Yes

a) Do some part-time study 1 ☐

b) Work full or part-time 1 ☐

c) Learn a trade/start work-based training 1 ☐

d) Look after the family and home 1 ☐

e) Do nothing 1 ☐

f) Something else 1 ☐

g) Don't know yet 1 ☐

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A23. During this school year, did you talk with any of the following people about what you might do next year? (You **can** mark **more** than one box).

	Yes
a) Teacher(s) - as part of a lesson	1 <input type="checkbox"/>
b) Teacher(s) - in 1-to-1 discussion times (in form time, or reviews or assessments)	1 <input type="checkbox"/>
c) Teacher(s) - informally outside of lessons	1 <input type="checkbox"/>
d) Members of your family or other carers/guardians	1 <input type="checkbox"/>
e) Friends	1 <input type="checkbox"/>
f) Someone from Connexions (e.g. a personal advisor)	1 <input type="checkbox"/>
g) Career advisor (if different from Connexions)	1 <input type="checkbox"/>
h) None of these	1 <input type="checkbox"/>
i) Someone else, please specify:	1 <input type="checkbox"/>

A24. What do you think **most** of your friends will do at the end of the year?

Most will carry on in full-time education, either at the school or somewhere else 1 ☐

Most will leave full-time education altogether 2 ☐

About half and half 3 ☐

I don't really know what they want to do 4 ☐

A25. How likely do you think it is that you will go to university within the next 5 years or so?

Very likely 1 ☐

Fairly likely 2 ☐

Not very likely 3 ☐

Not at all likely 4 ☐

Don't know 9 ☐

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About you and others

A26. How true are the following statements for you? (Mark **one** box in each line)

	Definitely not true	Not true	True	Definitely true	Don't know
a) It's easy for me to stick to my aims and realise my goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
b) I can deal very well with unexpected events	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
c) I can solve most problems if I try hard	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
d) If I'm in trouble I can usually think of a solution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
e) I can usually handle whatever comes my way	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>

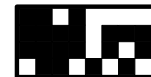
A27. When you think about getting a course or job in the future, how comfortable do you feel about: (Mark **one** box on each line)

	Very comfor- table	Fairly comfor- table	Slightly uncomfor- table	Very uncomfor- table
a) Contacting people for advice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b) Coping with an interview for a course or a job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c) Convincing someone you are the best person for a course or job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d) Coping with a new situation (eg starting at college or a new job)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Please turn over and
fill in the back page



45039



CCXA File – Section A

[Editing note – A1: Variable CCXA101 was set to -7 for respondents who complete version 1 of the questionnaire.]

ccxa100 A1: Type of school YP attends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Attending a state school	4473	82.3	85.0	85.0
	2 Attending a private school	693	12.8	13.2	98.1
	3 Being educated at home	24	.4	.5	98.6
	4 Other	75	1.4	1.4	100.0
	Total	5265	96.9	100.0	
Missing	-1 No response	170	3.1		
Total		5435	100.0		

ccxa101 A1a: YP is in Year 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3830	70.5	98.7	98.7
	2 No	52	1.0	1.3	100.0
	Total	3882	71.4	100.0	
Missing	-7 Version 1	1172	21.6		
	-1 No response	381	7.0		
	Total	1553	28.6		
Total		5435	100.0		

CCXA File – Section A

ccxa110 A2a: YP believes people think their school is a good school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	2367	43.6	44.4	44.4
	2 Slightly agree	2054	37.8	38.5	83.0
	3 Slightly disagree	548	10.1	10.3	93.2
	4 Definitely disagree	252	4.6	4.7	98.0
	9 Don't know	108	2.0	2.0	100.0
	Total	5329	98.0	100.0	
Missing	-1 No response	106	2.0		
Total		5435	100.0		

ccxa111 A2b: YP gets on well with rest of class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	3546	65.2	66.5	66.5
	2 Slightly agree	1553	28.6	29.1	95.6
	3 Slightly disagree	164	3.0	3.1	98.7
	4 Definitely disagree	59	1.1	1.1	99.8
	9 Don't know	10	.2	.2	100.0
	Total	5332	98.1	100.0	
Missing	-1 No response	103	1.9		
Total		5435	100.0		

ccxa112 A2c: YP likes being at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	1872	34.4	35.2	35.2
	2 Slightly agree	2356	43.3	44.3	79.5
	3 Slightly disagree	655	12.1	12.3	91.8
	4 Definitely disagree	383	7.0	7.2	99.0
	9 Don't know	55	1.0	1.0	100.0
	Total	5321	97.9	100.0	
Missing	-1 No response	114	2.1		
Total		5435	100.0		

ccxa113 A2d: YP is bored in lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	481	8.9	9.0	9.0
	2 Slightly agree	2412	44.4	45.3	54.3
	3 Slightly disagree	1729	31.8	32.5	86.7
	4 Definitely disagree	608	11.2	11.4	98.2
	9 Don't know	98	1.8	1.8	100.0
	Total	5328	98.0	100.0	
Missing	-1 No response	107	2.0		
Total		5435	100.0		

CCXA File – Section A

ccxa114 A2e: Most of the YP's teachers are OK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	1944	35.8	36.5	36.5
	2 Slightly agree	2789	51.3	52.4	88.9
	3 Slightly disagree	468	8.6	8.8	97.7
	4 Definitely disagree	86	1.6	1.6	99.3
	9 Don't know	39	.7	.7	100.0
	Total	5326	98.0	100.0	
Missing	-1 No response	109	2.0		
Total		5435	100.0		

ccxa115 A2f: YP worries about getting their school work done

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	789	14.5	14.9	14.9
	2 Slightly agree	2054	37.8	38.8	53.7
	3 Slightly disagree	1472	27.1	27.8	81.4
	4 Definitely disagree	878	16.2	16.6	98.0
	9 Don't know	105	1.9	2.0	100.0
	Total	5298	97.5	100.0	
Missing	-1 No response	137	2.5		
Total		5435	100.0		

ccxa116 A2g: YP believes they are treated unfairly by their teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	130	2.4	2.5	2.5
	2 Slightly agree	570	10.5	10.8	13.2
	3 Slightly disagree	1298	23.9	24.5	37.7
	4 Definitely disagree	3140	57.8	59.2	96.9
	9 Don't know	162	3.0	3.1	100.0
	Total	5300	97.5	100.0	
Missing	-1 No response	135	2.5		
Total		5435	100.0		

CCXA File – Section A

ccxa120 A3a1: During this school year YP has taken part in club/team activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2628	48.4	100.0	100.0
Missing -1 No response	2807	51.6		
Total	5435	100.0		

ccxa121 A3b1: During this school year YP has taken part in school/student council activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1121	20.6	100.0	100.0
Missing -1 No response	4314	79.4		
Total	5435	100.0		

ccxa122 A3c1: During this school year YP has taken part in breakfast club/after school club activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1081	19.9	100.0	100.0
Missing -1 No response	4354	80.1		
Total	5435	100.0		

ccxa123 A3d1: During this school year YP has taken part in holiday clubs/activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	353	6.5	100.0	100.0
Missing -1 No response	5082	93.5		
Total	5435	100.0		

ccxa124 A3e1: During this school year YP has taken part in computer club activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	407	7.5	100.0	100.0
Missing -1 No response	5028	92.5		
Total	5435	100.0		

ccxa125 A3f1: During this school year YP has taken part in art/drama/dance/music activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2075	38.2	100.0	100.0
Missing -1 No response	3360	61.8		
Total	5435	100.0		

CCXA File – Section A

ccxa126 A3g1: During this school year YP has taken part in religious groups/organisations inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	185	3.4	100.0	100.0
Missing -1 No response	5250	96.6		
Total	5435	100.0		

ccxa127 A3h1: During this school year YP has taken part in scouts/guides activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	53	1.0	100.0	100.0
Missing -1 No response	5382	99.0		
Total	5435	100.0		

ccxa128 A3i1: During this school year YP has taken part in youth club activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	156	2.9	100.0	100.0
Missing -1 No response	5279	97.1		
Total	5435	100.0		

ccxa129 A3j1: During this school year YP has taken part in environmental club/group activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	111	2.0	100.0	100.0
Missing -1 No response	5324	98.0		
Total	5435	100.0		

ccxa130 A3k1: During this school year YP has taken part in game/hobby club activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	601	11.1	100.0	100.0
Missing -1 No response	4834	88.9		
Total	5435	100.0		

ccxa131 A3l1: During this school year YP has taken part in helping the local community inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	209	3.8	100.0	100.0
Missing -1 No response	5226	96.2		
Total	5435	100.0		

CCXA File – Section A

ccxa132 A3m1: During this school year YP has taken part in other activities inside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	216	4.0	100.0	100.0
Missing -1 No response	5219	96.0		
Total	5435	100.0		

CCXA File – Section A

ccxa140 A3a2: During this school year YP has taken part in club/team activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2438	44.9	100.0	100.0
Missing -1 No response	2997	55.1		
Total	5435	100.0		

ccxa141 A3b2: During this school year YP has taken part in school/student council activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	89	1.6	100.0	100.0
Missing -1 No response	5346	98.4		
Total	5435	100.0		

ccxa142 A3c2: During this school year YP has taken part in breakfast club/after school club activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	259	4.8	100.0	100.0
Missing -1 No response	5176	95.2		
Total	5435	100.0		

ccxa143 A3d2: During this school year YP has taken part in holiday clubs/activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	519	9.5	100.0	100.0
Missing -1 No response	4916	90.5		
Total	5435	100.0		

ccxa144 A3e2: During this school year YP has taken part in computer club activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	96	1.8	100.0	100.0
Missing -1 No response	5339	98.2		
Total	5435	100.0		

ccxa145 A3f2: During this school year YP has taken part in art/drama/dance/music activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1227	22.6	100.0	100.0
Missing -1 No response	4208	77.4		
Total	5435	100.0		

CCXA File – Section A

ccxa146 A3g2: During this school year YP has taken part in religious groups/organisations outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	391	7.2	100.0	100.0
Missing -1 No response	5044	92.8		
Total	5435	100.0		

ccxa147 A3h2: During this school year YP has taken part in scouts/guides activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	487	9.0	100.0	100.0
Missing -1 No response	4948	91.0		
Total	5435	100.0		

ccxa148 A3i2: During this school year YP has taken part in youth club activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1001	18.4	100.0	100.0
Missing -1 No response	4434	81.6		
Total	5435	100.0		

ccxa149 A3j2: During this school year YP has taken part in environmental club/group activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	79	1.5	100.0	100.0
Missing -1 No response	5356	98.5		
Total	5435	100.0		

ccxa150 A3k2: During this school year YP has taken part in game/hobby club activities outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	814	15.0	100.0	100.0
Missing -1 No response	4621	85.0		
Total	5435	100.0		

ccxa151 A3l2: During this school year YP has taken part in helping the local community outside school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	518	9.5	100.0	100.0
Missing -1 No response	4917	90.5		
Total	5435	100.0		

CCXA File – Section A

ccxa152 A3m2: During this school year YP has taken part in other activities outside

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	246	4.5	100.0	100.0
Missing -1 No response	5189	95.5		
Total	5435	100.0		

CCXA File – Section A

[Editing note – A4: As noted in Appendix A (page 55), the difference in the text of this question between the two versions of this questionnaire significantly altered the meaning of the responses. For this reason separate variables are presented for each version of the questionnaire, which are set to -7 for those cases who completed the other version. The response frequencies are clearly very different. These variables should be used with caution, especially CCXA161 due to the confusion over the meaning of category 1 (see Appendix A for more details).]

ccxa160 A4 (v1): Number of hours per week respondent did school work at home over the last term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than half an hour a week	75	1.4	6.6	6.6
	2 Between half an hour and 1 hour	114	2.1	10.0	16.7
	3 1 to 2.5 hours	234	4.3	20.6	37.3
	4 2.5 to 5 hours	376	6.9	33.1	70.4
	5 5 hours or more	336	6.2	29.6	100.0
	Total	1135	20.9	100.0	
Missing	-7 Version 2	4263	78.4		
	-1 No response	37	.7		
	Total	4300	79.1		
Total		5435	100.0		

ccxa161 A4 (v2): Number of hours per day respondent did school work at home over the last term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than half an hour a week	448	8.2	10.8	10.8
	2 Between half an hour and 1 hour	1208	22.2	29.0	39.8
	3 1 to 2.5 hours	1445	26.6	34.7	74.6
	4 2.5 to 5 hours	791	14.6	19.0	93.6
	5 5 hours or more	267	4.9	6.4	100.0
	Total	4159	76.5	100.0	
Missing	-7 Version 1	1172	21.6		
	-1 No response	104	1.9		
	Total	1276	23.5		
Total		5435	100.0		

CCXA File – Section A

ccxa170 A5: YP's assessment of how important getting 5 GCSE's at C or above this summer is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very important	4517	83.1	85.0	85.0
	2 Fairly important	671	12.3	12.6	97.6
	3 Not very important	88	1.6	1.7	99.3
	4 Not at all important	38	.7	.7	100.0
	Total	5314	97.8	100.0	
Missing	-1 No response	121	2.2		
Total		5435	100.0		

ccxa180 A6: How likely YP believes it is that they will get 5 GCSE's at C or above

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very likely	3046	56.0	57.4	57.4
	2 Fairly likely	1637	30.1	30.8	88.2
	3 Not very likely	263	4.8	5.0	93.2
	4 Not at all likely	110	2.0	2.1	95.3
	9 I don't really know	251	4.6	4.7	100.0
	Total	5307	97.6	100.0	
Missing	-1 No response	128	2.4		
Total		5435	100.0		

CCXA File – Section A

ccxa190 A7a: Frequency pupils at YP's school try to disrupt lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	198	3.6	3.7	3.7
	2 Sometimes	2948	54.2	55.4	59.1
	3 Often	2149	39.5	40.4	99.5
	9 Don't know	26	.5	.5	100.0
	Total	5321	97.9	100.0	
Missing	-1 No response	114	2.1		
Total		5435	100.0		

ccxa191 A7b: Frequency teachers make it clear how we should behave

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	88	1.6	1.7	1.7
	2 Sometimes	1806	33.2	34.0	35.6
	3 Often	3365	61.9	63.3	98.9
	9 Don't know	57	1.0	1.1	100.0
	Total	5316	97.8	100.0	
Missing	-1 No response	119	2.2		
Total		5435	100.0		

ccxa192 A7c: Frequency pupils are so noisy in class YP cannot work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	1221	22.5	23.0	23.0
	2 Sometimes	3239	59.6	61.1	84.1
	3 Often	751	13.8	14.2	98.3
	9 Don't know	92	1.7	1.7	100.0
	Total	5303	97.6	100.0	
Missing	-1 No response	132	2.4		
Total		5435	100.0		

ccxa193 A7d: Frequency teachers keep order in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	218	4.0	4.1	4.1
	2 Sometimes	2682	49.3	50.5	54.6
	3 Often	2365	43.5	44.5	99.1
	9 Don't know	50	.9	.9	100.0
	Total	5315	97.8	100.0	
Missing	-1 No response	120	2.2		
Total		5435	100.0		

CCXA File – Section A

ccxa194 A7e: Frequency most teachers treat everyone the same regardless of skin colour or cultural background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	95	1.7	1.8	1.8
	2 Sometimes	438	8.1	8.3	10.0
	3 Often	4621	85.0	87.1	97.2
	9 Don't know	150	2.8	2.8	100.0
	Total	5304	97.6	100.0	
Missing	-1 No response	131	2.4		
Total		5435	100.0		

ccxa195 A7f: Frequency most teachers have given up on some of the pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	1398	25.7	26.3	26.3
	2 Sometimes	2580	47.5	48.6	75.0
	3 Often	966	17.8	18.2	93.2
	9 Don't know	362	6.7	6.8	100.0
	Total	5306	97.6	100.0	
Missing	-1 No response	129	2.4		
Total		5435	100.0		

CCXA File – Section A

ccxa200 A8a: Frequency this school year YP has arrived late to for lessons to avoid part of lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	3317	61.0	62.4	62.4
	2 Sometimes	1668	30.7	31.4	93.7
	3 Often	257	4.7	4.8	98.6
	9 Don't know	76	1.4	1.4	100.0
	Total	5318	97.8	100.0	
Missing	-1 No response	117	2.2		
Total		5435	100.0		

ccxa201 A8b: Frequency this school year YP has skipped classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	4399	80.9	82.9	82.9
	2 Sometimes	743	13.7	14.0	96.9
	3 Often	125	2.3	2.4	99.3
	9 Don't know	37	.7	.7	100.0
	Total	5304	97.6	100.0	
Missing	-1 No response	131	2.4		
Total		5435	100.0		

ccxa202 A8c: Frequency this school year YP has skipped a whole day of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	4612	84.9	87.0	87.0
	2 Sometimes	576	10.6	10.9	97.8
	3 Often	85	1.6	1.6	99.4
	9 Don't know	30	.6	.6	100.0
	Total	5303	97.6	100.0	
Missing	-1 No response	132	2.4		
Total		5435	100.0		

ccxa203 A8d: Frequency this school year YP has gotten into physical fights in or out of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	4521	83.2	85.2	85.2
	2 Sometimes	684	12.6	12.9	98.1
	3 Often	64	1.2	1.2	99.3
	9 Don't know	37	.7	.7	100.0
	Total	5306	97.6	100.0	
Missing	-1 No response	129	2.4		
Total		5435	100.0		

CCXA File – Section A

ccxa204 A8e: Frequency this school year the YP has been suspended or excluded from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	5012	92.2	94.6	94.6
	2 Sometimes	228	4.2	4.3	98.9
	3 Often	42	.8	.8	99.7
	9 Don't know	17	.3	.3	100.0
	Total	5299	97.5	100.0	
Missing	-1 No response	136	2.5		
Total		5435	100.0		

ccxa205 A8f: Frequency this school year the YP has plagiarised material from the internet/other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	4570	84.1	86.1	86.1
	2 Sometimes	592	10.9	11.2	97.2
	3 Often	74	1.4	1.4	98.6
	9 Don't know	72	1.3	1.4	100.0
	Total	5308	97.7	100.0	
Missing	-1 No response	127	2.3		
Total		5435	100.0		

ccxa210 A9: Frequency during the last school year YP has been upset by name calling/exclusion from groups or bullying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most days	148	2.7	2.8	2.8
	2 Sometimes	781	14.4	14.7	17.5
	3 Rarely	1295	23.8	24.4	41.9
	4 Never	3079	56.7	58.1	100.0
	Total	5303	97.6	100.0	
Missing	-1 No response	132	2.4		
Total		5435	100.0		

CCXA File – Section A

ccxa220 A10a: YP's assessment of how good they are at maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1483	27.3	27.9	27.9
	2 Quite good	1932	35.5	36.3	64.3
	3 Average	1351	24.9	25.4	89.7
	4 Poor	440	8.1	8.3	97.9
	5 Not good at all	109	2.0	2.1	100.0
	Total	5315	97.8	100.0	
Missing	-1 No response	120	2.2		
Total		5435	100.0		

ccxa221 A10b: YP's assessment of how good they are at English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1249	23.0	23.5	23.5
	2 Quite good	2325	42.8	43.7	67.2
	3 Average	1427	26.3	26.8	94.1
	4 Poor	276	5.1	5.2	99.2
	5 Not good at all	40	.7	.8	100.0
	Total	5317	97.8	100.0	
Missing	-1 No response	118	2.2		
Total		5435	100.0		

ccxa222 A10c: YP's assessment of how good they are at science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	1398	25.7	26.4	26.4
	2 Quite good	2048	37.7	38.7	65.1
	3 Average	1452	26.7	27.4	92.6
	4 Poor	313	5.8	5.9	98.5
	5 Not good at all	81	1.5	1.5	100.0
	Total	5292	97.4	100.0	
Missing	-1 No response	143	2.6		
Total		5435	100.0		

CCXA File – Section A

ccxa230 A11a: How much the YP enjoys maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I like it very much	857	15.8	16.1	16.1
	2 I like it quite a lot	1235	22.7	23.2	39.3
	3 I don't mind it	1734	31.9	32.6	71.9
	4 I don't like it very much	953	17.5	17.9	89.8
	5 I don't like it at all	542	10.0	10.2	100.0
	Total	5321	97.9	100.0	
Missing	-1 No response	114	2.1		
Total		5435	100.0		

ccxa231 A11b: How much the YP enjoys English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I like it very much	861	15.8	16.2	16.2
	2 I like it quite a lot	1523	28.0	28.7	44.9
	3 I don't mind it	1808	33.3	34.1	79.0
	4 I don't like it very much	818	15.1	15.4	94.4
	5 I don't like it at all	298	5.5	5.6	100.0
	Total	5308	97.7	100.0	
Missing	-1 No response	127	2.3		
Total		5435	100.0		

ccxa232 A11c: How much the YP enjoys science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I like it very much	964	17.7	18.2	18.2
	2 I like it quite a lot	1516	27.9	28.6	46.9
	3 I don't mind it	1655	30.5	31.3	78.1
	4 I don't like it very much	784	14.4	14.8	93.0
	5 I don't like it at all	373	6.9	7.0	100.0
	Total	5292	97.4	100.0	
Missing	-1 No response	143	2.6		
Total		5435	100.0		

CCXA File – Section A

ccxa240 A12a: Frequency over last term parents have asked YP how they are getting on with different subjects at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most days	2682	49.3	50.0	50.0
	2 Sometimes	2075	38.2	38.7	88.6
	3 Rarely	506	9.3	9.4	98.1
	4 Never	104	1.9	1.9	100.0
	Total	5367	98.7	100.0	
Missing	-1 No response	68	1.3		
Total		5435	100.0		

ccxa241 A12b: Frequency over last term parents have asked YP how they are coping with the amount of work for their courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most days	1841	33.9	34.3	34.3
	2 Sometimes	2373	43.7	44.2	78.5
	3 Rarely	886	16.3	16.5	95.1
	4 Never	265	4.9	4.9	100.0
	Total	5365	98.7	100.0	
Missing	-1 No response	70	1.3		
Total		5435	100.0		

ccxa242 A12c: Frequency over last term parents have asked YP how they are getting on with teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most days	827	15.2	15.4	15.4
	2 Sometimes	1932	35.5	36.0	51.4
	3 Rarely	1903	35.0	35.5	86.9
	4 Never	702	12.9	13.1	100.0
	Total	5364	98.7	100.0	
Missing	-1 No response	71	1.3		
Total		5435	100.0		

ccxa243 A12d: Frequency over last term parents have asked YP about their plans for the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most days	1461	26.9	27.2	27.2
	2 Sometimes	3072	56.5	57.2	84.5
	3 Rarely	710	13.1	13.2	97.7
	4 Never	123	2.3	2.3	100.0
	Total	5366	98.7	100.0	
Missing	-1 No response	69	1.3		
Total		5435	100.0		

CCXA File – Section A

ccxa244 A12e: Frequency over last term parents have asked YP how they are getting on with friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most days	1300	23.9	24.3	24.3
	2 Sometimes	2071	38.1	38.7	63.0
	3 Rarely	1407	25.9	26.3	89.3
	4 Never	575	10.6	10.7	100.0
	Total	5353	98.5	100.0	
Missing	-1 No response	82	1.5		
Total		5435	100.0		

CCXA File – Section A

ccxa250 A13a: YP feels under pressure from home to do well at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	1044	19.2	19.5	19.5
	2 Slightly agree	2080	38.3	38.8	58.3
	3 Slightly disagree	1105	20.3	20.6	78.9
	4 Definitely disagree	992	18.3	18.5	97.4
	9 Don't know	141	2.6	2.6	100.0
	Total	5362	98.7	100.0	
Missing	-1 No response	73	1.3		
Total		5435	100.0		

ccxa251 A13b: YP's friends help them with schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	707	13.0	13.2	13.2
	2 Slightly agree	2514	46.3	46.9	60.1
	3 Slightly disagree	1206	22.2	22.5	82.7
	4 Definitely disagree	747	13.7	13.9	96.6
	9 Don't know	182	3.3	3.4	100.0
	Total	5356	98.5	100.0	
Missing	-1 No response	79	1.5		
Total		5435	100.0		

ccxa252 A13c: YP's parents make sure they do their coursework and homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely agree	1873	34.5	35.0	35.0
	2 Slightly agree	2129	39.2	39.8	74.8
	3 Slightly disagree	867	16.0	16.2	91.0
	4 Definitely disagree	393	7.2	7.3	98.4
	9 Don't know	88	1.6	1.6	100.0
	Total	5350	98.4	100.0	
Missing	-1 No response	85	1.6		
Total		5435	100.0		

CCXA File – Section A

ccxa260 A14a: YP has a computer at home to help with schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5276	97.1	98.4	98.4
	2 No	87	1.6	1.6	100.0
	Total	5363	98.7	100.0	
Missing	-1 No response	72	1.3		
Total		5435	100.0		

ccxa261 A14b: YP has a internet access at home to help with schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5187	95.4	96.8	96.8
	2 No	173	3.2	3.2	100.0
	Total	5360	98.6	100.0	
Missing	-1 No response	75	1.4		
Total		5435	100.0		

ccxa262 A14c: YP has a books and reference materials at home to help with schoolwork

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4989	91.8	93.5	93.5
	2 No	345	6.3	6.5	100.0
	Total	5334	98.1	100.0	
Missing	-1 No response	101	1.9		
Total		5435	100.0		

ccxa263 A14d: YP has a somewhere quiet to do their homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4905	90.2	91.4	91.4
	2 No	459	8.4	8.6	100.0
	Total	5364	98.7	100.0	
Missing	-1 No response	71	1.3		
Total		5435	100.0		

ccxa264 A14e: YP has private tuition in school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	990	18.2	18.7	18.7
	2 No	4310	79.3	81.3	100.0
	Total	5300	97.5	100.0	
Missing	-1 No response	135	2.5		
Total		5435	100.0		

CCXA File – Section A

ccxa270 A15: Hours spent each week using a home computer for school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than half an hour a week	894	16.4	16.8	16.8
	2 Between half an hour and 1 hour	1399	25.7	26.3	43.1
	3 1 to 2.5 hours	1575	29.0	29.6	72.7
	4 2.5 hours to 5 hours	1085	20.0	20.4	93.1
	5 5 hours or more	365	6.7	6.9	100.0
	Total	5318	97.8	100.0	
Missing	-1 No response	117	2.2		
Total		5435	100.0		

ccxa280 A16: Hours spent each week using a home computer for other non schoolwork related activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than half an hour a week	329	6.1	6.2	6.2
	2 Between half an hour and 1 hour	457	8.4	8.6	14.8
	3 1 to 2.5 hours	872	16.0	16.4	31.2
	4 2.5 hours to 5 hours	1478	27.2	27.8	59.0
	5 5 hours or more	2180	40.1	41.0	100.0
	Total	5316	97.8	100.0	
Missing	-1 No response	119	2.2		
Total		5435	100.0		

CCXA File – Section A

ccxa290 A17: What the YP will do when they finish year 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Carry on in full time education at school/somewhere else	4882	89.8	91.4	91.4
	2 Leave full time education for training/work/ something else	339	6.2	6.3	97.8
	9 I really don't know yet	118	2.2	2.2	100.0
	Total	5339	98.2	100.0	
Missing	-1 No response	96	1.8		
Total		5435	100.0		

ccxa300 A18: What type of further education establishment the YP is planning to attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Go to a college of full time education	1194	22.0	24.2	24.2
	2 Go to Sixth Form College	873	16.1	17.7	42.0
	3 Go to any other type of college	146	2.7	3.0	44.9
	4 Go into the sixth form at the same school as now	2166	39.9	44.0	88.9
	5 Go into sixth form at a different school from now	306	5.6	6.2	95.1
	6 Don't know yet but I want to carry on in education	239	4.4	4.9	100.0
	Total	4924	90.6	100.0	
Missing	-1 No response	511	9.4		
Total		5435	100.0		

ccxa310 A19: What type of qualifications the YP will study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 A Levels/AS qualifications	3980	73.2	81.6	81.6
	2 AVCE's/GCE's in applied subjects	98	1.8	2.0	83.6
	3 Other vocational qualifications	513	9.4	10.5	94.1
	9 Don't know yet	288	5.3	5.9	100.0
	Total	4879	89.8	100.0	
Missing	-1 No response	556	10.2		
Total		5435	100.0		

CCXA File – Section A

ccxa320 A20: YP has heard of the Educational Maintenance Allowance (EMA) before today

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4092	75.3	83.1	83.1
	2 No	723	13.3	14.7	97.7
	9 Don't know	112	2.1	2.3	100.0
	Total	4927	90.7	100.0	
Missing	-1 No response	508	9.3		
Total		5435	100.0		

ccxa330 A21: YP (or YP's parents on their behalf) is planning to apply for Educational Maintenance Allowance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1419	26.1	28.9	28.9
	2 No	2238	41.2	45.5	74.4
	9 Don't know	1261	23.2	25.6	100.0
	Total	4918	90.5	100.0	
Missing	-1 No response	517	9.5		
Total		5435	100.0		

CCXA File – Section A

ccxa340 A22a: YP plans to leave full time education and do part time study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	172	3.2	100.0	100.0
Missing -1 No response	5263	96.8		
Total	5435	100.0		

ccxa341 A22b: YP plans to leave full time education and work full or part time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	351	6.5	100.0	100.0
Missing -1 No response	5084	93.5		
Total	5435	100.0		

ccxa342 A22c: YP plans to leave full time education and learn a trade/start work based training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	328	6.0	100.0	100.0
Missing -1 No response	5107	94.0		
Total	5435	100.0		

ccxa343 A22d: YP plans to leave full time education and look after the family and home

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	27	.5	100.0	100.0
Missing -1 No response	5408	99.5		
Total	5435	100.0		

ccxa344 A22e: YP plans to leave full time education and do nothing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	10	.2	100.0	100.0
Missing -1 No response	5425	99.8		
Total	5435	100.0		

ccxa345 A22f: YP plans to leave full time education and do something else

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	54	1.0	100.0	100.0
Missing -1 No response	5381	99.0		
Total	5435	100.0		

ccxa346 A22g: YP plans to leave full time education and doesn't know what they will do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	87	1.6	100.0	100.0
Missing -1 No response	5348	98.4		
Total	5435	100.0		

CCXA File – Section A

ccxa350 A23a: During this school year YP discussed future options with teachers as part of a lesson

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	4130	76.0	100.0	100.0
Missing -1 No response	1305	24.0		
Total	5435	100.0		

ccxa351 A23b: During this school year YP discussed future options with teachers in 1 to 1 discussion time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	3494	64.3	100.0	100.0
Missing -1 No response	1941	35.7		
Total	5435	100.0		

ccxa352 A23c: During this school year YP discussed future options with teachers informally outside of lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2167	39.9	100.0	100.0
Missing -1 No response	3268	60.1		
Total	5435	100.0		

ccxa353 A23d: During this school year YP discussed future options with family members/carers/guardians

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	5073	93.3	100.0	100.0
Missing -1 No response	362	6.7		
Total	5435	100.0		

ccxa354 A23e: During this school year YP discussed future options with friends

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	4963	91.3	100.0	100.0
Missing -1 No response	472	8.7		
Total	5435	100.0		

ccxa355 A23f: During this school year YP discussed future options with Someone from Connexions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2742	50.5	100.0	100.0
Missing -1 No response	2693	49.5		
Total	5435	100.0		

CCXA File – Section A

ccxa356 A23g: During this school year YP discussed future options with a career advisor other than Connexions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	1275	23.5	100.0	100.0
Missing -1 No response	4160	76.5		
Total	5435	100.0		

ccxa357 A23h: During this school year YP discussed future options with none of the above

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	22	.4	100.0	100.0
Missing -1 No response	5413	99.6		
Total	5435	100.0		

ccxa358 A23i: During this school year YP discussed future options with someone else

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	191	3.5	100.0	100.0
Missing -1 No response	5244	96.5		
Total	5435	100.0		

ccxa360 A24: Career path most of the YP's friends will take at the end of the year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Most will go to full time education at school/somewhere else	4540	83.5	84.6	84.6
2 Most will leave full time education altogether	99	1.8	1.8	86.4
3 About half and half	568	10.5	10.6	97.0
4 I don't really know what they want to do	162	3.0	3.0	100.0
Total	5369	98.8	100.0	
Missing -1 No response	66	1.2		
Total	5435	100.0		

ccxa370 A25: Likelihood that the YP will go to university within the next 5 years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Very likely	2006	36.9	37.3	37.3
2 Fairly likely	1501	27.6	27.9	65.3
3 Not very likely	624	11.5	11.6	76.9
4 Not at all likely	473	8.7	8.8	85.7
9 Don't know	769	14.1	14.3	100.0
Total	5373	98.9	100.0	
Missing -1 No response	62	1.1		
Total	5435	100.0		

CCXA File – Section A

ccxa380 A26a: YP finds it easy to stick to aims and realise goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	75	1.4	1.4	1.4
	2 Not true	726	13.4	13.5	14.9
	3 True	3157	58.1	58.8	73.7
	4 Definitely true	1023	18.8	19.0	92.7
	9 Don't know	391	7.2	7.3	100.0
	Total	5372	98.8	100.0	
Missing	-1 No response	63	1.2		
Total		5435	100.0		

ccxa381 A26b: YP can deal very well with unexpected events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	86	1.6	1.6	1.6
	2 Not true	815	15.0	15.2	16.8
	3 True	3291	60.6	61.4	78.2
	4 Definitely true	632	11.6	11.8	90.0
	9 Don't know	535	9.8	10.0	100.0
	Total	5359	98.6	100.0	
Missing	-1 No response	76	1.4		
Total		5435	100.0		

ccxa382 A26c: YP can solve most problems if they try hard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	32	.6	.6	.6
	2 Not true	180	3.3	3.4	4.0
	3 True	3543	65.2	66.2	70.1
	4 Definitely true	1443	26.6	27.0	97.1
	9 Don't know	156	2.9	2.9	100.0
	Total	5354	98.5	100.0	
Missing	-1 No response	81	1.5		
Total		5435	100.0		

ccxa383 A26d: YP can usually find a solution when in trouble

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	39	.7	.7	.7
	2 Not true	350	6.4	6.5	7.3
	3 True	3613	66.5	67.6	74.9
	4 Definitely true	1042	19.2	19.5	94.4
	9 Don't know	300	5.5	5.6	100.0
	Total	5344	98.3	100.0	
Missing	-1 No response	91	1.7		
Total		5435	100.0		

CCXA File – Section A

ccxa384 A26e: YP can usually handle whatever comes their way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	59	1.1	1.1	1.1
	2 Not true	462	8.5	8.6	9.7
	3 True	3541	65.2	66.2	76.0
	4 Definitely true	932	17.1	17.4	93.4
	9 Don't know	351	6.5	6.6	100.0
	Total	5345	98.3	100.0	
Missing	-1 No response	90	1.7		
Total		5435	100.0		

CCXA File – Section A

ccxa390 A27a: How comfortable YP feels about contacting people for course/job advice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very comfortable	1273	23.4	23.8	23.8
	2 Fairly comfortable	2958	54.4	55.2	79.0
	3 Slightly uncomfortable	985	18.1	18.4	97.3
	4 Very uncomfortable	143	2.6	2.7	100.0
	Total	5359	98.6	100.0	
Missing	-1 No response	76	1.4		
Total		5435	100.0		

ccxa391 A27b: How comfortable YP feels about coping with an interview for a course/job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very comfortable	1291	23.8	24.1	24.1
	2 Fairly comfortable	2617	48.2	48.9	73.0
	3 Slightly uncomfortable	1195	22.0	22.3	95.4
	4 Very uncomfortable	248	4.6	4.6	100.0
	Total	5351	98.5	100.0	
Missing	-1 No response	84	1.5		
Total		5435	100.0		

ccxa392 A27c: How comfortable YP feels about convincing someone they are the best person for a course/job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very comfortable	1033	19.0	19.4	19.4
	2 Fairly comfortable	2540	46.7	47.6	66.9
	3 Slightly uncomfortable	1483	27.3	27.8	94.7
	4 Very uncomfortable	281	5.2	5.3	100.0
	Total	5337	98.2	100.0	
Missing	-1 No response	98	1.8		
Total		5435	100.0		

ccxa393 A27d: How comfortable YP feels about coping with a new situation like starting college/a new job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very comfortable	1147	21.1	21.5	21.5
	2 Fairly comfortable	2724	50.1	51.0	72.5
	3 Slightly uncomfortable	1231	22.6	23.0	95.5
	4 Very uncomfortable	240	4.4	4.5	100.0
	Total	5342	98.3	100.0	
Missing	-1 No response	93	1.7		
Total		5435	100.0		

Completion

B1. Did you have any help to fill this in?

No 1 ☐Yes 2 ☐If **yes**, please say who helped you:a) A parent helped 1 ☐b) Someone else helped 1 ☐
(please mark and say who)

B2. What is your **date of birth**?

Day		
-----	--	--

 /

Month		
-------	--	--

 /

Year	1	9	9	
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B3. What is **today's** date?

Day		
-----	--	--

 /

Month		
-------	--	--

 /

Year	2	0	0	
------	---	---	---	--

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:

Professor George Davey Smith
Children of the Nineties - ALSPAC
Oakfield House
15-23 Oakfield Grove, Clifton
Bristol BS8 2BN

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coder

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CCXA File – Section B

[Editing note – B1: If all three parts of question B1 were omitted then variables CCXA980 to CCXA982 were all set to –5. If either of the variables for parts a & b had value 1 then the initial indicator variable (CCXA980) was set to 2 and values of –1 in CCXA981 & CCXA982 recoded to 2 'No'.]

ccxa980 B1: YP had help to complete this questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 No	5004	92.1	92.5	92.5
2 Yes	406	7.5	7.5	100.0
Total	5410	99.5	100.0	
Missing -5 Question B1 omitted	25	.5		
Total	5435	100.0		

ccxa981 B1a: YPs parent helped them complete the questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 A parent helped	231	4.3	4.4	4.4
2 No	5033	92.6	95.6	100.0
Total	5264	96.9	100.0	
Missing -5 Question B1 omitted	25	.5		
-1 Not stated	146	2.7		
Total	171	3.1		
Total	5435	100.0		

ccxa982 B1b: Someone else helped YP complete the questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Someone else helped	29	.5	.6	.6
2 No	5235	96.3	99.4	100.0
Total	5264	96.9	100.0	
Missing -5 Question B1 omitted	25	.5		
-1 Not stated	146	2.7		
Total	171	3.1		
Total	5435	100.0		

CCXA File – Section B

[Editing note – B2: The reported date of birth is not used.]

[Editing note – B3: 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 CCXA990c. The month and year of completion were retained on the built file, but the day was dropped.]

ccxa990a B3: Date of completion of questionnaire - month

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 January	2	.0	.0	.0
2 February	3032	55.8	55.8	55.8
3 March	1130	20.8	20.8	76.6
4 April	566	10.4	10.4	87.0
5 May	115	2.1	2.1	89.1
6 June	31	.6	.6	89.7
7 July	399	7.3	7.3	97.1
8 August	98	1.8	1.8	98.9
9 September	48	.9	.9	99.7
10 October	9	.2	.2	99.9
11 November	4	.1	.1	100.0
12 December	1	.0	.0	100.0
Total	5435	100.0	100.0	

ccxa990b B3: Date of completion of questionnaire - year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2007	1171	21.5	21.5	21.5
2008	3241	59.6	59.6	81.2
2009	1023	18.8	18.8	100.0
Total	5435	100.0	100.0	

ccxa990c DV: Date of completion replaced with date of receipt

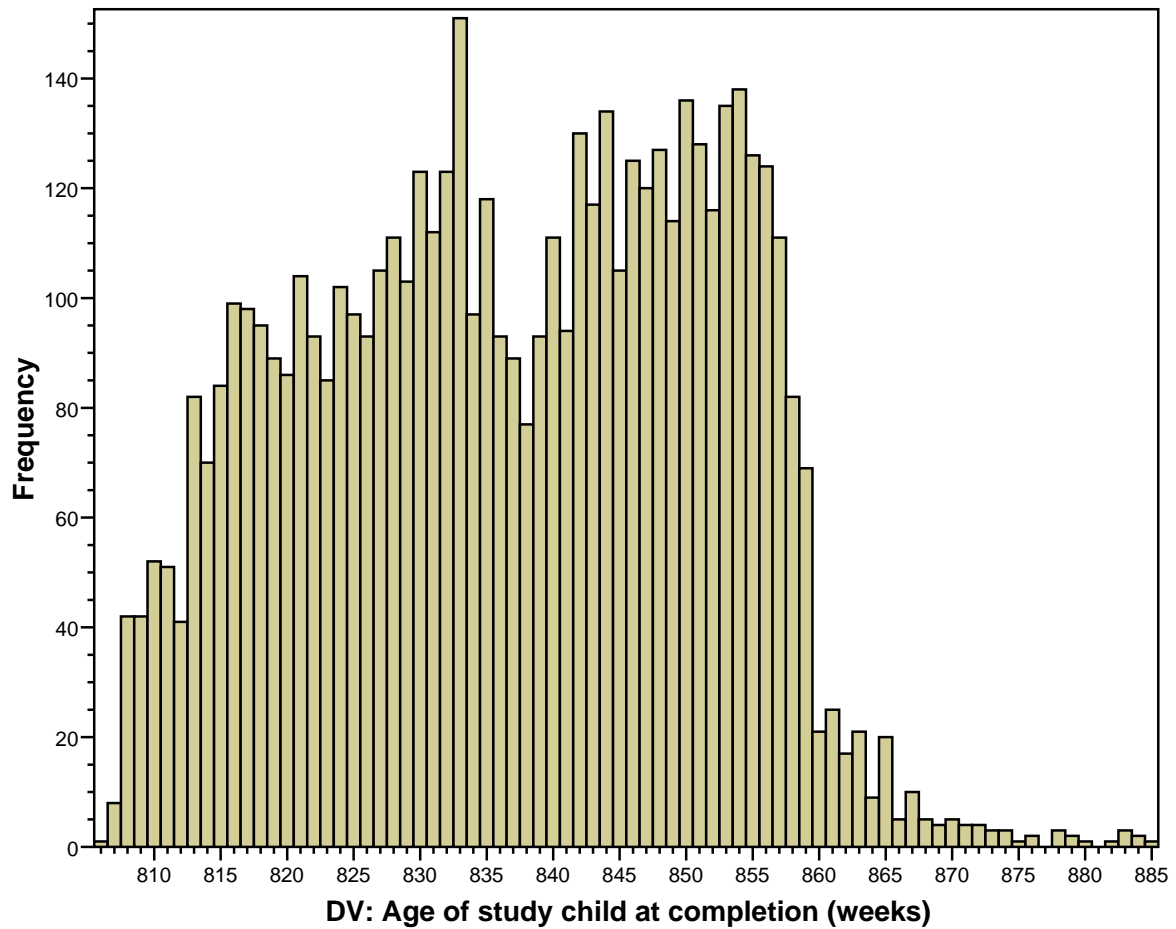
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes, incomplete d.o.c.	57	1.0	1.0	1.0
3 Yes, d.o.c. < d.o.s.	55	1.0	1.0	2.1
4 Yes, d.o.c. > d.o.r.	60	1.1	1.1	3.2
5 No	5263	96.8	96.8	100.0
Total	5435	100.0	100.0	

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.

ccxa991a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	178	1	.0	.0	.0
	179	1	.0	.0	.0
	183	2	.0	.0	.1
	185	45	.8	.8	.9
	186	207	3.8	3.8	4.7
	187	377	6.9	6.9	11.6
	188	397	7.3	7.3	19.0
	189	412	7.6	7.6	26.5
	190	472	8.7	8.7	35.2
	191	520	9.6	9.6	44.8
	192	400	7.4	7.4	52.1
	193	496	9.1	9.1	61.3
	194	513	9.4	9.4	70.7
	195	551	10.1	10.1	80.8
	196	553	10.2	10.2	91.0
	197	326	6.0	6.0	97.0
	198	81	1.5	1.5	98.5
	199	36	.7	.7	99.2
	200	18	.3	.3	99.5
	201	7	.1	.1	99.6
	202	6	.1	.1	99.7
	203	8	.1	.1	99.9
	204	2	.0	.0	99.9
	205	2	.0	.0	100.0
	206	1	.0	.0	100.0
	215	1	.0	.0	100.0
	Total	5435	100.0	100.0	

ccxa991b DV: Age of study child at completion (weeks)

plus the following outliers < 806 or > 885:

ccxa991b DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	774	1	8.3	8.3	8.3
	782	1	8.3	8.3	16.7
	795	1	8.3	8.3	25.0
	798	1	8.3	8.3	33.3
	886	2	16.7	16.7	50.0
	887	2	16.7	16.7	66.7
	894	2	16.7	16.7	83.3
	898	1	8.3	8.3	91.7
	937	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Appendix A

This appendix contains the text of version 1 of the questionnaire.

Question A1a was not present in version 1, but this change affected the pagination of the whole of section A.

In addition the text of question A4 was altered, with “...hours per week...” in the question text altered to “...hours per day...”. However, the label for category 1 was not altered, so states “Less than half an hour a week” in both versions (the other categories did not specify a time period). This means that interpretation of the response to this question will be different in the two versions of the questionnaire, with the meaning of category 1 in version 2 of the questionnaire being unclear. For reference the two versions of this question are presented below:

Version 1

A4. As well as learning at school, most year 11 pupils will do school work at home - revising, coursework, homework or building portfolios. Over this last term, roughly how many hours each week do you work like this at home?

Less than half ¹ ☐
an hour a week

Between half an ² ☐
hour and 1 hour

1 to 2.5 hours ³ ☐

2.5 hours to 5 ⁴ ☐
hours

5 hours or more ⁵ ☐

Version 2

A4. As well as learning at school, most year 11 pupils will do school work at home - revising, coursework, homework or building portfolios. Over this last term, roughly how many hours each day do you work like this at home?

Less than half ¹ ☐
an hour a week

Between half an ² ☐
hour and 1 hour

1 to 2.5 hours ³ ☐

2.5 hours to 5 ⁴ ☐
hours

5 hours or more ⁵ ☐



Questionnaire Number



Year 11 Questionnaire

for Young People



Don't forget!

Use crosses in the boxes when you answer the questions ✕

THANK YOU VERY MUCH FOR YOUR HELP

20/03/2007

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PAGE 2 OF VERSION 1 OF THE QUESTIONNAIRE



PAGE 3 OF VERSION 1 OF THE QUESTIONNAIRE

This questionnaire is about your school, what you've been doing during year 11, and your plans for the next few years.

A1. Can we first check we know what type of school you attend or where else you mainly study. What are you doing now?

Attending a state school 1 ☐

Attending a private school 2 ☐

Being educated at home 3 ☐

—————▶ **Go to question A12**

Other, please specify: 4 ☐

—————▶ **Go to question A12**

Your School

A2. Here are some things young people have said about how they feel about school. For each one please say how far you agree or disagree. (Mark **one** box in each line).

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree	Don't know
a) People think my school is a good school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
b) I get on well with other pupils in my classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
c) On the whole I like being at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
d) I am bored in lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
e) Most of my teachers are OK	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
f) I worry a lot about getting my work done at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
g) I get treated unfairly by most of my teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>

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PAGE 4 OF VERSION 1 OF THE QUESTIONNAIRE

A3. During this school year, have you taken part in any of the following activities?

(Please mark **all** that apply).

	(i) Inside school	(ii) Outside school
a) Sports clubs/teams	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b) School/student councils	1 <input type="checkbox"/>	1 <input type="checkbox"/>
c) Breakfast club or after school club	1 <input type="checkbox"/>	1 <input type="checkbox"/>
d) Holiday Clubs or activities	1 <input type="checkbox"/>	1 <input type="checkbox"/>
e) Computer clubs/groups	1 <input type="checkbox"/>	1 <input type="checkbox"/>
f) Art, drama, dance or music clubs/groups/rehearsals	1 <input type="checkbox"/>	1 <input type="checkbox"/>
g) Religious groups or organisations	1 <input type="checkbox"/>	1 <input type="checkbox"/>
h) Scouts or Guides	1 <input type="checkbox"/>	1 <input type="checkbox"/>
i) Youth clubs where you can hang out with other people	1 <input type="checkbox"/>	1 <input type="checkbox"/>
j) Environmental clubs/groups	1 <input type="checkbox"/>	1 <input type="checkbox"/>
k) Games/hobbies clubs	1 <input type="checkbox"/>	1 <input type="checkbox"/>
l) Helping in the local community	1 <input type="checkbox"/>	1 <input type="checkbox"/>
m) Other, please specify:	1 <input type="checkbox"/>	1 <input type="checkbox"/>

A4. As well as learning at school, most year 11 pupils will do school work at home - revising, coursework, homework or building portfolios. Over this last term, roughly how many hours each week do you work like this at home?

Less than half an hour a week 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 ☐

A5. How important is it to you that you get 5 GCSEs at level A*-C (or equivalent) this summer?

Very important 1 ☐ Fairly important 2 ☐
 Not very important 3 ☐ Not at all important 4 ☐

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PAGE 5 OF VERSION 1 OF THE QUESTIONNAIRE

A6. How likely is it that you will actually get 5 GCSEs at level A*-C (or equivalent) this summer?

Very likely 1 ☐

Fairly likely 2 ☐

Not very likely 3 ☐

Not at all likely 4 ☐

I don't really know 9 ☐

A7. How often do the following things happen in your school? (Mark **one** box in each line).

	Never	Sometimes	Often	Don't know
a) Pupils at my school try to disrupt lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
b) Teachers at my school make it clear how we should behave	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
c) Pupils are so noisy in lessons that I find it difficult to work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
d) Teachers keep order in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
e) Most teachers treat everyone the same regardless of skin colour or cultural background	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
f) Most teachers have given up on some of the pupils	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>

A8. How often have you done the following during this school year?
(Mark **one** box in each line).

	Never	Sometimes	Often	Don't know
a) Arrived late for your lessons in order to avoid some of the lesson	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
b) Skipped classes (bunked off)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
c) Skipped a whole day of school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
d) Got into physical fights with somebody (in or out of school)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
e) Been suspended or excluded from school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
f) Used material from the Internet or other people and claimed it was your own	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>

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PAGE 6 OF VERSION 1 OF THE QUESTIONNAIRE

A9. During this school year, have you ever been upset by being called hurtful names, been excluded from a group of friends or otherwise felt bullied by other teenagers?

Most days 1 ☐

Sometimes 2 ☐

Rarely 3 ☐

Never 4 ☐

A10. We'd like to ask you the same questions about a few different subjects: maths, English and science. Please count "science" as one big subject even if you do single science subjects.

There are no right or wrong answers. We only want to know what you think.

How good are you at...

	Very good	Quite good	Average	Poor	Not good at all
a) maths?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b) English?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c) science?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

A11. How much do you like doing....

	I like it very much	I like it quite a lot	I don't mind it	I don't like it very much	I don't like it at all
a) maths?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b) English?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c) science?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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Home and School

A12. Over the last term, how often have your parents/carers asked about:
(Mark **one** box in each line).

	Most days	Sometimes	Rarely	Never
a) How you are getting on with different subjects at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b) How you are coping with the amount of work (coursework, etc) for your courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c) How you are getting on with teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d) Your plans for the future	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e) How you are getting on with friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A13. How far do you agree or disagree with the following statements?
(Mark **one** box in each line).

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree	Don't know
a) I feel under a lot of pressure from home to do well at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
b) My friends help and advise me with my schoolwork	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>
c) My parents make sure I do my coursework and homework	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9 <input type="checkbox"/>

A14. Do you have any of the following at home to help with your schoolwork?

	Yes	No
a) Computer	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b) Internet access	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c) Books (dictionaries, reference books etc) for me to read or look things up in	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d) Somewhere quiet to do my homework if I want to	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e) Private tuition/classes in subjects that I also do at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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PAGE 8 OF VERSION 1 OF THE QUESTIONNAIRE

A15. How many hours each week do you usually use a home computer for schoolwork?

- | | | | | | |
|----------------------------------|----------------------------|------------------------------------|----------------------------|----------------|----------------------------|
| Less than half
an hour a week | 1 <input type="checkbox"/> | Between half an
hour and 1 hour | 2 <input type="checkbox"/> | 1 to 2.5 hours | 3 <input type="checkbox"/> |
| 2.5 hours to 5
hours | 4 <input type="checkbox"/> | 5 hours or more | 5 <input type="checkbox"/> | | |

A16. How many hours each week do you usually use a home computer for other activities
(not schoolwork)?

- | | | | | | |
|----------------------------------|----------------------------|------------------------------------|----------------------------|----------------|----------------------------|
| Less than half
an hour a week | 1 <input type="checkbox"/> | Between half an
hour and 1 hour | 2 <input type="checkbox"/> | 1 to 2.5 hours | 3 <input type="checkbox"/> |
| 2.5 hours to 5
hours | 4 <input type="checkbox"/> | 5 hours or more | 5 <input type="checkbox"/> | | |

Thinking ahead to the future

A17. When you have finished year 11 what will you do?

- | | | |
|---|----------------------------|----------------------|
| Carry on in full time education, either at the
school you are at now or somewhere else | 1 <input type="checkbox"/> | |
| Leave full time education for training, work or
something else | 2 <input type="checkbox"/> | → Go to question A22 |
| I really don't know yet | 9 <input type="checkbox"/> | → Go to question A23 |

A18. If you are planning to carry on in full time education, what will you do?

- | | | | |
|--|----------------------------|---|----------------------------|
| Go to a college of further
education | 1 <input type="checkbox"/> | Go to sixth form college | 2 <input type="checkbox"/> |
| Go to any other type of
college | 3 <input type="checkbox"/> | Go into the sixth form at
the same school as now | 4 <input type="checkbox"/> |
| Go into sixth form at a
different school from now | 5 <input type="checkbox"/> | Don't know yet but want to
carry on in education | 6 <input type="checkbox"/> |

A19. Which type of qualifications do you plan to study for next year?

- | | | | |
|---------------------------------|----------------------------|--|----------------------------|
| A Levels/AS qualifications | 1 <input type="checkbox"/> | AVCEs (Vocational A Levels)/
GCEs in applied subjects | 2 <input type="checkbox"/> |
| Other Vocational qualifications | 3 <input type="checkbox"/> | Don't know yet | 9 <input type="checkbox"/> |

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A20. There is a Government payment called the Educational Maintenance Allowance (EMA) to help young people stay on in education after they're 16 by giving them a weekly income. Had you heard about the Educational Maintenance Allowance before today?

Yes ¹ ☐ No ² ☐ Don't know ⁹ ☐

A21. Are you (or your parents on your behalf) planning to apply for the Educational Maintenance Allowance?

Yes ¹ ☐ No ² ☐ Don't know ⁹ ☐

Now go to question A23

A22. If you are planning to leave full time education, what will you do?
(You **can** mark **more** than one box).

Yes

- | | |
|--|---------------------------------------|
| a) Do some part-time study | ¹ <input type="checkbox"/> |
| b) Work full or part-time | ¹ <input type="checkbox"/> |
| c) Learn a trade/start work-based training | ¹ <input type="checkbox"/> |
| d) Look after the family and home | ¹ <input type="checkbox"/> |
| e) Do nothing | ¹ <input type="checkbox"/> |
| f) Something else | ¹ <input type="checkbox"/> |
| g) Don't know yet | ¹ <input type="checkbox"/> |

A23. During this school year, did you talk with any of the following people about what you might do next year? (You **can** mark **more** than one box).

Yes

- | | |
|---|---------------------------------------|
| a) Teacher(s) - as part of a lesson | ¹ <input type="checkbox"/> |
| b) Teacher(s) - in 1-to-1 discussion times
(in form time, or reviews or assessments) | ¹ <input type="checkbox"/> |
| c) Teacher(s) - informally outside of lessons | ¹ <input type="checkbox"/> |
| d) Members of your family or other carers/guardians | ¹ <input type="checkbox"/> |
| e) Friends | ¹ <input type="checkbox"/> |
| f) Someone from Connexions (e.g. a personal advisor) | ¹ <input type="checkbox"/> |
| g) Career advisor (if different from Connexions) | ¹ <input type="checkbox"/> |
| h) None of these | ¹ <input type="checkbox"/> |
| i) Someone else, please specify: | ¹ <input type="checkbox"/> |

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A24. What do you think **most** of your friends will do at the end of the year?

Most will carry on in full-time education, either at the school or somewhere else ¹ ☐

Most will leave full-time education altogether ² ☐

About half and half ³ ☐

I don't really know what they want to do ⁴ ☐

A25. How likely do you think it is that you will go to university within the next 5 years or so?

Very likely ¹ ☐

Fairly likely ² ☐

Not very likely ³ ☐

Not at all likely ⁴ ☐

Don't know ⁹ ☐

About you and others

A26. How true are the following statements for you? (Mark **one** box in each line)

	Definitely not true	Not true	True	Definitely true	Don't know
a) It's easy for me to stick to my aims and realise my goals	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁹ <input type="checkbox"/>
b) I can deal very well with unexpected events	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁹ <input type="checkbox"/>
c) I can solve most problems if I try hard	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁹ <input type="checkbox"/>
d) If I'm in trouble I can usually think of a solution	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁹ <input type="checkbox"/>
e) I can usually handle whatever comes my way	¹ <input type="checkbox"/>	² <input type="checkbox"/>	³ <input type="checkbox"/>	⁴ <input type="checkbox"/>	⁹ <input type="checkbox"/>

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A27. When you think about getting a course or job in the future, how comfortable do you feel about: (Mark **one** box on each line)

	Very comfor- table	Fairly comfor- table	Slightly uncomfor- table	Very uncomfor- table
a) Contacting people for advice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b) Coping with an interview for a course or a job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c) Convincing someone you are the best person for a course or job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d) Coping with a new situation (eg starting at college or a new job)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Please turn over and
fill in the back page



PAGE 12 OF VERSION 1 OF THE QUESTIONNAIRE

Completion

B1. Did you have any help to fill this in?

No 1 ☐Yes 2 ☐If **yes**, please say who helped you:a) A parent helped 1 ☐b) Someone else helped 1 ☐
(please mark and say who)

B2. What is your **date of birth**?

Day		
-----	--	--

 /

Month		
-------	--	--

 /

Year	1	9	9	
------	---	---	---	--

B3. What is **today's** date?

Day		
-----	--	--

 /

Month		
-------	--	--

 /

Year	2	0	0	
------	---	---	---	--

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:

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

© University of Bristol

coder

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Appendix B

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 D).

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 C).

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 year is stated 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 year is blank or stated as not known, 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' and 'no' are crossed in a stand-alone 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 dates 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 other categories 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 C

This appendix contains the coding instructions specific to version 1 of this questionnaire. As with the general instructions in Appendix B, the term coding and format of the document are a hangover from the pre-scanning days. For version 2 of the questionnaire in 2008 more specific verification instructions were written (see Appendix E).

Coding instructions for first version of “Year 11 Questionnaire for Young People” (20/03/2007)

These questionnaires have all been electronically scanned.

Coding the “Year 11 Questionnaire for Young People” 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.
A2a-c,e	8	
A2d,f,g	7	Except: “Don’t know” over-rides other answers.
Page 4		
A3a-m (i&ii)		There should be either a cross or a blank here.
A3m(i), m(ii)		If something is written in the box then ensure that there is a cross on either or both of A3mi / A3mii. If neither box is crossed and it is not possible to determine which column the cross should be in then code both as zero.
A4	7	
A5	8	
Page 5		
A6	8	
A7a,c,f	8	
A7b,d,e	7	Except: “Don’t know” over-rides other answers.
A8a-f	8	
Page 6		
A9	7	
A10a-c	8	
A11a-c	8	
Page 7		
A12a-e	8	
A13a	7	Except: “Don’t know” over-rides other answers.
A13b,c	8	

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A14a-e		If both “Yes” and “No” are crossed code as blank.
Page 8		
A15	7	
A16	8	
A17		If multiple answers include 9, code as 9. If 1 and 2 only are crossed then code as blank.
A18		If multiple boxes are crossed code as 6.
A19	8	
Page 9		
A20		If multiple answers include 9, code as 9. If both “Yes” and “No” only are crossed then code as blank.
A21		As A20.
A22a-g		There should be either a cross or a blank here.
A23a-i		There should be either a cross or a blank here.
A23i		If something relevant is written in the box then ensure that A23i is coded as 1. Cross out anything totally irrelevant.
Page 10		
A24		If more than one of boxes 1, 2 & 3 are crossed then code as 4. If multiple answers include 4, code as 4.
A25	8	
A26a-e	7	Except: “Don’t know” over-rides other answers.
Page 11		
A27a-d	8	
Page 12, Section B		
B1		If both “Yes” and “No” are answered, code as blank unless an answer has been given in a) or b) in which case code as 2.
B1a,b		There should be either a cross or a blank here.
B1b		If something is written in the box then ensure that B1b is coded as 1.
B2	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.
B3	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!

END OF QUESTIONNAIRE
Year 11 Questionnaire for Young People

David Herrick 21/07/2007

Appendix D

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 E).

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.	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>If it is clear that the respondent attempted to cancel a cross by filling in a box then discard that value.</p>

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).	<p>The verifier will query anything that it cannot recognise as a number. Please note the following general guidelines:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>
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.	<p>The text should be entered as close as is possible to what the respondent wrote, so observe errors in spelling, grammar etc.</p> <p>It is not possible to enter more characters than there are boxes on the questionnaire. Longer responses must be recorded in the form notes.</p> <p>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]".</p>
T	Unconstrained text. The respondent is provided with a large box within which to write freely.	<p>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.</p> <p>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]".</p> <p>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]".</p>

Appendix E

This appendix contains the verification instructions specific to version 2 of this questionnaire.

Verifying version 2 of “Year 11 Questionnaire for Young People”

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	45039
Form Title	Year 11 Questionnaire for Young People
Form Code	CYR11
Form Version	2
Form Date	01/02/2008

Document Control

Version	1
Date of introduction	12/03/2008
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			
A1a	M		I	
A2a, b, c, e	M		8	
A2d	M		7	Except that box 9 “Don’t know” overrides other boxes.
Page 4				
A2f, g	M		7	Except that box 9 “Don’t know” overrides other boxes.
A3ai/ii to A3mi/ii	S			
A3m text	T			
Page 5				
A4	M		7	
A5	M		8	
A6	M		8	
A7a, c, f	M		8	
A7b, d, e	M		7	Except that box 9 “Don’t know” overrides other boxes.

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Page 6				
A8a to A8f	M		8	
A9	M		7	
A10a-c	M		8	
Page 7				
A11a-c	M		8	
A12a to A12e	M		8	
A13a	M		7	Except that box 9 “Don’t know” overrides other boxes.
A13b & A13c	M		8	
Page 8				
A14a to A14e	M		1	
A15	M		7	
A16	M		8	
A17	M			If multiple answers include box 9, record as 9. If boxes 1 and 2 only are crossed then record as blank.
Page 9				
A18	M			If multiple boxes are crossed record as 6.
A19	M		8	
A20	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.
A21	M			As A20.
A22a to A22g	S			
Page 10				
A23a to A23i	S			
A23i text	T			
A24	M			If multiple boxes are crossed record as 4.
A25	M		8	
Page 11				
A26a to A26e	M		7	Except that box 9 “Don’t know” overrides other boxes.
A27a to A27d	M		8	

Page 12 Section B				
B1	M		I	
B1a & B1b	S			
B1b text	T			
B2	D	01/01/1991 - 31/12/1992		
B3	D	20/03/2007 - 31/12/2009		

Appendix F: 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 “ccxa” 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.