

Millenium Cohort Study Fifth Sweep (MCS5) – Dress Rehearsal

Appendices

October 2012

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Appendix A

Includes:

- Briefing documents
- Practice session materials
 - Advance materials
 - Field materials
 - Tracing materials
 - Thank you mailing
- Feedback materials

Briefing documents

Child of the New Century Age 11 Survey Dress Rehearsal Instructions for using the audio

You have been provided with an MP3 player with the audio script already loaded, and a number of sets of headphones. For hygiene reasons, a different set should be used for each child (they can also keep the headphones afterwards).

Once the child has agreed to use the audio, or at least to try it out, you will need to do the following:

- Explain to the child how to use the equipment
- Set the volume at the level that is right for the child
- Support them in carrying out some practice questions and resolve any questions they have about using it.
- Prepare the equipment and provide it to the child, ready to play

Explaining to the child how to use the equipment:

In order for the child to use the MP3 player they will need to know how to; pause the track, resume the track, skip to the next track and skip back to the previous track.

To **pause** the track; explain to the child that they need to press the play/pause button indicated on the diagram by the number 3.

To **resume** the current track; explain to the child that they need to press the play/pause button again indicated on the diagram by the number 3.

To **skip to the next track**; explain to the child they need to press the next track button indicated on the diagram by the number 2.

To **skip back to the previous track**; explain the child that they need to press the previous track button indicated on the diagram by the number 7.

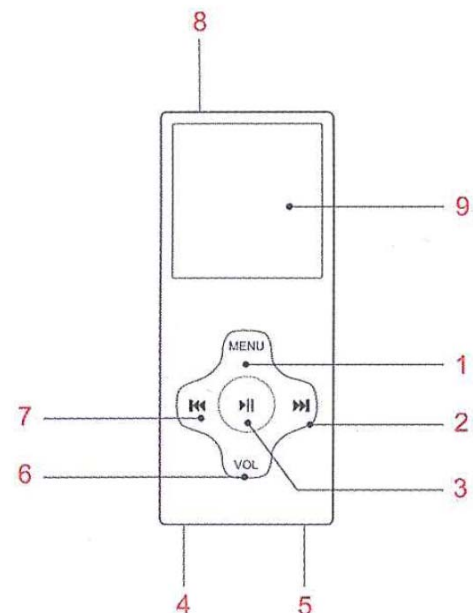


Figure 1: MP3 Player

Setting the volume at the level that is right for the child.

To test whether the volume is at the correct level for the child you will need to play them track 000/Volume.

To do this from the main menu select AMV by using the next and previous track buttons (labelled on Figure 1 by the numbers 2 & 7), then press the menu button (labelled on Figure 1 by the number 1).

Next plug the headphones into the mp3 player into the socket on the bottom of the player (labelled on Figure 1 by the number 5).

Next explain to the child that you want check the volume.



Ask the child to put the headphones on and then play track 000/Volume by pressing the play button (labelled on Figure 1 by the number 3).

Then ask the child if the volume is either “Too loud, too quiet or about right”.

If the volume is too loud or too quiet change the volume accordingly by first pressing the play/pause button to return to the AMV screen, then press the VOL button (labelled on Figure 1 by the number 6).

Then use the next and previous track buttons to either increase or decrease the volume (labelled on Figure 1 by the numbers 2 & 7).

Next play track 000/Volume file again to test whether the new volume selected is at the correct level for the child and if necessary change and test the volume again until the level is correct for the child.

Once the volume is set to the correct level return to the AMV screen by pressing the play/pause button labelled on Figure 1 by the number 3.



Administering the practice questions

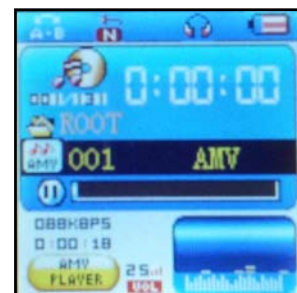
To administer the practice questions first you need to skip to track 001 using the next and previous track buttons (labelled on Figure 1 by the numbers 2 & 7),

Explain to the child that the next tracks take them through three practice questions.

Ask the child to try out each question one at a time, to ask for help if they have any problems or queries, and to check with the interviewer each one has been completed correctly before proceeding to the next one.

Note that the audio file repeats these instructions to the child, but please explain this to them first to help ensure the child understands what to do.

By the end of the practice questions please make a judgement about whether the child has a sufficient grasp of the equipment to enable them to proceed. If not, go through the practice questions again and/or make a judgement that it is too hard for them, and switch to an interviewer administered approach (see section **Error! Reference source not found.**).



Starting the main questionnaire

Once the practice questionnaire have been completed by the child and you are happy they understand how to both use the mp3 player and answer the questions, skip to track 009/Introduction using the next track button (labelled on Figure 1 with the number 2).

Then press the play button when the child is ready to start.



Child of the New Century

Age 11 Survey Pilot

Child Assessment and Physical Measurement Instructions

August 2011

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1. Introduction and Background

The assessment of cohort children's cognitive function is a key part of the Age 11 Survey of Child of the New Century. By cognitive function we mean the child's thought processes. This covers their powers of reasoning, their ability to learn and their mastery of language, their ability to make good decisions, their memory and their ability to develop strategies to solve problems. The cohort children are the central focus of the study and their cognitive development is a key aspect of their progress. Children will have made major advances in cognition and language development since the last survey at age 7. Their thought processes will have become less intuitive and more logical and complex, their language use will have become more sophisticated and their vocabulary will have expanded extremely rapidly.

Cognitive development, even early in life, has been shown to be related to a child's performance at school and educational achievement in later life. Findings from earlier waves of the study have already shown that there are differences in cognitive development between children from different kinds of family background, even at a very young age.

These instructions form one element of the training needed to conduct the assessments of study children's cognitive function as part of Sweep Five of the Child of the New Century survey (CNC5). They are intended to reinforce and supplement the briefing and practice sessions that are conducted before you start work on the survey. In addition, you should also read the general instructions provided for CNC5.

The cognitive assessments we are using for CNC5 are:

- One assessment taken from the British Ability Scales:
 - Verbal Similarities
- Two assessments taken from CANTAB (Cambridge Neuropsychological Test Automated Battery)
 - Memory task (officially named the Spatial Working Memory task)
 - Decision-making task (officially named the Cambridge Gambling task)

These assessments are all tools that are well respected and widely used. They are used to examine cognitive development and educational attainment and are normally employed by educational psychologists or teachers in a classroom or clinical setting. The British Ability Scale Verbal Similarities assessment has been adapted for use in a survey setting, and modified to be administered with a CAPI programme so that you do not need to memorise a complex set of rules for routing children through the assessment. The CANTAB assessments will be conducted using an add-on touch screen (if your CAPI machine is not touch-screen capable) which you will be provided with and special software which will have been loaded on to your laptop. The purpose of each assessment is described in the table below.

Table 1.1 CNC5: Child assessments in brief

Assessment name	Assesses	Method
Verbal Similarities	Measures verbal reasoning and verbal knowledge.	Child asked to state how three things go together (e.g. peas, cabbages, carrots)
Memory	Measures memory and strategy use	A touch-screen computerised assessment in which a number of coloured squares (boxes) are shown on the screen. By touching (opening) the boxes and using a process of elimination, the subject should find one 'token' in each box and use them to fill up an empty column on the right hand side of the screen. The number of boxes is gradually increased, until it is necessary to search a total of eight boxes.
Decision-making	Measures decision-making and risk-taking behaviour	On each trial, the child is presented with a row of ten boxes across the top of the screen, some of which are red and some of which are blue. The child has to decide whether a 'token' is hidden in a red box or a blue box. The child starts with a number of points displayed on the screen, and must decide what proportion of their points they are willing to risk on their decision. The child must try to accumulate as many points as possible.

The data that is collected will be used to calculate scores for each child. These will not, however, be made available to you, the child or their family as the assessments have been adapted to be suitable for *research* purposes only and cannot give an accurate *clinical* assessment of each child's cognitive ability or performance. In this research setting, the assessment is only designed to provide an accurate picture of the range of skills across the population. For this reason, you must not give the parent any feedback about how their child has performed in relation to other children that you have assessed e.g. whether they were better or worse than 'average' as this can give a potentially misleading impression of their child's individual ability.

The assessments are presented in CAPI order and you can only complete them in this order.

1.1 Equipment required for the assessments

In addition to these guidance notes, the materials you will need for administering the assessments are presented in Table 1.2. Before going out on each visit you must check that you have all the necessary equipment. You will also need the following leaflets:

- 'What would we like your child to do' provides parents with information about the assessments.
- 'How can I help with the Child of the New Century' provides cohort children with information about the study involves.

Table 1.2 Equipment needed for cognitive assessments

Assessment name	Equipment
BAS – Verbal Similarities	<ul style="list-style-type: none"> ➤ Welsh administration script for interviewers administering the assessment in Welsh
CANTAB – Memory and Decision-Making	<ul style="list-style-type: none"> ➤ Add-on touch-screen for laptop (for interviewers without a touch-screen capable CAPI machine) ➤ Two laminated administration scripts ➤ USB data stick, retractable cord for attaching UBS to computer ➤ Two Welsh laminated administration scripts for interviewers administering the assessments in Welsh

1.2 Looking after and carrying the equipment

The equipment belongs to the Centre for Longitudinal Studies, and it will have to be returned to Ipsos-Mori's Operations department at the end of fieldwork. Please be aware that this equipment is expensive and whilst we can replace equipment if necessary, you will not be able to interview while you are waiting for your replacement equipment to arrive.

Children will clearly be required to touch the touch-screen for the CANTAB assessments. You should therefore ensure that children have clean hands (beware sticky fingers!) before you start the assessments.

You should carry the equipment in the packaging provided. For those of you using a touch-screen add on, there is a cloth contained in the touch-screen packaging to wipe it clean after it has been used. For the other equipment, you can clean it using a damp cloth.

2. General Points about Carrying out Assessments

Each assessment has its own content and protocols, but there are 3 principles that are common to all of them. These are that the assessments should be administered:

- safely and in appropriate circumstances,
- in a manner which is consistent, and
- which elicits optimal performance from the child.

These principles should be borne in mind at all times.

2.1 Safety and appropriateness

Only assess the child if you have written consent from the responsible adult and verbal consent from the child.

You should ensure that both the consent from the responsible adult and the consent from the child are fully informed. You should do this by checking that they have read and understood the leaflets provided (discussed in section 1.1). If necessary, explain the content of the leaflets to the adult and child.

Do not administer the assessments if the child:

- has a learning disability or serious behavioural problem (e.g. severe ADHD, autism) - if in doubt check with the parent. In general, if the parent has given consent to carry out an assessment, then you should be able to administer the assessment. If you feel the child is not capable of doing an assessment, but the parent has given permission to administer it, check that they are happy for you to proceed by referring them to the leaflet (which explains what is involved) again. The BAS assessment which is conducted using CAPI will stop if the child's performance is poor. The two CANTAB assessments can be terminated if the child is really struggling.
- is unable to respond in the required manner for each assessment (e.g. listening, speaking, touching a computer screen)
- is not able to speak or understand English (this is unlikely but not impossible).

The child's parent should always be present while you are assessing the child. If the child is distressed provide verbal reassurance and ask the child's parent for assistance. Unless you are doing the physical measurements, be careful to avoid physical contact with any child.

2.2 Consistency

The assessments derive from standard instruments, so the protocols and wording cannot be varied. You must follow the assessment procedures exactly as specified in the briefing, written instructions and CAPI. This is to ensure that all interviewers administer the assessments systematically and consistently, with no variation between different interviewers or across different interviews. This means we will be able to compare the results from different interviewers, different children and with different studies which have done these assessments.

At the same time, it is important that the assessments are not administered in a rigid or unnatural manner.

2.3 Optimal performance

Make sure the child understands the task; we do not want their performance to reflect the fact that they misunderstood what they needed to do.

Keep in mind the influences on each child's performance. These include:

- the environment in which the assessment takes place
- the rapport you establish with the child
- the reinforcement and encouragement you give
- the appropriateness and timing of breaks during the assessments.

Each of these is considered in turn below.

2.4 Environment

Ideally, the assessment should be administered in a quiet, well-lit room, away from distractions and disruptions. It may help to explain that the child will need a quiet environment to do his or her best.

You need enough space to be able to control all of the equipment and record responses and for the Verbal Similarities assessment you will need to keep the computer screen out of the child's sight.

Given the age of the children you will be assessing, you will need to be flexible in arranging the assessment environment. However, given the nature of the assessments, it is strongly recommended that you use a table if available.

If a table is available at which you and the child can sit comfortably and safely, try to arrange it so that the child and you can sit at right angles across the corner of the table.

If a table is not available, or if the child prefers to be seated on the floor try to ensure that a firm surface, such as a clipboard, a coffee table or firm carpet is available.

A parent should be present in the room when you administer the assessments. Explain to them before you start the assessments that they should not prompt the child during the assessment administration or offer the children any encouraging (or discouraging) remarks. Nor should they reword or explain the instructions to the child, or give hints, or help in any other way. Explain that you want to make sure that the responses you record are the child's and that in fairness to all children the assessments always have to be done in the same way.

Where possible, try to ensure that other family members – particularly brothers and sisters – are not present during the assessments.

Where possible, try to ensure that the child is not distracted from the assessments by extraneous materials in their direct view (e.g. toys, your pencil, your computer, etc) and that any televisions etc in the room are turned off.

2.5 Rapport

Before administering the assessments, take some time to establish rapport with the child. It will help if you are introduced to the child by the parent or caregiver or if you introduce yourself to the child. Talking to the child before you start may also help to set

them at ease. Some hints are to ask them about what they did at school that day, the name of their teacher or refer to anything else that seems relevant such as brothers and sisters, toys, pets, football teams, television programs etc.

2.6 Breaks

Before you begin the assessments try to make sure that the child is not hungry, thirsty or tired. Most of the children with whom you will be working will be able to complete the assessments without a break. However, you should be especially sensitive to behaviours that suggest the need for a bathroom or rest break (i.e. squirming, rubbing eyes, yawning). If the child does need a break, try to make sure that this is between different assessments, rather than in the middle of one section.

2.7 Welsh Translations

All three assessments - the two CANTAB assessments and the BAS Verbal Similarities assessment - can be translated by Welsh speaking interviewers/translators. It is up to the parent and child to decide whether or not they would like to complete these assessments in Welsh. Some children will be educated in Welsh at school and these children in particular may wish to complete the assessments in Welsh. If they wish, they can choose to complete some assessments in Welsh but not others.

The 'must use' phrases that the interviewer says to the child have been translated into Welsh. The Welsh assessment administration instructions for the two CANTAB assessments are available to interviewers as separate laminated scripts. The translation of the Verbal Similarities assessment is available in a ring-bound booklet.

2.8 Gaelic and Irish translations

In Scotland and Northern Ireland, some children may be educated in Gaelic or Irish. However, all of the assessments must be conducted in English. They cannot and must not be translated into Gaelic or Irish languages.

The protocol in these countries is different than in Wales because the Welsh language has a different legal status in Wales than the Gaelic and Irish languages do in Scotland and Northern Ireland.

In general, we anticipate that children educated in Gaelic or Irish will be able to speak and understand spoken English sufficiently to complete the Memory task and the Decision-making task in English. We anticipate that some children educated in Gaelic or Irish will not be able to complete the Verbal Similarities assessment. However, it is up to the parent and child to decide whether or not they would like to attempt this assessment in English.

3. BAS assessments – General Points

3.1 Start and finish points

Verbal Similarities is a British Ability Scales (BAS) assessment. BAS assessments are widely used to measure the cognitive ability and educational achievement of children and adolescents.

In BAS assessments, the rule is generally that the older the child, the further into the assessment they will start. As all the children in this study are approximately the same

age, they will all start the assessment at the same point. The assessment will continue until the child's best performance can be established. This means the assessment will stop if the child fails a number of questions.

In essence, the CAPI program will continue until it has collected enough information to build up a good estimate of the child's cognitive development.

There are a number of implications:

- You need to enter the answer the child gives for each individual question into the CAPI as soon as the child responds to the question. Otherwise, the child may be asked questions of an inappropriate level of difficulty.
- You need to pay close attention to the CAPI screen as this will tell you which question to administer next.
- You should not show surprise if a child needs to move to an earlier or different set of questions or draw attention to this as it may result in the child feeling a sense of failure.
- You should not show surprise if the assessment finishes at different places for some children.

The assessment will finish when the child begins to answer a lot of questions incorrectly as this can be disheartening. This does not mean that they have failed, just that their maximum performance or ceiling has been reached. You should reassure the child that they have done well to get so far through the assessment.

3.2 Stopping assessments

You only should stop the assessment (before the CAPI stops), and move to the next one, if a child has become extremely distressed and it is impossible to continue the assessment. On each item there is an opportunity to code 'Terminate assessment' if necessary.

3.3 Teaching

Teaching is provided on the first few items of the 'Verbal Similarities' assessment in order to ensure that the child understands what they are supposed to do. The main purpose of teaching is to provide additional instructions and reassurance if the child fails one of the initial items of the assessment. The intention is to help the child do as well as he/she can on the later items. As the first questions are easier, failure on one of them may simply reflect a misunderstanding of the instructions. Teaching involves pointing out the error and showing the child the correct response. Teaching is also provided if a child is routed back to an earlier starting point.

As children who fail a question designated as a teaching item receive feedback on their performance, those children who pass teaching items should also receive feedback so they will be reassured that their understanding of the task is correct. If the child answers a teaching item correctly, CAPI will prompt you to acknowledge the response as correct.

The precise wording which you should use when a child passes or fails a teaching item will be provided in CAPI and you must follow this exactly. **Teaching should be given only when prompted by CAPI and should always be given when prompted.**

Specific feedback must not be given on any other items. Please use neutral praise instead (discussed in section 3.4.1 below).

3.4 Reinforcement and encouragement

The general rule you must follow is to be reassuring and encouraging during the assessment, but not to give any clues about how the child is performing (except on Teaching Items). At the end of each assessment, you can praise the child. But remember, you must not tell the child, or the parent, which answers the child got right and wrong.

3.4.1 Neutral encouragement during assessments

Rewarding effort and co-operation with strong but neutral encouragement throughout will do a lot to help you maintain rapport and motivation and may distract attention from failure.

When administering the assessments you should try to be aware of, and sensitive to, the child's mood. As the child progresses from easy to difficult items, be prepared to comment emphatically on how difficult the assessment is becoming, and express genuine encouragement to allay the child's frustration and any negative reaction to failure.

Be careful not to reinforce or focus attention only on a child's correct responses. When incorrect responses are met by silence, the child becomes acutely aware of failure. Examples of appropriate 'neutrally encouraging' statements are expressed phrases such as:

- 'Thank you'
- 'OK'
- 'You are doing a good job'
- 'We are almost finished'

Be aware of non-verbal communication and make sure that you do not give the child any clues about their performance through your body language and facial expressions.

3.4.2 Praise and encouragement at the end of the assessments

At the end of the assessment, you should thank the child for taking part and praise the child by telling them how well they have done and/or how hard they have tried, and, if necessary, how hard the assessment was. However, you should not make any specific comment about how the child has performed relative to other children that you have assessed.

4. Verbal Similarities

4.1 General Information

This assessment measures the child's verbal reasoning and verbal knowledge. The child is read three words and then asked how the three things are similar or go together. If administering the assessment in Welsh language, please use the separate laminated administration script and see section 4.8 for further details).

This assessment can be used with children from age 5 until 17 years 11 months. There are 37 scored items and 1 example item in the assessment. After completing Example A, the children of MCS5 will start the assessment at item 16.

4.2 Procedure

1. The assessment starts with the interviewer reading out a few reassuring sentences to the child, saying that they are not to worry and to just try their best.
2. All children will be asked Example A (qa01 in the CAPI) and then begin at Item 16 (q16i in the CAPI), which is the relevant starting point for their age.
3. For Example A and every subsequent item you will read three words, followed by one of three questions: "What are these things?", "How do these things go together?" or "How are these things alike?". The wording is given to you in CAPI and it is important that you read this clearly so the child understands what is required of them. Once the child gets used to how the assessment works, you do not need to keep reading out the question.
4. Your CAPI script will show in three columns the answers that constitute a correct response, the answers that require probing, and the answers that constitute an incorrect response.
5. A response that requires probing is one that is incorrect but indicates some understanding. The section on Probing below explains more about this category of responses.
6. There is a possibility the child might give a response that does not appear on the screen. If this happens, you will be required to use your discretion to decide whether the response is 'correct', 'requires probing' or is 'incorrect'. During the briefings we will run through other answers that might constitute correct and incorrect responses and those that require probing for each of the items in the assessment. We will not be able to cover every possible response, but by doing this you will have a good understanding of the sorts of answers that can be coded as correct, those that need to be coded incorrect, and those that need probing.
7. On each item you will need to record whether the child gave
 1. A correct response
 2. A response requiring probing
 3. An incorrect response (including Don't Knows and Refusals)

A screenshot showing an example of how the screen will look is provided in Table 4.1:

Table 4.1 An example of how the CAPI screen will look

The screenshot shows a software interface with a toolbar at the top containing icons for 'STOP', navigation, and editing. Below the toolbar, the Ipsos MORI logo is displayed alongside 'INT NO=99999' and 'POINT=9999'. The main content area is titled 'q18i' and contains the following text:

INTERVIEWER, SAY: **JAR, BAG, BOX**
 INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:
 What are all these things?
 How do these things go together?
 How are these things alike?
 ONCE THE CHILD UNDERSTANDS THE TASK, ASKING A QUESTION FOR EACH ITEM IS NO LONGER NECESSARY. YOU MAY SIMPLY SAY THE THREE STIMULUS WORDS.

Below the text, there are three columns of response categories:

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Containers	Compartments	Pouches
Holders	Packages	Things in the kitchen
Packaging	Things you (can)	Things you (can) play with
Store things/storage/keep things	Buy	Materials
Things that hold/carry stuff	Open	
	Put things in	
	Put your hand in	

At the bottom, there are three legend boxes:

- Correct response
- Response requiring probing
- Incorrect response/ No response/ Don't know/ Refused
- Terminate assessment

8. For some of the items the screen will not display any answers under the column "Responses requiring probing." Again, please use your discretion and code "Response requiring probing" if the child has given an answer that is incorrect but indicates some understanding.
9. If the child does not respond / says 'don't know' / or refuses to respond, code these responses as an "Incorrect response".
10. If the child spontaneously changes their response, code their final response.
11. If the child gives a string of responses varying widely in quality, they should be asked to give a final response.
12. If the child asks you to repeat the words or appears not to have heard them, you may repeat them as necessary, but not more than three times.

4.3 Teaching

For Example A and for the first two scored items administered (i.e. items 16 and 17) you will provide teaching if the child fails the item.

If the child fails the item you must code "incorrect response". Your CAPI script will then tell you to read out the three words and select and explain the correct response. For example:

“Red, blue and green are all colours. The best way of saying how they go together is to say they are all colours.”

The purpose of teaching is to provide additional instruction in order to help the child do as well as he or she can on the later items. As the first items are easier, failure on one of them may reflect a misunderstanding of the instructions. Teaching shows the child what type of answer you are looking for and helps their understanding of what they are being asked to do.

If the child gives the correct answer to the teaching items (i.e. Example A and Items 16 and 17) CAPI will prompt you to acknowledge the response as correct by saying: **“That’s right, now try another one”**.

4.4 Probing (questioning)

The answers that appear in the “Responses requiring probing” column are those that are incorrect but indicate some understanding. These type of responses are often too general (for example “You can eat them” instead of “Sugary /sweet things” at Item 16) or too specific (for example “They all have legs” instead of “Animals” at Item 3). Therefore, if the child gives a response like this which shows he/she is on the right lines but not quite accurate enough please code “Response requiring probing”.

You will then be taken to another screen and asked to read the following sentence: **“Yes. Now tell me another way of saying what they all are.”** It is important that you do not direct the child towards the response or give hints or clues in that direction.

After the child’s second response you will only be able to code “Correct response” or “Incorrect response”. You will not be allowed to probe the child again. Table 4.2 below is an example of how the screen will look when you are required to probe the child and code his/her response.

Table 4.2 How the CAPI screen will look when child gives a response that requires probing

The screenshot shows the CAPI interface for question q18q. At the top, there is a toolbar with icons for stop, back, forward, list, lock, and edit. Below the toolbar, the Ipsos MORI logo and contact information (INT NO=99999, POINT=9999) are displayed. The question text reads: "INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are. PROMPT IF NECESSARY: JAR, BAG, BOX".

Below the question, there are two columns of response options:

- CORRECT RESPONSES:** Containers, Holders, Packaging, Store things/storage/keep things, Things that hold/carry stuff.
- INCORRECT RESPONSES:** Pouches, Things in the kitchen, Things you (can) play with, Materials, Compartments, Packages, Things you (can), Buy, Open, Put things in, Put your hand in.

At the bottom, there are two checkboxes for coding the response: "Correct response" and "Incorrect response/ No response/ Don't know/ Refused". There is also a "Terminate assessment" button.

4.5 Decision points

As mentioned above, having started with Example A, you will start the child at Item 16, which is the starting point in the assessment for children aged 11. You will continue to ask each item up to and including Item 28. This is a decision point. The assessment will terminate at this point unless:

- The child has **less than 3 incorrect responses** on all items asked, in which case you will **continue** to the next decision point.

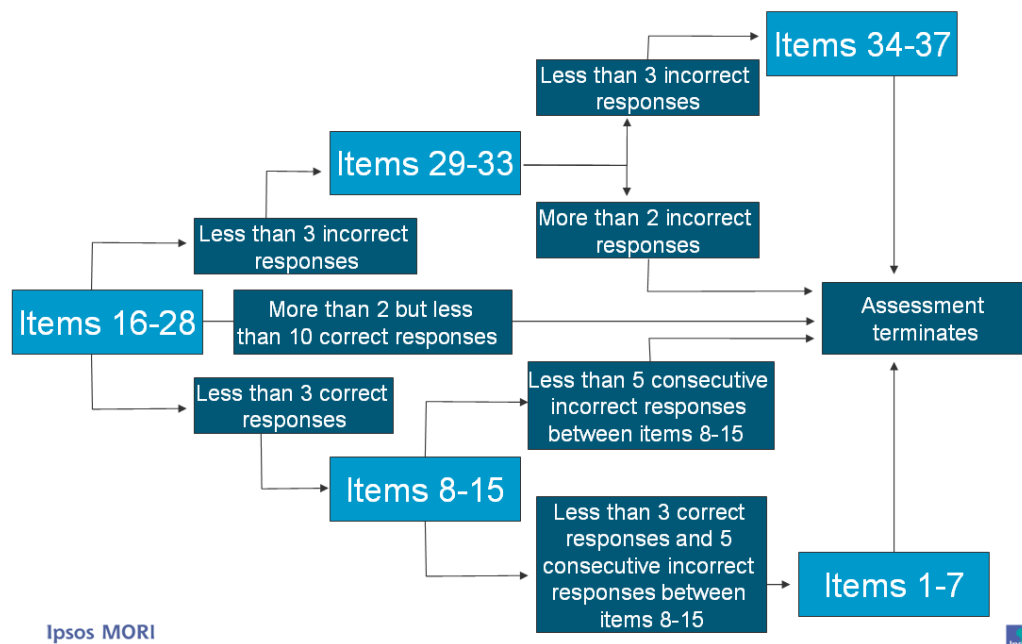
Or

- The child has **less than 3 correct responses** on all items asked, in which case you will **go back** to an earlier starting point (Item 8).

Figure 4.1 shows the pathway your CAPI script will take depending upon the performance of the child.

A further decision point comes after Item 33.

Figure 4.1 Pathway of CAPI script depending upon the performance of the child



If the child gives **5 consecutive incorrect answers**, you will **go back** to an earlier starting point before reaching the decision point, unless the child has given at least 3 correct answers to previous items, in which case the assessment will terminate.

4.6 Scoring and recording

All items are scored 1 or 0 points. If the child gives a correct answer they get 1 point, if they give an incorrect answer the child receives 0 points. If the child gives an answer that requires probing and then subsequently gives a correct answer the child still receives 1 point. On the other hand, if they give an answer requiring probing and

subsequently give an incorrect answer they receive 0 points. The CAPI system will keep a record of the child's performance automatically as you progress through the script. The script will not tell you how the child has performed at the end of the assessment. If the child asks, please say your computer will not allow you to see.

4.7 Additional information

- Sometimes the children may become distracted during the task, which affects their performance. If you suspect this is happening, gently remind the child that they need to try their best.
- Ideally, the assessment should be carried out in a quiet, well-lit and properly ventilated room, away from distractions and disruptions. If possible try and sit down at a table with the child to carry out the assessment.
- Please be aware of any attempt by the parent(s) to help or give advice to the child. It is important that we record a response that is truly the child's own. If parents do try to interfere with the assessment politely remind them that you are there to record the child's own responses.

4.8 Administering the assessment in Welsh

If you are required to administer the Verbal Similarities assessment in Welsh, you will need to read out the questions to the child using an administration booklet. All of the words and phrases you read out to the child are included in the booklet.

To administer the assessment in Welsh please progress through the assessment in CAPI as normal. When you reach a screen that requires you to read text to the child you need to refer to the Welsh administration booklet where you will find the translated text. The translated text is laid out in the booklet in a logical way that mirrors your progress through the assessment.

The booklet includes probing questions that children are asked if their initial answer requires probing. As you may not always ask these questions to the child, you will not have to read these items from the booklet. Please only read the text that corresponds with the screen you are shown on your CAPI machine.

5. CANTAB assessments (Memory and Decision-Making)

5.1 Naming the assessments

When discussing these assessments with the parent or child please refer to them as the 'Memory' and 'Decision-making' tasks.

5.2 The add-on touch screen

The child will complete the CANTAB assessments by touching the touch screen. At the beginning of the CANTAB assessments you will therefore have to attach your add-on touch screen.

For interviewers using a touch-screen add-on, below are instructions about how to attach them:

- > Remove touch-screen add-on from the box;
- > Make sure the screen is clean;
- > Secure the add-on screen to the screen of your laptop using the Velcro straps;
- > Please make sure the add-on is correctly aligned with your CAPI machine screen. The add-on may be slightly wider than your CAPI machine screen. If so, please ensure the extra width of the add-on screen is even on both sides when aligned with the CAPI machine screen;
- > Plug the add-on cable into the spiralled cable with a black box that has a USB input;
- > Plug the USB input at the end of the spiralled cable into the CAPI machine's USB port.

Once you have attached the add-on, you will need to calibrate the screen. To do this:

- > Go to your start menu on the desktop of your CAPI machine;
- > Select 'Calibrate touch-screen';
- > Click on GO!;
- > Then on the next screen, press the centre of each of the 5 contact points that comes up on the screen;
- > Once you have pressed the 5 contact points you will be taken back to the calibrate screen. Press okay.

If your add-on screen gets knocked sideways from its aligned position the screen calibration will no longer be accurate. This means that the point where you touch the screen will not be where the cursor on the CAPI machine clicks.

If this happens, please re-align your add-on screen as it was at the beginning of the assessment. To test whether you have re-aligned it accurately, please press the screen a few times in different places to make sure it is accurate.

If your touch-screen add-on stops working during one of the assessments you will need to recalibrate the touch-screen. To do this press [tab] and [alt] together on your CAPI keyboard. You will then need to go back into the 'Start' menu and follow the same calibration process as outlined above. Once you have re-calibrated the screen go back into the assessment by selecting the programme from the bar at the bottom of your screen.

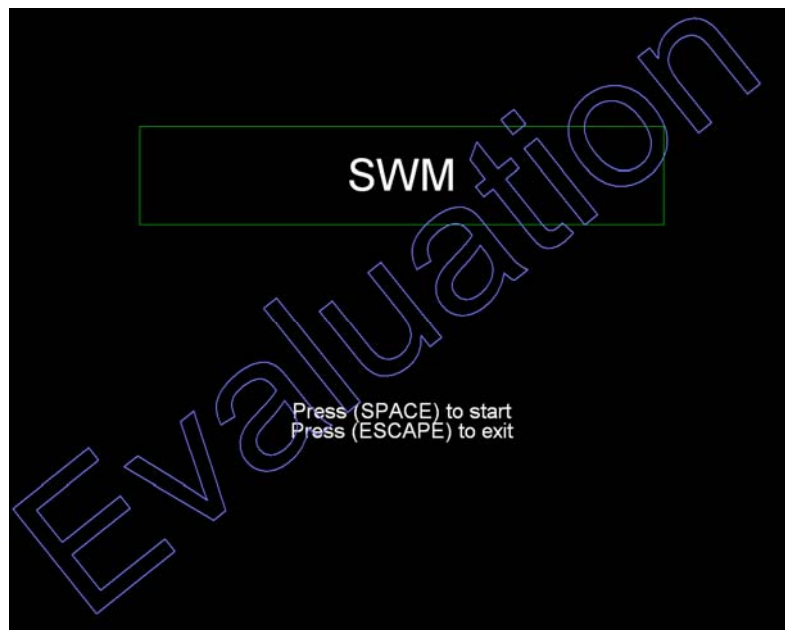
5.3 The USB software key

In order for the data to be collected from the CANTAB assessments, you must have a USB software key plugged into your CAPI machine each time you begin either the Memory Task or Decision-making task.

You will each be given a USB software key, which you need to plug into your machines before you begin the assessments. You will also be given a retractable cord that you can attach to the software key and to your CAPI machine to avoid it getting lost. The CAPI script will remind you to plug the key into your machine before you launch the CANTABeclipse software. **If your computer screen has the word 'EVALUATION' written across it then do not continue with the assessment. This means that you do not have the USB software data stick plugged in. If you do not have the USB software data stick plugged into your computer then no data from the child will be stored. See figure 5.1 below.**

If you do begin the assessments in 'Evaluation' mode, press the 'Esc' key. Abort the test by pressing 'Y' and then select 'N' to say you do not want to complete the remaining tests. You will then be taken back into the CAPI script where you will be required to code 'Need to redo assessment(s) because in 'Evaluation' mode'. This will take you back to the start of the CAPI script for the CANTAB assessments. Ensure your USB software data stick is plugged in securely and begin the assessments again.

Figure 5.1



5.4 The test environment

The CANTAB tests have been designed to run under the supervision of a tester.

Ideally, your computer should be set up on a table in a quiet room and the subject should sit directly in front of the screen at a comfortable distance (approximately 30-50cm) to allow them to touch the screen, whilst remaining with their back upright against the chair so

they don't need to lean forward. They should not sit with their elbows on the table in front of them.

Repeated touching of the screen could cause the screen to gradually move backwards. To prevent this from happening we suggest that you place a bag or another object behind your computer so that the screen remains upright.

5.5 Touching the screen

The subject should use the index finger of their dominant hand to touch the screen.

The child should **not** touch the keyboard at all during the assessments.

Throughout both assessments, instructions will appear on the screen stating that the space bar needs to be pressed in order to continue. These instructions are for **you** and not for the child. In the early stages of both assessments you will also need to use the touch screen yourself in order to demonstrate to the child what they need to do. You will therefore need to be seated next to the child in a position which gives you easy access to the keyboard and screen.

5.6 Starting the assessments

The 'CANTABclipse' software has been integrated into the CAPI script so you just need to follow the script as instructed. When selecting to administer the CANTAB assessments you will be reminded to have your laminated administration scripts to hand (more information at 5.7), which you will read from to administer the assessment, your USB software data stick plugged in, and your touch-screen add-on attached.

Clicking forward through the CAPI script will start the CANTAB software automatically. When you have come to the end of the tests, the software will close and you will automatically go back into the CAPI script.

5.7 Administration script

When running the CANTAB assessments you will need to refer to the two laminated administration scripts:

- > The Decision-Making Task Administration Script (CGT)
- > The Memory Task Administration Script (SWM)

These scripts provide you with the verbal instructions you will need to give to the child and provides details about how the assessments need to be demonstrated. The wording of these instructions is designed to avoid unintentionally instructing children to use a particular strategy rather than another. You must therefore adhere as closely as is reasonably possible to the instructions provided. Copies of the administration scripts are provided in the Appendix. Both English and Welsh language versions are available.

5.8 Pausing or aborting a test

It is possible to pause or abort the assessments if necessary, though this is not recommended. However, there might be particular circumstances in which pausing or aborting a test is required, for example:

- the child refuses to continue the test
- the child becomes unwell or distressed during the test

To pause or abort a test:

- Press the 'Esc' key. This will pause the test and you will be prompted to see if you wish to abort the test.
- To abort the test, press 'Y'; to end a pause, return to the test and continue, press 'N'.

If you abort during the Memory task a screen will be displayed asking if you wish to complete the remaining tests (i.e. the Decision-making task). Press 'Y' to run the Decision-making task or 'N' to end the assessments.

5.9 At the end of the assessments

Once you have completed the Memory task the start screen for the Decision-making task will automatically be displayed. At the end of the Decision-making task the 'CANTABeclipse' software will close and you will be returned to the CAPI script.

6. Memory task

6.1 Task name

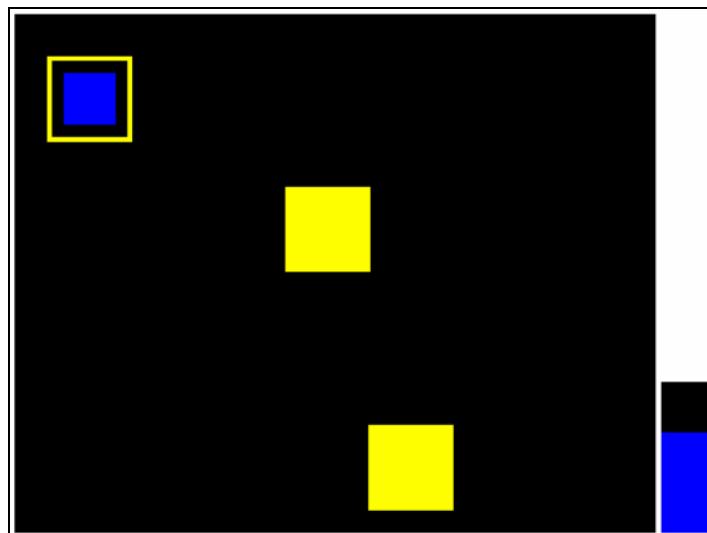
The official name of this task is the 'Spatial Working Memory' assessment but on the consent form it will be referred to as 'Memory'. You should use the name 'Memory' in any discussions with the parents or child.

6.2 Description

This is a test of the subject's ability to retain spatial information and to manipulate remembered items in working memory. It also assesses use of strategy.

The test begins with a number of coloured squares (boxes) being shown on the screen. The aim of this test is that, by process of elimination, the subject should find one blue 'token' in each of a number of boxes and use them to fill up an empty column on the right hand side of the screen. The number of boxes is gradually increased from three to eight boxes. The colour and position of the boxes used are changed from trial to trial to discourage the use of stereotyped search strategies.

Figure 6.1 The Memory task screen (3 boxes)



6.3 Task

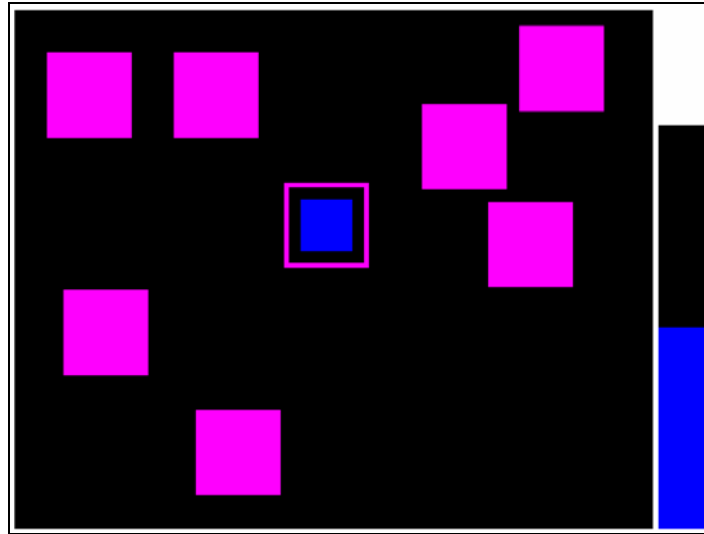
The child must touch each box in turn until one opens with a blue token inside (a search). When a blue token has been found, the child has to place it in the right column ('home') by touching the right-hand side of the screen.

The child must then begin a new search for the next blue token. It may be in any of the boxes that so far have been empty. This is repeated, until a blue token has been found in every box on the current screen.

Touching any box in which a blue token has already been found is an error.

The child decides the order in which the boxes are searched. The computer determines the number of empty boxes that must be visited (discounting errors). On the harder levels the child will perform better if they make use of a search strategy.

Figure 6.2 The Memory task screen (8 boxes)



6.4 Administration

To practice and conduct the assessment with a child you will need to follow the instructions on The Memory Task Administration Script (see Appendix).

7. Decision-making task

7.1 Task name

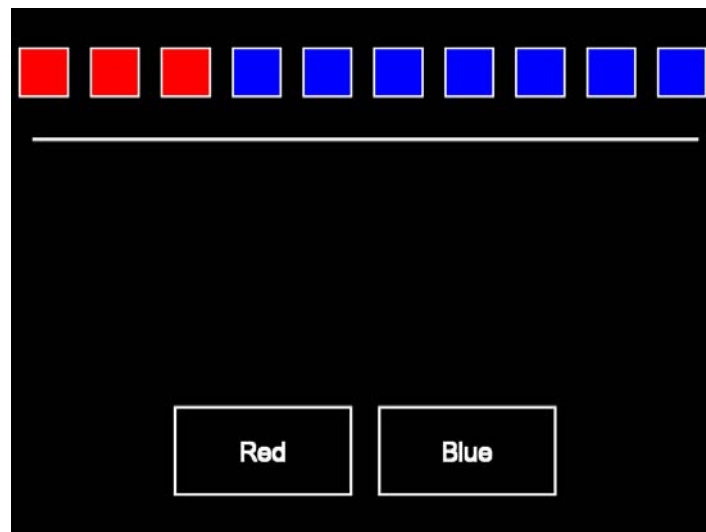
The official name of this task is the 'Cambridge Gambling Task' but on the consent form it will be referred to as 'Decision-making'. You should use the name 'Decision-making' in any discussions with the parents or child.

7.2 Description

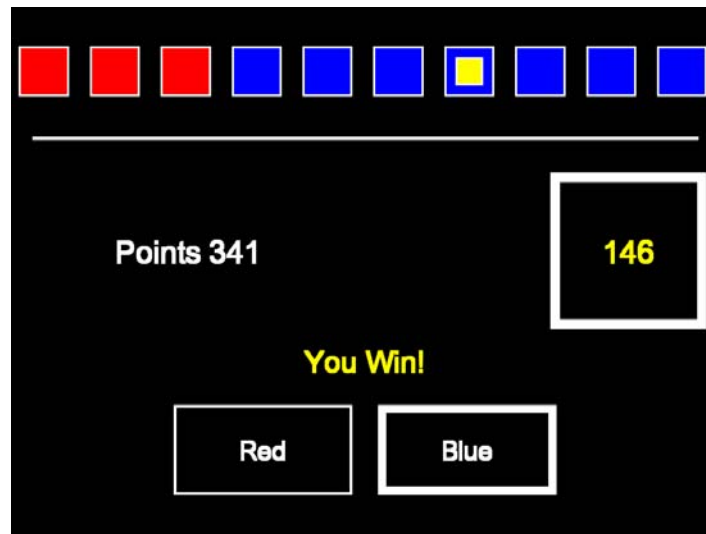
This task assesses decision-making and risk-taking behaviour outside a learning context.

On each trial, the subject is presented with a row of ten boxes across the top of the screen, some of which are red and some of which are blue. At the bottom of the screen are rectangles containing the words 'Red' and 'Blue'. The subject must guess whether a yellow token is hidden in a red box or a blue box.

Figure 7.1 The decision-making task screen (Decision stage)



After the initial practice stages the child will be given a number of points which are displayed on the screen. The child will need to decide how confident they are that the yellow token is in the colour box they have chosen by deciding what proportion of their points they are willing to risk on their decision. A points box on the screen displays the current number of points that will be risked.

Figure 7.2 The decision-making task screen (risk-taking stage)

7.3 Task

The task is made up of five stages, with instruction given at the start of each stage.

The first stage is a decision stage only, where the subject must choose whether a token is hidden in a red or blue box by touching the appropriate box at the bottom of the screen.

The second stage is a training stage for the risk-taking phase, where the subject must first choose whether a token is hidden in a red or blue box by touching the appropriate box at the bottom of the screen, and then select the amount they wish to risk by touching the points box on the screen at the appropriate time as the points are displayed in ascending order. If the points box is not touched then the final value displayed in the points box will be used.

The third stage is a test stage for risk-taking, where the subject's performance will be assessed.

The fourth stage is a further training stage for risk-taking, this time with the points being displayed in descending order.

The fifth stage is a further test stage for risk-taking, with the points again being displayed in descending order. The subject's performance will be assessed.

7.4 Administration

To practice and conduct the assessment with a child you will need to follow the instructions on The Decision-Making Task Administration Script (see Appendix).

8. Introduction to Child Physical Measurements

We are asking you to take three physical measurements of the child:

- Height
- Weight
- Body fat percentage

It is important to measure every child's height and weight as this is used to calculate the child's Body Mass Index (BMI) which is an indicator of obesity. The body fat percentage is a measure of fat distribution in the body. BMI values can be compared with population reference data to identify children who are overweight or obese, and therefore may be at risk of a number of short and long term physical and psychological consequences.

Obesity is excess body fat due to energy intake being more than energy expenditure. Research evidence has shown that children who are overweight tend to grow up into adults who are overweight and this puts them at risk of illness and disease in later life, including heart attack and stroke, type 2 diabetes, bowel cancer, and high blood pressure. There are also psychological consequences of obesity e.g. teasing about weight may affect confidence and self-esteem and lead to isolation and depression.

Levels of childhood obesity are increasing. In 1965 the National Child Development Study, a study similar to the Child of the New Century which is following the lives of individuals born in 1958 found that 11 per cent of 7 year olds were 'overweight' or 'obese'. By 2008 the Child of the New Century study found that this proportion had more than doubled to 25 per cent.

Obesity is a major health concern and the government has to reduce the proportion of overweight and obese children to year 2000 levels by 2020.

The measure of body-fat percentage will add further value to BMI measurements by providing a measure of the distribution of fat in the body and an overall estimate of fat-free mass.

8.1 Consent

Make sure you have obtained written consent from the parent and assent from the child to take height, weight and body fat measurements.

You should ensure that both the consent from the parent and the assent from the child are fully informed. You should do this by checking that they have read and understood the leaflets provided (discussed in section 9.3 below). If necessary, explain the content of the leaflets to the adult and child.

8.2 Eligibility

As long as parental consent and child assent has been obtained then all children are eligible for measurement.

8.3 Leaflet

You will send the following leaflets to the family you are interviewing prior to your appointment:

- 'What would we like your child to do' provides parents with information about the assessments.
- 'How can I help with the Child of the New Century?' provides cohort children with information about what the study involves.

8.4 Equipment

You will be provided with the following equipment:

- Leicester Stadiometer
- Tanita Scales (BF-522W)

All measurements must be conducted with this equipment only; you should not conduct measurements with any alternative equipment. If you have any queries about your equipment please contact the office.

Please be aware that this equipment is expensive and whilst we can replace it if necessary, you will not be able to interview while you are waiting for your replacement equipment to arrive.

If necessary, you can clean the stadiometer using a damp cloth and scales using a wipe.

9. Height Measurement

9.1 Looking after and carrying the equipment

You are provided with a portable Leicester stadiometer and Frankfort Plane card. The stadiometer is a collapsible device with a sliding head plate, a base plate and four connecting rods marked with a measuring scale.

Please take great care of this equipment. Particular care needs to be paid when assembling and dismantling the stadiometer, and when carrying and repacking it in the box provided.

- Do not bend the head or base plate.
- Do not bend the rods
- Do not drop it and be careful not to knock the corners of the rods
- Assemble and dismantle the stadiometer slowly and carefully

The stadiometer will be sent to you in a special bag. Always store and transport the stadiometer in the bag. You should secure the stadiometer in the bag with the strap provided.

9.2 The rods

There are four rods marked with two measuring scales: centimetres (then further subdivided into millimetres) and inches. The rods are made of plastic so please be very careful not to damage the corners of the rods as this will prevent them from fitting together properly and will lead to a loss of accuracy in the measurements.

9.3 The base plate

Be careful not to damage the corners of the base plate.

9.4 The head plate

There are two parts to the head plate; the blade and the cuff. The blade is the part that rests on the respondent's head while the measurement is taken. The cuff is the part of the head plate that slips over the measurement rods and slides up and down the rods. The whole unit is made of plastic and will snap if subjected to excessive pressure. Grasp the head plate by the cuff whenever you are moving the head plate up or down the rod; this will prevent any unnecessary pressure being applied to the blade which may cause it to break.

9.5 Measuring protocol

9.5.1 Preparing the equipment

You will have received your stadiometer with the four rods packed together.

The rods slot into the base plate. The stages are as follows:

1. Lie the base plate flat on the floor area against the wall. The base should be placed on a firm uncarpeted surface where you are to conduct the

measurements. If the only place where you can use the stadiometer is on a carpet, please make a note of this in the CAPI (code 95 at question *Htrl*).

2. If no wall space is available, the stadiometer can be used against a closed door. If you use a door it will be necessary to ensure that all others present in the household know what you are doing to avoid accidents if they try and open the door.
3. The measuring scale is found on one side on the rods. Place the rods so that the measuring scale is facing the side from which you will take the reading.
4. Take the rod marked with an arrow and place the rod onto the blue base plate. Ensure that the bottom section locks into the blue base. It should fit snugly without you having to use force.
5. Place the second rod on top of the first rod. This is done by matching the symbols at the end of the rod. Make sure that the numbers on the measuring scale run on from one another. (If they do not, please check that you have the correct rod). You are unlikely to need to assemble more than 3 rods.

9.5.2 Installing the stabilisers and head plate

The stages are as follows:

1. Slot the white upright rods firmly together as described in the previous section.
2. Place the first stabiliser so that it faces backwards (towards the wall).
3. Position the head plate with the round base (blade) facing forward.
4. Place the second stabiliser so that it faces backwards (towards the wall).
5. Ensure the stabilisers stay clear of the joins.

The stabilisers should be resting against a wall (or door) to give the stadiometer rigidity

9.5.3 Preparing the child

Ask the child or parent / guardian to:

- Remove the child's shoes and socks
- Ensure that they are wearing light indoor clothing (e.g. t-shirt and shorts), with items in their pockets removed
- Remove any hair ornaments and avoid any hairdos (such as buns) that may affect how accurately their child's height can be measured (excluding those hairstyles that are for religious or cultural reasons).

9.5.4 Taking the measurement

1. Assemble the stadiometer and raise the head plate to allow sufficient room for the child to stand underneath it. Ask the child to stand with their feet flat in the footprints on the base plate and their back to the measuring rod.
2. Place the measuring arm just above the child's head.
3. The child's legs and back should be as straight as possible, preferably against the rod, and their arms hanging loosely by their sides. They should be facing forwards.
4. Check that the child's legs and back are straight and their hands are at the side.
5. Move the child's head so that the Frankfort Plane is in a horizontal position, i.e. parallel to the floor. This means the bottom of the eye is in line with the flap of skin in the ear (see Figure A1 in Appendix). This position is important if an accurate measurement is to be obtained. To make sure that the Frankfort Plane is horizontal, you can use the Frankfort Plane Card to line up the bottom of the eye socket with the flap of skin on the ear. The Frankfort Plane is horizontal when the card is parallel to the head plate.
6. Cup the child's head in your hands, placing the heels of your palms either side of the chin. Your fingers should come to rest just under the ears (see Figure A2 in Appendix).

Firmly but gently, apply upward pressure lifting the child's head upwards towards the stadiometer head plate and thus stretching the child to their maximum height (see Figure A2 in Appendix). If possible ask the child to breathe in. Avoid jerky movements, perform the procedure smoothly and take care not to tilt the head at an angle: you must keep it in the Frankfort Plane. Explain what you are doing and tell the child that you want them to stand up straight and tall but not to move their head or stand on their tip-toes. Even when you are familiar and confident with the equipment, it is important that to use the Frankfort plane when measuring the height of every child.

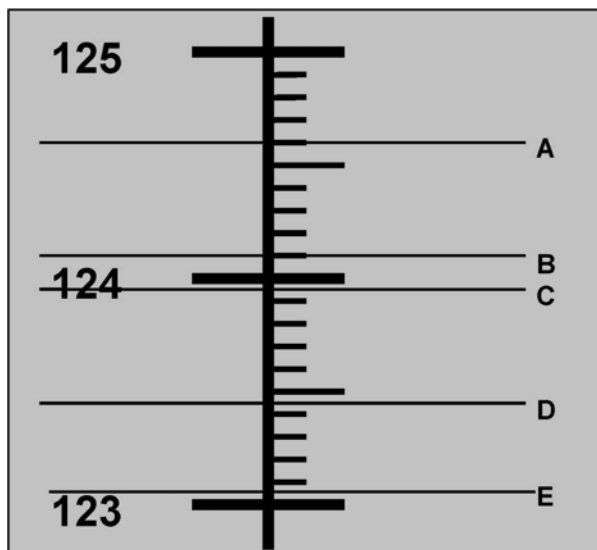
7. Ask the parent/guardian who is helping you to lower the head plate down gently onto the child's head and check that the child does not lift their feet off the base plate. Make sure that the head plate touches the skull and that it is not pressing down too hard.
8. Release the child's head, tell the child to breathe out and allow the child to stand relaxed. If the measurement has been done properly the child should be able to step off the stadiometer without ducking their head. Make sure that the child does not knock the head plate as they step off.

9.5.5 Recording the measurement

1. Read the height measurement in metric units from the nearest **completed** millimetre. Thus if the scale shows an arrow between 123.9 cm and 124.0 cm then the reading should be 123.9 cm (see line C in Figure).

Line A = 124.6
 Line B = 124.1
 Line C = 123.9
 Line D = 123.4
 Line E = 123.0

Figure 9.1: Recording the reading



2. Immediately record the completed millimetre measurement on the computer (*htcm*), the number of attempts made (*htat*), time measurement was taken (*httm*) and any special circumstances (*htri*). The CAPI will **only** accept the measurement in centimetres and millimetres. An additional CHECK will appear if you enter a number without a decimal place or if you enter a zero after the decimal place. For example, if you enter 127, you will be asked to select from a list from 127.0 to 127.9 . If the exact reading is, for example, 127.0, please confirm this at the CHECK question by selecting the relevant option.
3. Remember to praise the child and tell them how well they are growing. You should write the measurement on the record card which is on the back of the leaflet for the child about their involvement in the study.
4. A summary of the overall procedure is provided in Figure A3 in Appendix.

9.5.6 Dismantling the stadiometer

1. Remove the stabilisers and head plate.
2. Remove one rod at a time
3. With a firm hand remove the last rod from the blue base plate.

4. Slot the four rods into the base plate and place in the black stadiometer box.

9.5.7 Height refused, or not obtained

At *Htdn* you are asked to code whether consent from the parent and assent from the child was obtained to measure height. If the parent or child refused to allow you to measure the child's height you will be routed automatically to question *Noht* where you should code the reason for refusal.

If consent from the parent and assent from the child was obtained to measure height but you were then unable to take the measurement for any reason then you should code Null at *Htcm* and you will be routed to *Unht* where you should record the reason you were unable to take the measurement.

9.5.8 Additional points

- If you need glasses to read the stadiometer please remember to put them on.
- Make a single measurement for height where possible – but repeat if unhappy with the first (perhaps because the child moved or was not standing as straight as they could), provided the child is happy for you to do so.
- If for some reason the child's height was not entered in the computer at the time of measurement, make a note of the height and the time it was measured on the measurement section of the leaflet for later entry.

10. Weight and Body Fat Measurement

10.1 The equipment

You are provided with Tanita scales for the weight and body fat measurement.

At the same time as measuring weight, the scales measure body fat percentage by sending a weak electrical current around the body from one foot to the other. This is safe and painless. The electrical current cannot be felt at all. The scales measure the amount of resistance encountered by the current as it travels round the body. As muscle and fat have different levels of resistance, the scales use this to calculate body fat percentage.

The scales can also be used in 'weight only' mode. This does not involve an electrical current. If the parent or child does not wish for the child's body fat percentage to be measured but they are happy to have their weight measured, you should use the scales in 'weight only' mode. A separate protocol is given below.

10.2 Looking after and carrying the equipment

The scales will be supplied in or with a padded shoulder bag. They should always be carried in this bag. Each set of scales should have a set of feet to place on the scales indicating where the child needs to put his/her feet. Please put these feet on the scales and leave them on at all times.

The Tanita scales have a hand-held console with a display screen. The weight and body fat percentage appear in the window on the display screen. **Weight is measured to the nearest 0.1kg and body fat percentage to the nearest 0.1%.**

It is **extremely important** that the cord to which the hand-held console is attached is not wrapped around the scales or the console as this can cause damage to the scales.

The scales were checked for accuracy (calibrated) before being issued.

The scales are battery powered.

You should keep the scales in their padded bag when they are not in use.

The office will contact you to discuss calibration requirements if necessary.

These scales must **not** be used on any other projects.

You may on occasions need to clean the scales. How to do this without damaging the scales will be discussed during the interviewer briefing.

10.3 Measuring protocol

10.3.1 Preparing the equipment

Place the scales on a firm, level surface. Make a note on the computer if only a soft carpeted surface is available (*WtSc*).

10.3.2 Preparing the child

Ask the child or parent/guardian to:

- Remove the child's shoes and socks. It is essential for the measurement of body fat that the child is barefoot as the electrical current is sent around their body through their feet. Although the scales may sometimes work through thin socks, they will not give an accurate reading.
- Ensure that they are wearing light indoor clothing (e.g. t-shirt and shorts), with items in their pockets removed.

10.3.3 Taking the measurements – weight and body fat

Before asking the child to step on the scales, it is necessary to enter the child's age, gender and height in whole centimetres into the scales. The child's age, gender and height will be displayed in CAPI. This is in order that body fat percentage can be correctly calculated. This means that the **height measurement MUST be taken before the weight and body fat measurements.**

1. Switch the scales on by pressing the yellow ON/SET button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
2. Enter the child's age in years. Use the yellow arrow keys to scroll down to the desired age. Holding down the down arrow button will enable you to do this quickly. Press the 'SET' key to confirm the selection. The console will beep.
3. Select the appropriate gender by using the yellow arrow keys. Press the up or down arrow once to reach 'female' and the up or down arrow again to reach 'male'. Then press the 'SET' key to confirm the selection. The console will beep.
4. Next enter the child's height in whole centimetres. The console will display the default height (170). Use the arrow keys to scroll down to the desired height. Holding down the down arrow button will enable you to do this quickly. Press the 'SET' key to confirm the selection. The console will beep.
5. If you make a mistake when entering these numbers, turn off the scales (using the red OFF button) and start again.
6. The console will beep twice and the display will show '0.0'. Ask the child to step onto the scales.
7. The child should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. This is essential in order for the current to be passed through the body. The child should face forward with their legs straight and should stand still.
8. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should not attempt to note the weight at this point.
9. The child should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. They will disappear one by one from left to right. After they have all disappeared, the scales will beep twice to

indicate that body fat has been measured. The child may then step-off the scales. This should take about 10 seconds.

10. The body fat percentage will appear in the display. The display will rotate between body fat percentage and the weight for about 30 seconds. You should note both the weight and body-fat percentage at this point.
11. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.
12. The kg/lb key can be pressed when the scales are turned off to change the measurement settings. There are 3 possible options: kilograms (kg), pounds (lb) and stones and pounds (st-lb). However, you should always use the scales in 'kg mode' as we want to enter height in centimetres and measure weight in kilograms. If you are asked to enter height in feet and inches or the weight is displayed in stones and/or pounds, this means that the measurement settings are incorrect and should be changed. Once the scales are in 'kg mode', they should stay in this mode unless the kg/lb button is pressed.

10.3.4 Taking the measurements – weight only

1. To turn the scales on in weight only mode, press the red WEIGHT button.
2. The display will show '8888.8' (and beep) and then display '0.0' (and beep).
3. Ask the child to step onto the scales.
4. The child should stand with both feet flat on the surface of the foot pads. The child should face forward with their legs straight and should stand still.
5. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
6. Read the weight from the display and then ask the child to step off the scales. The weight will remain on the display for a few seconds after the child steps off but will remain on the display as long as the child remains on the scales.

10.3.5 Recording the measurements

1. Read the measurements from the display, immediately record the measurements on the computer (*wbcm/bfpc*), the number of attempts made (*wtat*), together with any special circumstances (*wtrf*). In addition, record whether the scales were placed on an uneven floor or carpet (*wtsc*).
2. Remember to thank the child. You should write the measurements on the record card which is on the back of the leaflet for the child about their involvement in the study.
3. If the child is very overweight (or underweight), the weight or body fat percentage you enter may trigger a prompt for you to check the weight and body fat percentage again. Please be sensitive.

10.3.6 Weight and/or body fat refused, or not obtained

At *Wtdn* you are asked to code whether consent from the parent and assent from the child to measure weight and bodyfat was obtained. If consent from the parent and assent from the child was not obtained you will be routed to *Nowt* which will allow you to say why no measurement was obtained.

If parental consent and child assent was obtained to measure weight but you were unable to do so you will be asked why this was the case at *Wtun*.

If you measure weight only, you will be asked to record why body-fat was not measured (*nobf*).

10.3.7 Additional points

- **IMPORTANT:** Anyone who is fitted with a pacemaker should not have their body-fat measured as the electrical signal could cause such devices to malfunction. Such devices are extremely uncommon among 11-year olds but you should still check with the parent (at *Bfck*). Please also bear this in mind if you use the scales to measure adults e.g. if parents ask to be measured or as a practice.
- These scales are not advised for use with pregnant women since the body-fat measurement may be inaccurate. There is no risk to the unborn child.
- If you need glasses to read the scales please remember to put them on.
- Make a single measurement for weight and body fat where possible – but repeat if unhappy with the first measurement (perhaps because the child moved or was not standing as straight as they could), provided the child and parent/guardian are happy for you to do so.
- If for some reason the child's weight/body fat percentage was not entered in the computer at the time of measurement, make a note of the weight/body fat percentage on the measurement leaflet for later entry.
- The maximum weight registering accurately on the scales is 150kg (330lb/23½ stone).
- For measuring body fat using these scales, the **minimum height** that can be entered is 100cm (3ft 3in). If the child is less than 100cm tall or if their feet are not long enough to be touching both sets of circles, you will be unable to take the body fat measurement. You should still weigh the child in 'weight only' mode.
- When using the scales with adults (18 and over), you will also be asked to enter body-type in combination with gender. There are two body types: standard and athlete. Athlete mode should only be used for individuals who are extremely fit. For adults, the scales will also give the total body water percentage and the display will rotate between all three measurements (weight, body fat percentage and body water percentage).

10.3.8 Child Measurement Record Card

Once you have completed all the measurements you should check whether the parent or child would like a record of the measurements and record this at PMRC.

If you code that the parent or child would like a record of the measurements then a screen will appear which will display the child's name and each of the measurements you have taken.

You will need to check which measurements the parent or child wants a record of and then write these measurements on the child's measurement record card. Please code at Warc which measurements were recorded.

11. APPENDIX

Figure A1 Frankfort plane card

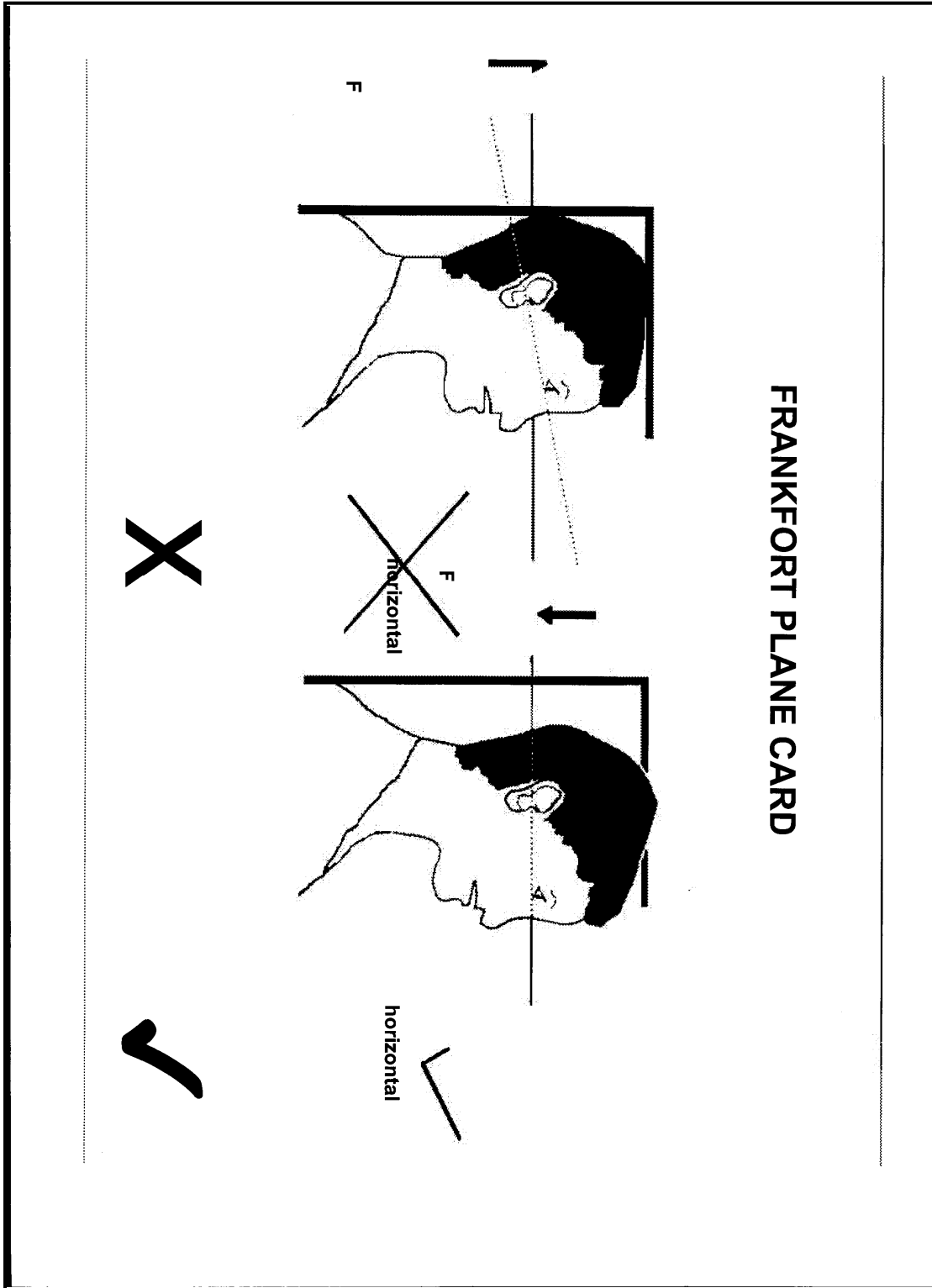


Figure A2 Measuring children's height

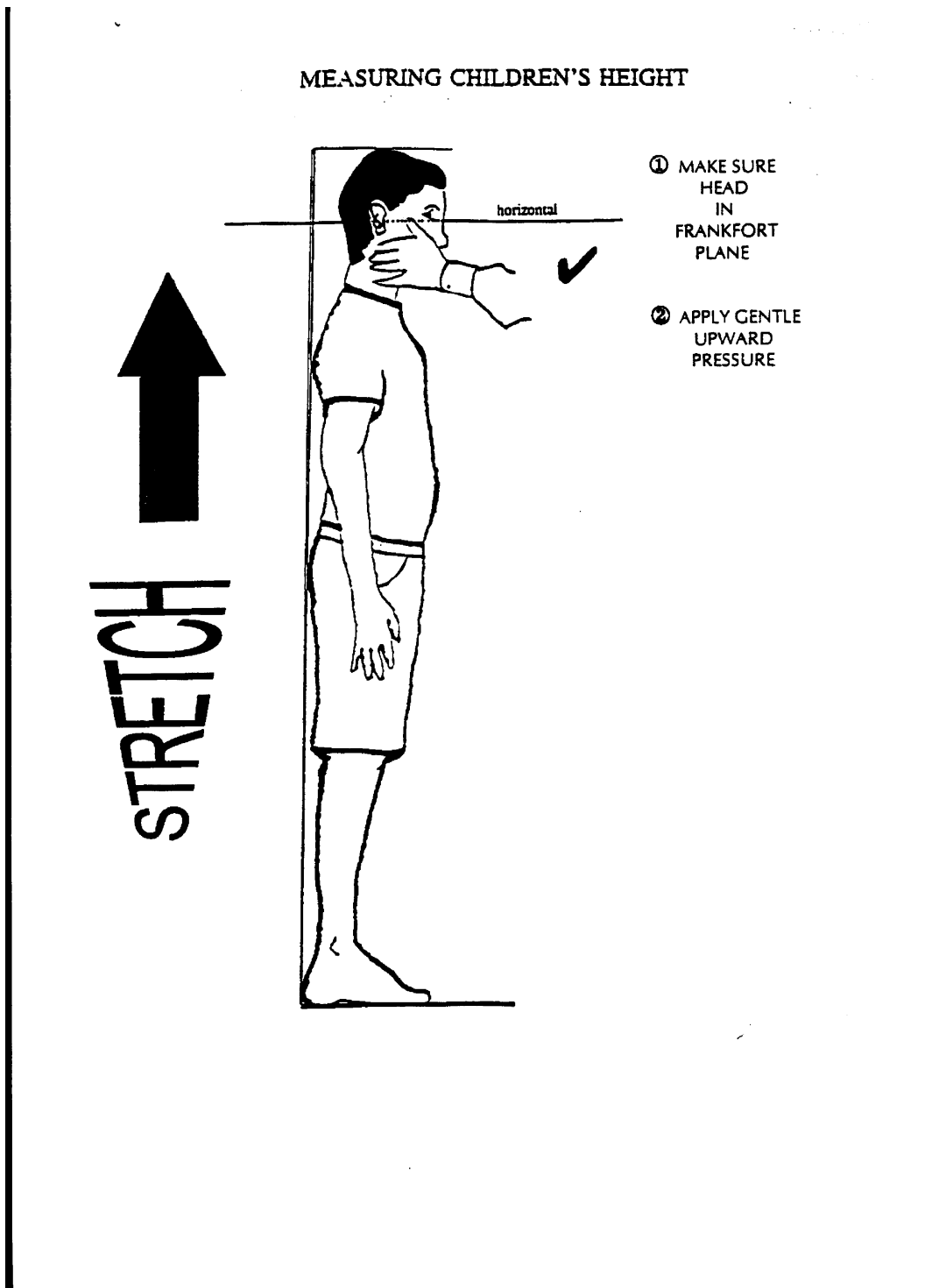
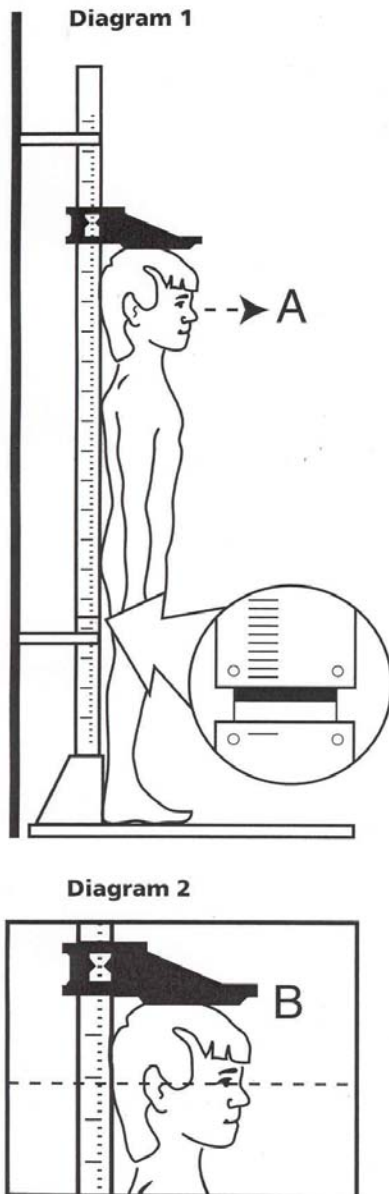


Figure A3: Leicester height measure

Leicester Height Measure



A precision instrument for measuring children and adults from 75cm [approx 2ft 6 in] - 205cm [approx 6ft 9in]. Recommended by Child Growth Foundation.

Installing the Leicester Height Measure

Slot the white upright sections firmly together* and ensure that the bottom section locks into the blue base. Slide on the measuring arm and position the 2 white stabilisers as required [see diagram 1]. Ensure the stabilisers stay clear of the joints. The base should be placed on a firm uncarpeted surface with the stabilisers resting against a wall/door to give the Leicester rigidity.

NB: The Metric and Imperial scales are calibrated to take account of the 3cm difference between the black measurement arrow and the flat surface of the measuring arm.

5 easy steps to Accurate Measurement

- 1 Stand subject on the "feet" preferably barefoot with his/her heels together and touching the backstop. The spine at pelvis and shoulder level should touch the upright. Shoulders should be relaxed, arms to the side. Remove headgear [bows, ribbons etc.] where possible.
- 2 Lower the measuring arm onto the head and position the head so that an imaginary horizontal line runs between the earhole and the lower border of the eye socket [see diagram 2].
- 3 Ask the subject to stand up straight.*
- 4 Read off the Metric height to the last completed millimetre. Do not round up! Measure with care.
- 5 Record the height in the boxes provided on the subject's PCHR, record card or centile chart. Date and initial your entry and then plot your measurement - again with care.

[* tip: you need assemble only 2 or 3 upright sections if you are measuring young children. NB: Children under 18 months or who are not able to stand straight should be measured supinely].

This Leicester Height Measure has been distributed by the:
Child Growth Foundation,
 2 Mayfield Avenue, Chiswick, London W4 1PW
 Telephone: +44 (0)20 8995 0257 Fax: +44 (0)20 8995 9075

CANTAB Test Administration Scripts

Memory Task (SWM)

CHILD OF THE NEW CENTURY
THE MEMORY TASK (SWM)
 ADMINISTRATION SCRIPT

DEMONSTRATION TRIAL

WITH THE MEMORY TASK (SWM) START SCREEN DISPLAYED, PRESS [SPACE] TO DISPLAY IMAGE 1.

IMAGE 1 SHOWS THE FIRST TASK SCREEN. WHEN YOU SEE THIS SCREEN PLEASE READ:

For this test you will see some coloured boxes on the screen. What you have to do on each go is to look for a blue token that the computer has hidden inside one of the boxes. Only one token will be hidden at a time. You have to collect enough blue tokens to fill the black hole ("home") on the right side of the screen. To look inside a box, all you have to do is touch it like this.

TOUCH THE BOX IN THE MIDDLE OF THE SCREEN AND SAY:
 This box does not have a blue token inside it, so I will try a different box.

TOUCH THE BOX AT THE TOP OF THE SCREEN AND SAY:
 This box has a blue token inside it and now I am going to move it over here to fill the black hole. [IMAGE 2]

TOUCH THE BLACK HOLE ON THE RIGHT HAND SIDE OF THE SCREEN.

THE FOLLOWING INSTRUCTION IS OF CRUCIAL IMPORTANCE AND MUST BE STRONGLY EMPHASISED.

Now I have found a blue token in this box [POINT TO THE TOP BOX] there will never be one in there again, so I must not go back to it. There are two more blue tokens to find, but the computer never uses the same box twice for the blue token, so I must touch another one.

TOUCH THE BOTTOM BOX.

There is no blue token inside this box, so I will try another.

[IMAGE 3] TOUCH THE MIDDLE BOX TO REVEAL A BLUE TOKEN AND THEN TOUCH THE RIGHT HAND SIDE OF THE SCREEN AND SAY:

Now I have found two tokens the last one must be in here.

TOUCH THE BOTTOM BOX WHERE YOU HAVE NOT YET FOUND A TOKEN. TOUCH THE RIGHT HAND SIDE OF THE SCREEN AND SAY:

Now I have found all three tokens I have finished because I have filled up the black hole completely with blue tokens.

[IMAGE 4] THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR

Image 1

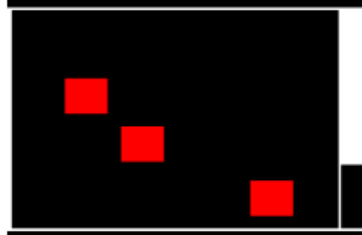


Image 2

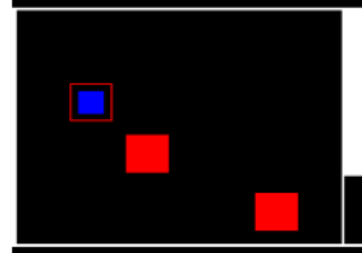


Image 3

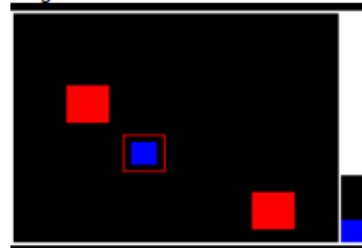
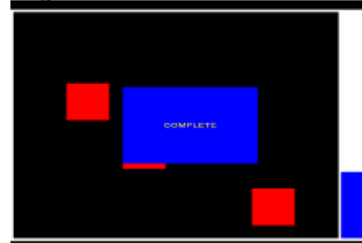


Image 4



PRACTICE PHASE: 3 SETS OF 3 BOXES

NOW SAY:

Now you try please.

PRESS [SPACE] AND 3 YELLOW BOXES WILL APPEAR [IMAGE 5]. THIS IS PRACTICE TRIAL 1.

PRACTICE TRIAL 2 = 3 GREEN BOXES
PRACTICE TRIAL 3 = 3 PINK BOXES [IMAGE 6]

AFTER EACH PRACTICE TRIAL THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR. PRESS [SPACE] TO GO ON TO THE NEXT PRACTICE TRIAL.

LET THE CHILD WORK THROUGH THE PROBLEMS, PROVIDING ENCOURAGEMENT IF THEY TOUCH THE CORRECT BOX. IF THEY TOUCH THE WRONG BOX PROVIDE FEEDBACK AND REMIND THEM OF THE RULES IF NECESSARY.

FOR THE PRACTICE PHASE ONLY YOU CAN USE ANY OF THE OPTIONAL PROMPTS BELOW.

Touch one of the boxes to search for a blue token.

Now you have found a blue token you must look for another one, but remember that it will be in a different box this time.

Try another box.

Now put the token in the black hole.

Remember not to return to a box where you found a blue token, as the computer will never hide it in that box again.

That box is empty, try another one.

Image 5

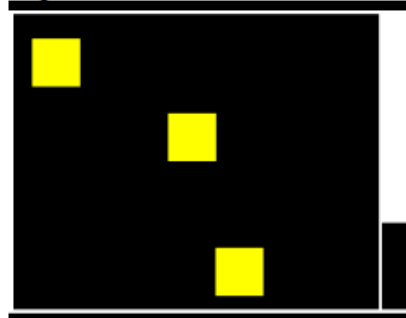
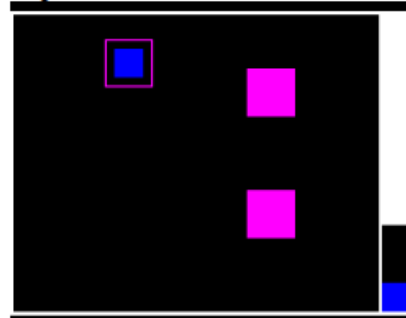


Image 6



ASSESSED PHASE: 4 of 4 BOXES / 4 of 6 BOXES / 4 of 8 BOXES

AFTER THE CHILD HAS COMPLETED PRACTICE TRIAL 3 (THE 3 PINK BOXES) THE ASSESSED PHASE WILL BEGIN.

AFTER PRESSING [SPACE] 4 LIGHT BLUE BOXES WILL APPEAR (SCREEN 7). THIS IS ASSESSED TRIAL 1.

ASSESSED TRIALS 1-4 = 4 BOXES
ASSESSED TRIALS 5-8 = 6 BOXES
ASSESSED TRIALS 9-12 = 8 BOXES

AT THE START OF EACH TRIAL READ OUT THE FOLLOWING INSTRUCTION, ADDING IN THE NUMBER OF BOXES THAT ARE DISPLAYED.

Now there are [4, 6 or 8] number of boxes and [4, 6 or 8] number of blue tokens to find.

AFTER THE FIRST BLUE TOKEN HAS BEEN FOUND SAY:

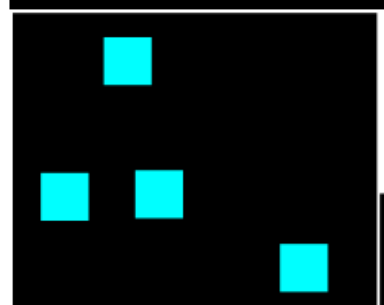
You have [3, 5 or 7] more to find.

IF THE CHILD APPEARS CONFUSED SAY:

Put it on the right/home. OR Look for another one.

ASSESSMENT ENDS AFTER TRIAL DISPLAYING 8 RED BOXES.

Image 7



CHILD OF THE NEW CENTURY THE DECISION-MAKING TASK (CGT) ADMINSTRATION SCRIPT

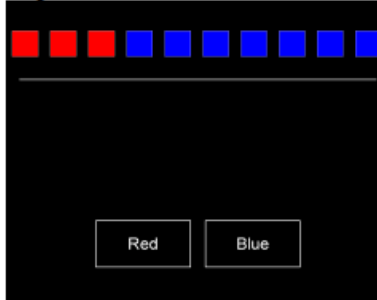
DECISION ONLY PHASE: 4 TRIALS

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

IMAGE 1 SHOWS THE FIRST TASK SCREEN. WHEN YOU SEE THIS SCREEN PLEASE READ:
You can see a row of boxes across the top of the screen, At the moment there are [X] red boxes and [Y] blue boxes. The computer has hidden a yellow token under one of these boxes. All you have to do is decide whether you think it is hidden under a red or blue box and touch the "Red" or "Blue" square at the bottom of the screen. This time I think it is in the BLUE box, so I will touch the "Blue" square.

TOUCH THE "BLUE" SQUARE AND GET "YOU WIN" DISPLAYED. SAY TO THE CHILD:
Now you try.

Image 1



ASCENDING TRAINING PHASE: 4 TRIALS

AFTER THE CHILD HAS COMPLETED DECISION ONLY TRIAL 4 THE SCREEN DISPLAYS Please Wait. A SMALL TRIANGLE IS DISPLAYED AT THE BOTTOM RIGHT HAND CORNER OF THE SCREEN, POINTING UPWARDS Δ , TO INDICATE THAT THE NEXT STAGE IS AN ASCENDING STAGE [IMAGE 2].

SAY TO THE CHILD:
On the next screen you will be given 100 points to start with. After you choose red or blue, you have to risk a certain amount of points on your decision.

The first number of points you will be shown will be small, but as you wait, the number of points gets larger, so you can choose how many you want to risk.

PRESS [SPACE] TO START THE NEXT STAGE AND DEMONSTRATE BY SAYING:

So first of all, I'll decide that it is in the RED box. TOUCH THE "RED" SQUARE. POINT TO THE POINTS BOX. Now you get offered points to risk in this square. [SEE IMAGE 3]

THE POINTS IN THE BOX INCREASE AT 2 SECOND INTERVALS. SAY TO THE CHILD:

To decide how many points you want to risk just touch the points box like this. TOUCH THE POINTS BOX. If you win, those points get added to your score, and if you lose they get taken away. That time I won <XXX> points, so now I have a total of <XXX>. The idea is to build up as many points as you can. Try not to let your score get as low as 1 point, because then you will lose the game.

WHEN THE SCREEN DISPLAYS THE START OF THE NEXT TRIAL, SAY TO THE CHILD:
Now you try. You get three turns to practise.

EMPHASISE TO CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM INCREASING.

Image 2

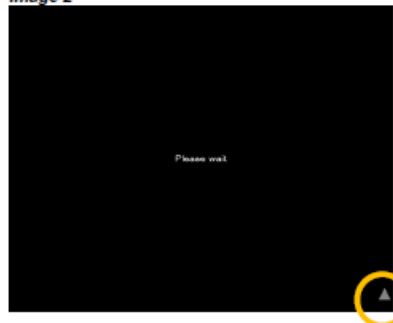
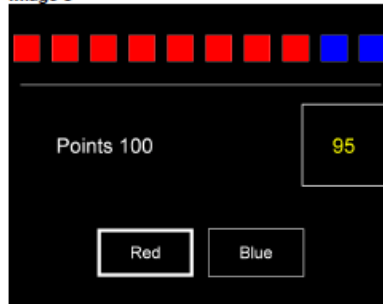


Image 3



ASCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS Please Wait WITH AN UPWARDS POINTING TRIANGLE Δ IN THE BOTTOM RIGHT HAND CORNER.

SAY TO THE CHILD:

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

PRESS [SPACE] TO START THE TEST STAGE – 2 BLOCKS OF 9 TRIALS.

AT THE END OF EACH BLOCK THE SCREEN DISPLAYS THE FINAL SCORE. THE POINTS SCORE IS RESET TO 100 POINTS AT THE END OF EACH BLOCK. PRESS [SPACE] TO START NEW BLOCK.

AT THE FINAL SCORE SCREEN IN BETWEEN THE BLOCKS, YOU CAN USE THE FOLLOWING PROMPTS:

Well done!

That was good.

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

IF A CHILD'S SCORE GOES TOO LOW, THE BLOCK WILL END EARLY. YOU CAN SAY:

Hard luck!

DESCENDING TRAINING PHASE: 4 TRIALS

AT THE END OF THE ASCENDING ASSESSED PHASE THE SCREEN DISPLAYS Please Wait. WITH A DOWNWARDS POINTING TRIANGLE ∇ IN THE BOTTOM RIGHT HAND CORNER, TO ALERT YOU THAT YOU HAVE REACHED THE DESCENDING TRAINING STAGE [SEE IMAGE 4].

SAY TO THE CHILD:

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

PRESS [SPACE] TO START THE DESCENDING TRAINING STAGE. EMPHASISE TO CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM DECREASING.

Image 4



DESCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS Please Wait WITH A DOWNWARDS POINTING TRIANGLE ∇ IN THE BOTTOM RIGHT HAND CORNER.

SAY TO THE CHILD:

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

PRESS [SPACE] TO START THE TEST STAGE – 2 BLOCKS OF 9 TRIALS.

AT THE END OF EACH BLOCK THE SCREEN DISPLAYS THE FINAL SCORE. THE POINTS SCORE IS RESET TO 100 POINTS AT THE END OF EACH BLOCK. PRESS [SPACE] TO START NEW BLOCK.

AT THE FINAL SCORE SCREEN IN BETWEEN THE BLOCKS, YOU CAN USE THE FOLLOWING PROMPTS:

Well done!

That was good.

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

IF A CHILD'S SCORE GOES TOO LOW, THE BLOCK WILL END EARLY. YOU CAN SAY:

Hard luck!

AT THE END OF THE 2ND BLOCK THE TEST ENDS.



Ipsos MORI

Child of the New Century Age 11 Survey

**Dress Rehearsal
Project Instructions**

August 2011

10-030358

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1 INTRODUCTION

1.1 Background

Thank you for agreeing to work on the pilot stage of the fifth sweep of The Child of the New Century Study. The Child of the New Century Survey (also known as the Millennium Cohort Study, or MCS), is one of Britain's world famous national longitudinal birth cohort studies, three of which are run by the Centre for Longitudinal Studies at the Institute of Education, University of London.

1.1.1 Child cohort studies

Child of the New Century follows a group of over 19,000 children born in the UK between September 2000 and January 2002 across their lives. In taking a group of children born at a similar time and tracing their development and the influence of earlier life experiences on later life outcomes and achievements, Child of the New Century is one of the most recent of a series of birth cohort studies.

Britain is unique in the extent of its national birth cohort studies, which follow the same group of people from birth into and through adulthood, providing a picture of whole generations, and helping us to understand what matters for healthy and happy lives across the life span.

There are four such surveys and Child of the New Century is the fourth:

- National Survey of Health and Development (started in 1946)
- National Child Development Study (started in 1958)
- 1970 British Cohort Study (started in 1970)
- Child of the New Century (started in 2000)

There will also be a further cohort study starting in the next year or so. Each cohort study follows a large number of individuals born at a particular time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and achievements later on.

The existence of the different cohorts also makes it possible to see how things have changed for children of different generations: what the differences in growing up, and which circumstances have become important for future outcomes or have ceased to be so.

1.1.2 Child of the New Century

Child of the New Century differs from the earlier cohort studies in a number of ways:

- It covers births over a full year rather than those that took place in a particular month. This means that it can measure differences in the children's outcomes depending on what month they were born. For example, it is known that children who are young for their school year, those born in July or August, are less likely to do well, other things considered, than their counterparts who are old in their school year, those born in September or October.
- It follows up children across all four countries of the UK. In fact it has oversamples from the three smaller countries, so that it is possible to compare all four countries with each other, as well as to look at the UK as a whole.
- It includes oversamples of those from wards with higher concentrations of ethnic minority families and of wards with higher concentrations from disadvantaged backgrounds. (See also Section 2.1). It is well known that there are differences in outcomes in a range of areas for those of different ethnic groups. There is also ample evidence and strong policy interest in the ways in which socio-economic background continues to affect life chances. By oversample those from minority ethnic groups and those from disadvantaged backgrounds; Child of the New Century enables much

greater understanding of when and how differences emerge, and how they change over time. For example, we can see that differences in cognitive achievement by social class have already emerged by the age of 3. There are also early differences across ethnic groups, but the gaps tend to decline over time.

1.1.2.1 Funding and content

The study is funded by the ESRC (the Economic and Social Research Council) and a consortium of other government departments led by the Office for National Statistics. The government departments involved in the study are; the Department of Health (DoH), Department for Education (DfE), the Department for Work and Pensions (DWP) and all three devolved administrations, Welsh Government, Scottish Government and the Northern Ireland Executive.

Questions and other assessments are selected and developed in order to cover those areas that are most pertinent to the family life of children of this age and to children's current and future outcomes. They are intended to help researchers and policy makers understand people's lives and to inform policy to make a difference in the future. Section 1.2, below, gives some examples of areas where research on Child of the New Century has influenced policy.

Questionnaires are developed in consultation with researchers and policy makers, including the co-funders. Questions have either been validated in previous studies or are designed and tested following key question design principles. Many of the questions are repeated from one sweep to the next. It is a particular advantage of cohort studies that they can show how things have changed or stayed the same for the same group of families and children over time. However, other questions are new at each sweep because they are expected to be particularly relevant to children of the age at which they are surveyed. For example, the fifth sweep of the Child of the New Century has new questions about the move to secondary school, which affects children of this age.

1.1.2.2 Previous coverage of Child of the New Century and coverage in the fifth sweep

The first sweep of the Child of the New Century (CNC) Survey was conducted during 2001-2002 and laid the foundations for a major new longitudinal research resource. Information was collected from co-resident parents of almost 19,000 babies aged nine months. The first survey covered the circumstances of pregnancy and birth, as well as those of the all-important early months of life, and the social and economic background of the family into which the children were born.

The second sweep took place during 2003-2004 when the children were aged 3. Interviews were conducted with the co-resident parents and there were some additional questions about older siblings and (in England) a self-completion questionnaire for siblings aged 10-15. The cohort children were also involved directly in the study for the first time. They completed a cognitive assessment and had their height and weight measured by interviewers. A saliva sample was also taken (by parents) from the children in order to measure exposure to common childhood infections. The saliva was not used for DNA or genetic testing. Interviewers were asked to record some observations about the home environment and the neighbourhood.

The third sweep took place in 2006 – 2007 when the children were aged 5 and had started school. Interviews were conducted with the co-resident parents, and, as in sweep 2, there were questions about older siblings. In England, there was a self-completion questionnaire for siblings aged 10 – 15. The cohort children completed cognitive assessments and had their height, weight and waist measurements taken. Information about the child was also collected from teachers in Scotland, Wales and Northern Ireland. This provided equivalent information to the 'Foundation Stage Profile' data collected through routine records in England.

The fourth sweep was carried out when the children were aged seven and in the third year of primary schooling. Interviews were conducted with the co-resident parents. The cohort children were asked to participate in four cognitive assessments; had their height, weight and body fat and waist measurements taken and filled in a paper self-completion questionnaire. In addition, the cohort children were also asked to take part in two projects led by the Institute of Child Health (ICH): physical activity monitoring, in which children's levels of physical activity during the course of a week were measured using an activity monitor worn by the children; and "Every tooth tells a story", which involved the collection of children's shed milk teeth in order to test them for exposure to lead in the environment. Information about the children was collected from the cohort children's teachers in each country.

The fifth sweep will be happening in 2012 when the children are aged around 11 and in their last year of primary school. There will again be interviews with co-resident parents, measurement of the child's height and weight and body fat, three cognitive assessments of the children and a self-completion questionnaire for the child. There will also again be a survey of class teachers, but only in England and Wales. What is new is the actual nature of the child cognitive assessments, the fact that the child self-completion is somewhat longer, and includes more content that may be sensitive for some children, and some of the content in the parental questionnaires.

The children have been visited at key developmental ages and stages of life. This rationale has determined the timing of previous visits, rather than planning around a constant time interval. Nevertheless up to the last sweep the families were visited approximately every two years. Before this current sweep, the last time they were visited was at age 7. This means that, unlike at previous sweeps, there has been a gap of around four years since they were last visited. While cohort sample families were advised that they were not likely to be visited before age 11, respondents may have nevertheless built up an expectation of more regular visits. The longer time gap also has implications for moves and tracing, discussed in Section 4.

Age 11 is an important age to follow up the children for a number of reasons. First, they are being contacted while in their final year of primary school and before they make the transition to secondary school, which is a major transition for many if not most children. Second, at age 11 they are entering or on the brink of puberty, which impacts on other areas of children's development, educational, emotional and social. Third, the 1958 and 1970 cohorts carried out surveys when the children were aged 10-11, and the age 11 sweep of Child of the New Century therefore provides an invaluable opportunity to compare the experiences and outcomes of different generations of children at a similar age.

1.1.2.3 Piloting of Child of the New Century fifth sweep

In April we carried out an evaluative pilot of 45 families for the fifth sweep. This allowed us to test a wider range of content that we ultimately had space for and refine and cut it in light of feedback, examination of the data, some additional developmental work and testing, and following further scientific consultation. The first pilot also allowed us to refine some of the ways in which we engaged families, for example in content and use of the materials. Our learning from this first pilot is reflected at various points in these Instructions.

This larger Dress Rehearsal pilot of a target 100 families is intended to test all elements of the survey process, and to ensure that everything works well for the main stage that will start in early 2012.

1.2 Results, Media and Publications

The data from the first four sweeps of the study is now publicly available and is being used by researchers from all over the world to investigate many different research questions. There is also a lot of interest in the study and research findings deriving from it from policy-makers and the media.

Being aware of the profile and importance of the study can be helpful in encouraging families to participate. This has been shown at the first pilot of this fifth sweep of Child of the New Century as well as in contact with families at earlier sweeps. This section therefore gives some examples of research that has been influential in policy-making as well as highlighting some of the media coverage obtained.

1.2.1 Publications and press coverage

There have been a number of major publications from CLS summarising the findings from the Child of the New Century. A report with initial findings from the 9 month study was published in January 2004,¹ and a book covering the main findings from this first survey was published in October 2005.² In June 2007, CLS published a report on initial findings from the Age 3 survey; in 2008 the report on third, age 5 sweep appeared and in 2010, the report on the findings from the fourth sweep (Age 7) was published.³ Meanwhile, a second book covering the cohort children up to age 5 was published in 2009.⁴

Each report has been accompanied by a set of briefing papers (which are 2-side summaries of each chapter) and the chapters are press released, with separate releases for Scotland, Wales and Northern Ireland to bring out the aspects of particular interest to those countries. The release of each report has provoked substantial media interest. There have been features in all the major national newspapers, as well as coverage on Radio and television news (e.g. BBC breakfast, News 24, Sky News, Radio 4 Radio 5 etc.). The results also got lots of media coverage in the regional media in England and in Scotland, Wales and Northern Ireland.

The CLS website (www.cls.ioe.ac.uk) gives more information on publications about the study and media coverage. The reports on sweeps 1-4 and the briefing papers accompanying them are also available here.

The website for families (www.childnc.net) also includes information about findings, publications and media coverage. Annual updates are prepared for study participants highlighting interesting findings, and parents and children in the Dress Rehearsal cohort sample have also been sent feedback leaflets summarising findings from the last sweep of Child of the New Century.

1.2.2 Some key policy findings

A number of findings from research carried out on Child of the New Century study have proved of great interest and policy relevance. There follow some selected examples:

- Research on breast feeding has shown that breast-feeding can reduce the incidence of diarrhoea and hospitalisation among infants. It can also lead to better cognitive outcomes at age 3 and to children having fewer emotional-behavioural difficulties. The most recent research on breast feeding and its relationship to children's behavioural problems was extensively highlighted in the media this summer (2011), including radio, television and the print media. An article by Miriam Stoppard for the *Mirror* explicitly stated that the fact

¹ Millennium Cohort Study First Survey: A User's Guide to Initial Findings (January 2004).

² 'Children of the 21st Century: From birth to nine months'. Edited by Shirley Dex and Heather Joshi. Bristol: Policy Press (2005).

³ Millennium Cohort Study Second Survey: A User's Guide to Initial Findings (June 2007). Millennium Cohort Study Third Survey: A User's Guide to Initial Findings (October 2008); Millennium Cohort Study Fourth Survey: A User's Guide to Initial Findings (Second Edition, December 2010).

⁴ Children of the 21st Century: The first five years. Edited by Kirstine Hansen, Heather Joshi and Shirley Dex. Bristol: Policy Press 2009.

that the research was from the Millennium Cohort Study (Child of the New Century) was a reason for paying attention to it. The earlier research on the health impacts of breast-feeding has influenced guidelines issued by the National Institute for Clinical Excellence (NICE) on maternal and child nutrition as well as Unicef breast feeding guidelines.

- Research on obesity has shown how obesity has increased in this cohort of children relative to earlier generations. Research on obesity and overweight using Child of the New Century has been extensive and has been widely reported in the media. The Welsh Government has drawn on the study's research in the development of their All Wales Obesity Pathway
- Research on child poverty based on Child of the New Century has influenced the content of the Northern Ireland Child Poverty strategy. The Welsh Child Poverty consultation also drew on Child of the New Century.
- Child of the New Century has revealed the complexity of family living arrangements and patterns of parental involvement and cohabitation. While some politicians have publicly drawn on widely reported findings on the experiences of children in different family circumstances to argue for the importance of marriage in children's lives, recent research from the Institute for Fiscal Studies showed that marriage in itself was not an important factor, it was that those who married and those who did not were already different in a number of other ways. Again, this research was widely reported in the media.
- Research from the Institute of Education on the age 7 teacher survey revealed the extent of streaming and setting that was taking place in primary schools, even for children of this young age. Up to this point, the extent of streaming at primary level was not well known, though it was widely thought to have ended for children in primary schools. Given the long-term detrimental influence of placing children in lower ability streams, alongside the fact that it has been shown that it does not raise standards overall, the research questioned the appropriateness of such practice. It was very widely reported – and debated – in the national press as well as on national and regional radio and television news.
- A range of research has looked at the impact of particular forms of child care on children's subsequent cognitive achievement. As well as widely reported research on the complex influences of grandparental care, suggestions that child obesity was worse among children in day care led to calls for greater attention to nutritional childcare guidelines. Child of the New Century has also been involved in evaluation of the Sure Start initiative.
- A wide range of research on parenting styles and practices has led to better understanding of the routes by which family context and family background influences children's achievements and behaviours. There is increasing policy interest in using this research to identify the best ways in which to support parents and to promote helpful child-rearing strategies.

1.2.3 Commissioned research to inform policy

In addition, research has been specially commissioned on the study to feed into policy. For example the Department for Education (formerly Department for Children Schools and Families) commissioned research from CLS to look at the relationship between child poverty and child outcomes at age 5. More recently, it has commissioned research to look at the relationship between a range of family characteristics and parental practices at earlier ages that may be associated with differences in cognitive, educational and behavioural outcomes at age 7. The Welsh Government commissioned research to examine the differences between parents' and teachers (and children's) reports on their experience and behaviours; while the Northern Ireland Executive was interested in finding out more about how what family characteristics were 'risks' for a range of outcomes, health, behaviour and cognitive. The Department of Health commissioned researchers from the University of York to enable practitioners to identify factors which are associated with poorer health outcomes among 5-year-olds. Research on ethnic differences in child poverty commissioned by the Department

for Work and Pensions as part of its child poverty agenda drew on Child of the New Century to show how there were also striking differences in persistent poverty and to look at the what factors were associated with moving out of or into poverty. The Frank Field Review drew on specially commissioned research on Child of the New Century to explore the extent to which social class differences in children's outcomes resulted from different family contexts and parenting behaviours and styles; while the National Equality Panel also commissioned research for its 2010 report exploring how family background was associated with widening of gaps in educational outcomes over time.

David Willetts, the Minister for Science and Innovation in the current government has widely championed the cohort studies, including Child of the New Century specifically. But there is support for Child of the New Century from across the political spectrum, from politicians of different orientations in the devolved administrations (for example both Gerry Kelly and Marin Storey in Northern Ireland), and from a diversity of political analysts, with Polly Toynbee being particularly enthusiastic about what the cohort studies including Child of the New Century can offer. The range of coverage of the study and the recognised importance of early years and of understanding how the future population's lives are being shaped, and how they can be improved, means that Child of the New Century is important for a wide range of policy areas.

Overall, Child of the New Century has brought a much greater understanding of the family context and circumstances of young children growing up in England, Wales, Scotland and Northern Ireland today, and of the ways in which their growth and development is shaped by family and local contexts.

Child of the New Century has also be influential in promoting and shaping national child cohort studies in other countries, such as Ireland, New Zealand and France. Soon it will be possible to compare the experience of growing up for children of similar ages across a range of countries, and understand the relative effectiveness of different policies in contributing to improving lives today and into the future.

1.3 Summary overview of study requirements

The diagram below summarises the requirements of the study”

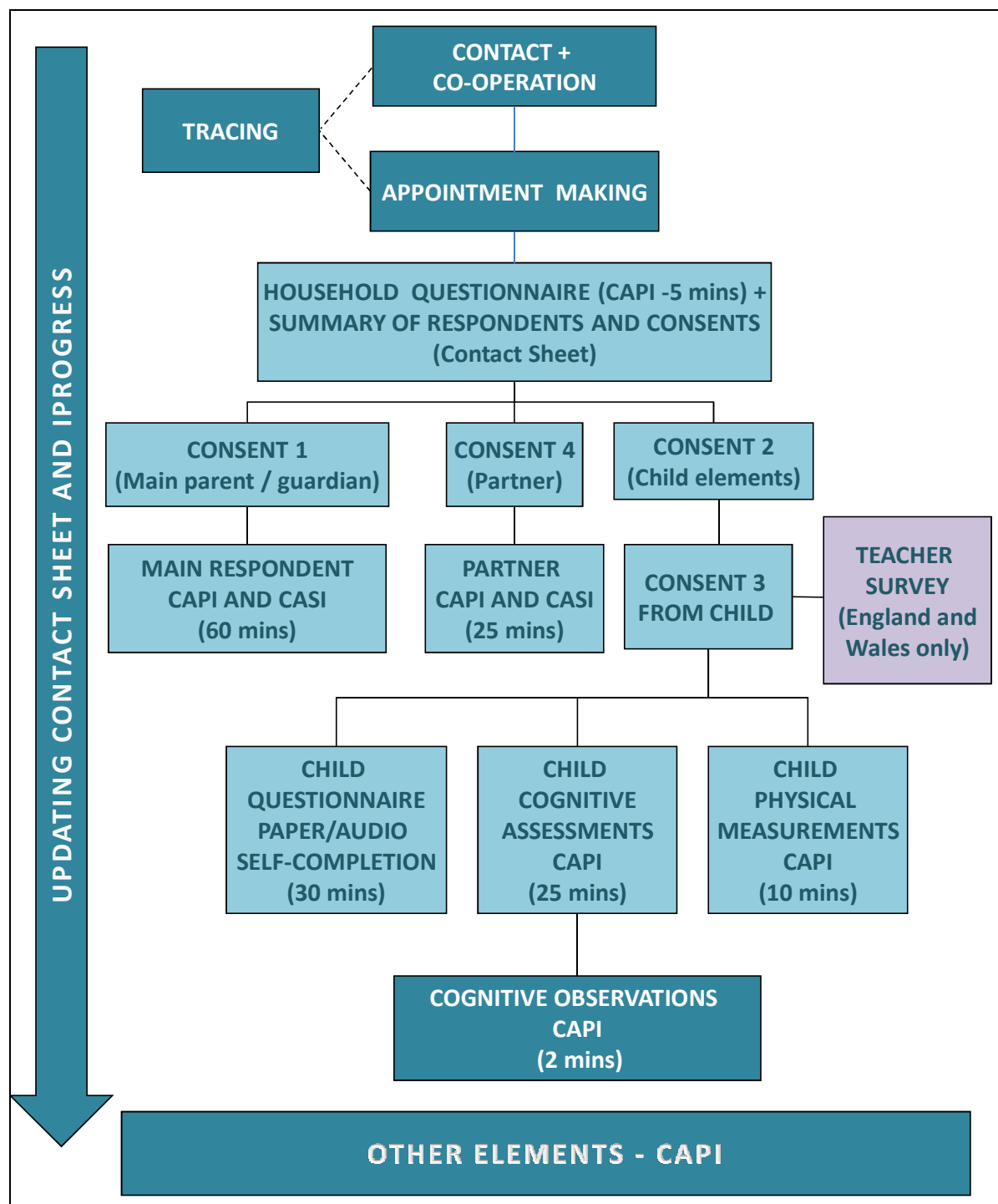


Figure 1: Overview of Study Elements

Key features of the study include:

- It is a longitudinal survey. A longitudinal survey is one which follows the same people over time. CNC is a particular type of longitudinal study, referred to as a birth cohort study, which follows a group of people (referred to as cohort members) born at the same time. The practical implications of this are:
 - Cohort members are eligible for interview wherever they are currently living in the UK. Interviewers will be required to trace families who are no longer living at their issued address.
 - Information from prior sweeps of the study is used in the current sweep. It is used to guide interviewers' approach to the family and to assist with tracing. In addition, it is used extensively in the CAPI interviews to determine which questions are asked and to pre-fill certain parts of the interview.
- It is a complex survey which involves multiple informants and data collection instrument per household. The practical implications of this are:
 - Interviewers are often required to make multiple visits to the family in order to complete all of the instruments.
 - Interviewers need to be flexible and responsive to the circumstances of individual families in relation to how the different tasks are ordered.
- It is a survey involving children. The children are the focus of the survey as they are the ones who will be followed over time. As a result, much of the data collection involved will be directly from children. The practical implications of this are:
 - Interviewers need to be aware of the particular considerations which apply to interviewing children.
- It is a survey involving non-standard interviewing tasks with children i.e. carrying out cognitive assessments and physical measurements with children.

Interviewers need to be aware of the particular considerations which apply to carrying out this kind of data collection.

1.4 Aims of the Dress Rehearsal

The main objective of the dress rehearsal is to test the entire survey process. Ideally, the dress rehearsal will replicate what will actually be happening in the main stage as closely as possible.

There are a lot of precise and detailed processes necessary to follow to complete the survey, and it is important for the main stage that they are followed consistently and accurately. This dress rehearsal pilot is crucial for identifying any aspects of difficulty and/or where further clarity will be required to interviewers.

The following specific areas will be tested:

- Contact procedures and approaches to gaining co-operation and respondent consent
- Procedures for tracing movers (as far as possible), including testing flows of information between interviewers, Ipsos MORI head office and the CLS tracing team.
- Administration of all elements of the survey, including assessments and measurements, child self-completion questionnaire, and the teacher survey.
- Management and organisation of individual household visits (ie approaches to managing multi-elements and multi-informants etc.)
- Administrative aspects including consent forms, contact sheets and progress updating
- The finalised interviewer briefing and training approach.

A secondary aim will be to check the questionnaire for content, comprehension, flow and length. The aim here will be to evaluate changes made as a result of the pilot to ensure that all the survey instruments we are using are fully developed and ready for the main stage. As part of this, we also want to test an audio supported option for the child self completion questionnaire for children with literacy difficulties

Note that most of the items included in the study were asked in previous sweeps and/or are drawn from other surveys and should be assumed to be either copyright or in some broader sense a "part" of other surveys which may be carried out again in the future. As always, please treat these materials in confidence; none of the survey materials should be given to people to keep and all unused materials should be returned at the end of the survey.

1.5 Finding your way around these instructions

These instructions cover the following:

- Study design, sample and materials
 - Sample
 - Fieldwork materials including contact sheets and sample information sheets
- Making contact and securing engagement and consent
 - Things to do before you start
 - Who to contact in each household
 - Contact processes and making appointments
 - Introducing the survey
 - Securing co-operation and informed consent to individual elements
 - Tracing
- Administering the survey
 - Managing the household
 - Translation
 - Ethics, respondent wellbeing and research with children
 - CAPI and CASI
 - Teachers survey
 - Administering the child questionnaire
 - Assessments and measurements.
- Important administrative elements
 - Barcodes
 - Progress recording and reporting and return of work
 - Dress rehearsal feedback forms and evaluation

2 STUDY DESIGN, SAMPLE AND MATERIALS

2.1 Study design and main stage sample

The design of the study has a number of important features:

- The cohort was born over a 12-month period in order that the effect of season of birth can be taken into account when looking at the results. This is one of the ways in which the Child of the New Century is different from the other British Birth Cohorts who all follow a group of people born in one week.
- The cohort covers the whole of the UK (unlike the other cohort studies which do not include Northern Ireland) and has proportionally greater numbers of families in Scotland, Wales and Northern Ireland. These 'boosted samples' were paid for by the devolved administrations in order to ensure that there were sufficient numbers to compare families *within* the same country as well as to make comparisons between countries.
- The sample was geographically clustered by electoral ward in order to facilitate analysis using geographical indicators (such as whether families live in urban or rural areas) and in order to investigate the effect the area in which people live has on their lives.
- The cohort has an over-representation of children from minority ethnic groups in order that sufficient numbers were included in the study to make comparisons between different groups.
- The cohort has an over-representation of children from deprived areas in order that the effect of disadvantage can be better understood. Also, we know that these families are more likely to drop out of the study over time.

The design was implemented through the selection of the electoral wards in the study. All of the electoral wards in the UK were allocated into one of three 'sampling strata'.

- Ethnic (defined as wards in England in which 30% or more of the population were 'Black' or 'Asian' according to the 1991 Census of the population)
- Disadvantaged (the poorest 25% of wards (not classified as Ethnic) as defined by the 1998 Child Poverty Index which is based on the proportion of children living in families in receipt of certain state benefits)
- Advantaged (all other wards not classified as 'Ethnic' or 'Disadvantaged')

The next stage was to sample the electoral wards for the study. A total of 398 were chosen with proportionally more chosen in Scotland, Wales, Northern Ireland and from those classified as 'Ethnic' and 'Disadvantaged'.

The sample of children was selected from Child Benefit Records held by the Department of Work and Pensions (DWP). The DWP sent opt-out letters to all families claiming Child Benefit at an address in one of the selected wards for a child born between the following dates:

- 1 September 2000 and 31 August 2001 in England and Wales
- 24 November 2000 and 11 January 2002 in Scotland and Northern Ireland

In order to be eligible for the study the child had to be living in one of the selected wards when aged 9 months.

A total of 21,180 families (who did not opt-out) were issued to the field for the first sweep and 18,552 families (containing 18,818 cohort children) were recruited to the cohort at age 9 months.

In addition, during the Age 3 Survey an additional 692 families (new families) in England were recruited to the cohort. These were families who had a child eligible for the study

(according to the criteria above) but were not sampled at sweep one because they were not on the Child Benefit register.

The cohort for the study totals 19,244 families (containing 19,519 cohort children) and comprises the 18,552 families recruited at sweep one and the 692 families recruited at sweep two. The cohort children in these families are eligible for inclusion in the study for as long as they are alive and living in the UK.

2.2 Longitudinal response patterns

The table below shows the number of productive families at sweeps 1-4 by original country.

	England	Wales	Scotland	Northern Ireland	UK
Total Cohort	12,225	2,760	2,336	1,923	19,244
9 months	11,533	2,760	2,336	1,923	18,552
Age 3 Survey	10,050	2,261	1,814	1,465	15,590
Age 5 Survey	9,717	2,181	1,814	1,534	15,246
Age 7 Survey	8,839	2,018	1,628	1,372	13,857

Figure 2: Productive families at sweeps 1-3 by original country

Just over 11,600 (61%) families have taken part in all four sweeps. A further 3,500 (18%) have taken part in three out of four sweeps.

2.3 Cohort maintenance and Feedback Mailings

The Centre for Longitudinal Studies (CLS) is responsible for keeping in contact with families between sweeps. They maintain and update a confidential database containing names, addresses and other contact information (such as phone numbers) for the cohort. CLS has a team of specialist tracers whose are responsible for keeping addresses up to date and finding families who move. CLS also keep in touch with families through the study website www.childnc.net and have a dedicated Freephone number, Freepost address and email address for the study.

CLS also sends annual feedback mailings to the families in the study which include findings from the study. In survey years, this feedback is sent as part of the pre-notification mailing (see section 2.4). In non-survey years, these mailings include a reply slip which includes mail-merged contact information (names, addresses, phone numbers, email addresses and stable addresses) for the families. Families are asked to check the information and correct it if necessary and add any new contact details. They are asked to return the reply-slip to confirm the information is correct or to provide CLS with new information. The CLS address database is updated with this information and it is included in the sample files provided for the next sweep of the study.

So far there have been eight feedback mailings as follows:

- 2003: Thank-you card, leaflet with initial findings from sweep 1 and reply-slip
- 2004-2005: Age 4 Feedback mailing comprising 4-page leaflet with findings from sweep 1 and a mail-merged reply slip.
- 2005-2006: Age 5 Survey pre-notification mailing comprising covering letter and 8-page leaflet summarising findings from the book based on the first sweep.
- 2007-2008: Age 6 Feedback with 4-page leaflet with findings from the second sweep and a mail-merged reply-slip.
- 2008: Age 7 Pre-Notification Mailing: covering letter and 4-page leaflet summarising findings based on the initial report on the second sweep. For families who took part in CNC3 this mailing also included 'Every Tooth Tells a Story' materials (see section 1.1.2.2).

- 2009: Age 8 Feedback mailing with leaflets for both parents and children and a mail-merged reply slip.
- 2010: Age 9 Feedback mailing with leaflets for both parents and children and a mail-merged reply-slip.
- 2011: Age 10 Feedback mailing with leaflets for both parents and children and a mail-merged reply slip.

Unlike some other birth cohorts, the children in this study are not sent birthday cards. This is because they are born over a 12-month period rather than in one week.

2.4 The dress rehearsal survey design and sample

The Dress Rehearsal sample is designed to be similar to the main stage sample, in order that the Dress Rehearsal pilot can be a good test ahead of the main survey.

There are two types of sample for the Dress Rehearsal: “longitudinal sample” and “new sample”.

All of the longitudinal sample families have taken part in a Dress Rehearsal for CNC at least once before. Around three-quarters last took part at sweep 4 (Age 7) and the remainder last took part at sweep 3 (Age 5). Some of the longitudinal sample in England, Wales and Scotland were recruited to the study at sweep 1 (9 months) and some of these families may have taken part at the Dress Rehearsal for all sweeps. At sweep 3, this original sample was ‘topped up’ in all areas through the recruitment of additional families (to ensure we have a sufficient number for the pilot). In addition, some families in Northern Ireland were recruited to the Dress Rehearsal sample for the first time.

Your Sample Information Sheet gives details of the prior participation history for all longitudinal sample cases.

The families in the longitudinal sample were selected in exactly the same way as the families in the main survey i.e. through the Child Benefit records held by the Department of Work and Pensions. The areas chosen for the Dress Rehearsal are a sub-set of areas that were sampled for the main stage and they were specially selected to reflect the mix of areas in the main sample i.e. they include deprived areas and areas with higher minority ethnic populations as well as other areas. The children in the Dress Rehearsal sample were born between 1st May 2000 and 22nd July 2000 and were in Year 6/Primary 7 during the school year 2010-11.

For the sweep 5 Dress Rehearsal, we have sampled some additional families in England in order to ‘top-up’ the sample again. This “new sample” has been selected through the Department for Education’s National Pupil Database which contains the names and home addresses of all state school pupils in England.

The “new sample” children have been randomly selected from all children attending a state school, born between 1st January 2000 and 31st March 2000, living in the same areas as the longitudinal sample. Like the longitudinal sample, they were all in Year 6/Primary 7 during the school year 2010-11.

The number of families in the longitudinal sample varies greatly by area. The number of “new sample” cases also varies by area depending on the size of the longitudinal sample in those areas. We have sampled more ‘new sample’ families in areas with lower numbers of longitudinal sample in order to try to have similar assignment sizes in each area.

All sample points in England will contain a mixture of longitudinal sample and new sample. The sample points in Scotland, Northern Ireland and Wales contain only new sample.

Overall, nearly half of the Dress Rehearsal sample will consist of “longitudinal sample” – names and addresses for 132 families who have taken part in previous waves of Child of the New Century. The remainder of the sample – 103 families – will be “new sample”.

This will give us 237 families to be approached for the Dress Rehearsal pilot. We are aiming to interview as many of these families as possible.

These 237 addresses have been clustered into 13 sample points spread across the United Kingdom, which are:

Point name	Region
Bath	South West England
Belfast	Northern Ireland
Bexleyheath	Greater London
Caerphilly	Wales
Cheadle	North West England
Crawley	South East England
Glasgow	Scotland
Lincoln	East Midlands England
Manchester	North West England
Preston	North West England
Rotherham	East Midlands England
Sunderland	North East England
Wembley	Greater London

Figure 3: Sample point locations

Each sample point will contain around 20 addresses and may consist of both longitudinal sample and new sample generated from the NPD.

CLS sent a pre-notification mailing to the Dress Rehearsal longitudinal sample in May 2011. This covering letter explained that the Age 11 Survey Pilot was taking place in August 2011, introduced Ipsos MORI and their role in the survey and explained that an interviewer would be in touch to invite them to take part. It also contained a reply-slip which families were asked to return to confirm their contact details and two leaflets with findings from the Age 7 Survey – one for parents and one for children. A reminder mailing was sent to families who did not return their reply-slip. Other than this mailing, the Dress Rehearsal longitudinal sample has not received any contact from the study since the Age 7 Survey.

The new sample families have not had any prior contact from the study.

2.5 Assignments

Each point varies in size from less than ten to twenty five addresses.

This is a named sample. The addresses are not clustered, but determined by where the cohort members now live or are for the new sample, within the same area as the existing cohort members.

You will have just over four weeks to complete fieldwork depending on the size of your assignment. You should aim to have made contact within one week of sending out your advance letters.

Each interviewer's progress will be monitored by Regional Co-ordinators, who will review outstanding workloads on a regular basis.

2.6 Address numbers

Each cohort member will have a unique 8 digit Ipsos MORI address number, specific to this survey; these were allocated at the start of the study and have not changed. They also have a unique check digit. Finally, each interviewer's set of addresses have been given a sample point number.

This address number, check digit and sample point number can be found printed on the first page of Contact Sheet and the Sample Information Sheet.

2.7 Survey materials

You will need the following materials to carry out the survey. If anything is missing, please contact the Field department.

Item
Briefings
Copy of briefing slides
Interviewer Instructions
CAPI instructions
Cognitive assessment and physical measurements instructions and CD
Physical measurements and cognitive assessments
CANTAB admin scripts - Decision-making task script
CANTAB admin scripts - Memory task script
Welsh Verbal Similarities admin script (Wales only)
Measurements Postcard
Frankfort Plane card
CANTAB key
Stadiometer
Tanita Scales
Touchscreen add on (if required)
Trolley (if required)
CAPI
Showcards x 2 (main respondent and partner)
Calendar
Self completion and audio
Child Self-completion booklet
Blank Envelope (for child self-completion)
MP3 player
Headphones
Letters and leaflets
Appointment card
Envelope for appointment card
Invitation Letter for Parent (enclosed with leaflets in C4 envelope with stamp affixed)
Invitation Letter for Child (enclosed with leaflets in blank C5 envelope)
Partner letter
Letter from parent to teacher
Advance Info Leaflet for parents
Info Leaflet for Parents (Child Elements)
Child leaflet
Further info for Child Leaflet
Tracing letters
Occupier letter
School Tracing Letter for Head Teacher
School Tracing Letter for Parents
Stable contact letter
Tracing letter

Item
Blank pre-paid envelopes for tracing letters
DL pre-paid envelopes with IM return address for tracing letters
Consent forms
Consent form 1 - Main parent
Consent form 2 - Child Elements
Consent form 3 - Child
Consent form 4 - Partner
Feedback forms
Interviewer feedback form
Interviewer feedback form (CAPI)
Other materials
Contact sheets
Sample information sheet
Contact information update sheet
Barcode labels
Calling cards
Information letter for police stations
Stickers for younger siblings
Gift for child (Top Trumps)
Ipsos MORI pens

Figure 4: Table of materials

2.8 The contact sheet

There are two versions of the Contact Sheet: one for single cohort child households (yellow) and one for multi-cohort child households (green). You will find contact details for each family on the front of each contact sheet, but also on the Sample Information Sheet, stapled to the back of the Contact Sheet.

Please record information on the Contact Sheet as clearly as possible. You will need it to enter information into iProgress. We will discuss this with you in detail during the briefings, but **you will be using the Contact Sheet to record information that we don't ask you to record on other jobs**. Record as much relevant detail as possible, but do not include personal information about the cohort member or their family that could contravene data protection guidelines. For example, you could record that the cohort member's mother was too ill to be interviewed, but not that she had cancer; or you could note that the interview was difficult and you had to abandon it because of the cohort member's mother's attitude, but not that the mother was an unpleasant individual.

2.8.1 The contact sheet address information and respondent names

The Contact Sheet has blocks of information about the cohort family on the first page:

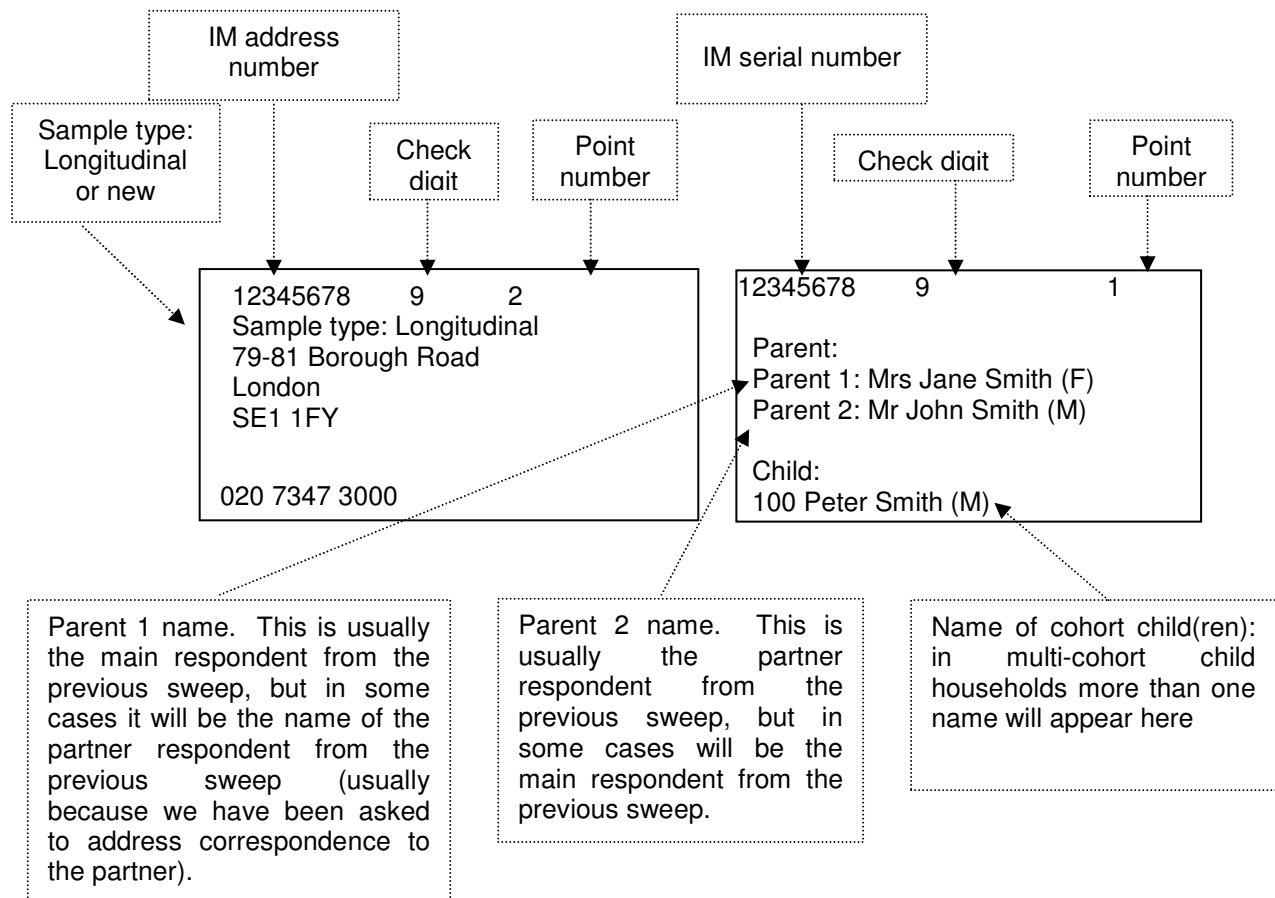


Figure 5: Contact sheet address information and respondent names

2.8.2 Content of the contact sheet

You should have the Contact Sheet with you when you attempt contact, as you will need to record the outcome of your contact and any interviewing completed.

Page 1

The top half of this page contains the cohort family's names, address and telephone number (as discussed above). This space includes space for your name and interviewer number, and the final household outcome.

Section A

Section A of the Contact Sheet is for you to record any contact you have attempted with the cohort family or with stable contacts, neighbours or schools. The first blocks (A1 – A5) ask you to record the day, date and time you called. Please note you only record the time the call ended if you have interviewed at the address. Block A6 is used record how you attempted contact: through a personal visit, telephone call or post. In the next block (A7), you record whether you have attempted contact with information provided to you in the Contact Sheet or Sample Information Sheet (for instance, the cohort family's address or a stable contact's mobile number) or contact information you have obtained or updated during the course of fieldwork (for instance, the cohort member's parent tells you their mobile number has changed and you ring that instead of the provided mobile number, or you find out a mobile number for a partner). Block A8 asks who specifically you attempted to contact: the cohort family, a parent, a stable contact, etc. Finally, block A9 records the outcome of your

attempted contact. The outcomes are split into those for when you make contact and for those when you do not. Each outcome has been assigned a code (in brackets); this code pertains to the iProgress code. Please note if you have posted a letter or appointment card you do not need to fill in block 9.

Remember that all attempted contact – whether you successfully spoke to anyone or not – needs to be recorded on your Contact Sheet.

Section B

Section B is to record what you have found at the address provided on the Contact Sheet: whether the child is still living at that address, has died, has moved, has called into Head Office to refuse, or you are unsure whether the child is at the printed address. If the cohort child has moved or you are unsure if resident, you need to trace the child. The steps for tracing are summarised in B2 of your contact sheet. All tracing attempts need to be recorded in iProgress and your contact sheet. In B3 you record the outcome of your tracing. If you trace the child to an address in your area and are able to make contact to confirm the family lives there, please code 1 in B3. However, if you are given a new address in your area but are unable to make contact with the family to confirm this address, please code 2 in B3.

Section C – Household outcomes

Section C records the outcome for the household, and asks for details about refusals, if applicable, including the reason, who refused and if the family indicated they would like to permanently withdraw from the survey. This section also asks if there is any reason the address should not be re-issued and, if applicable, who told you the cohort child has died or emigrated.

A list of outcome codes is provided in Appendix A.

Section D – Individual outcomes

Section D records the outcome of individual elements: the child elements (questionnaire, cognitive assessments and physical measurements) and main and partner interviews (note if no partner in the household you need to code 210 'No one eligible for partner interview'). If you have been unable to complete any of the individual elements with the child, main respondent or partner because of language difficulties, please record the language in D3. D4 asks you to record details of refusals for any individual elements.

Section E – Notes

Section E is for any notes you may want to make, though, in particular, if you have any notes relating to tracing a cohort family.

Section F – Future address details

Finally, Section F is to help you record what has occurred in the household. This is where you can record the names of household members eligible for interview, whether you have gained their consent, if their elements are complete or still to do, and if you have updated iProgress accordingly.

Section X – Split household section (multi-cohort child Contact Sheets only)

This section should only be used if not all of the cohort children are resident at the same address, for example if one of the children has died, or one of the children has moved away. If you need to use this section, you should contact Darren Fisher at Head Office on 0207 347 3268 as soon as possible.

2.9 Contact information update sheet

This sheet is in addition to your Contact Sheet. It provides a space for you to record any updated or newly obtained contact information you may receive about the cohort family or stable contacts. Please use this sheet as an aid to update the information in iProgress.

These sheets have not been personalised, so you will need to write in the address number and check digit from the front of the Contact Sheet. If you have used the Contact Information Update Sheet, please return this with your Contact Sheet. **It is essential that all information you have collected on this sheet is updated in iProgress.**

2.10 Sample information sheet

This includes important extra information that you will need to know to inform your approach to contacting the cohort member and their family and planning the interview. You will need to reflect on this before you start work to help inform how to tailor your approach to the household concerned.

It includes **specific instructions about what methods to take with the household** (telephone vs. face to face appointment making, and paper vs. audio approach to the child self completion).

In addition, **some of the background information might give you clues about possible engagement issues that you will need to tackle** (e.g. the information on previous participation), and perhaps other circumstances that will be relevant (e.g. information about household composition will help give an indication of how full/busy the household is).

Information in the sample information sheet is based on data held by CLS. Please bear in mind though, that whilst information about previous participation in CNC should be accurate, information about households' circumstances were collected at previous sweeps: people's circumstances change and so this information may not always be reliable). The Sample Information Sheet is for your own use only, and should not be shown to the main respondent, cohort child or anyone else. If you discover that information on the Sample Information Sheet is incorrect and you have been given the correct information, you must update this information in iProgress.

The Sample Information Sheet includes the following:

- Current address

This contains the last known address for the household and their telephone (if known). To the left of this section contains the following three fields:

- Address status
- Date status last confirmed
- Date status first confirmed.

The address status will either be "Confirmed as resident" or "No longer resident".

2.10.1 Study child details

This contains each cohort child's full name, sex and date of birth. Note that we are also showing any 'known as' name i.e. a child may be 'officially' named Anthony, but referred to as Tony. This will be in brackets after the child's surname. We have very few instances of children with 'known-as' names, but we will be collecting more during the CNC5 interview.

2.10.2 Resident parent details

This contains each resident parent's title, full name, any 'known-as' name (in brackets), date of birth and sex. The relationship to the cohort child is indicated as e.g. 'natural parent', 'step parent', 'aunt/uncle'.

Additionally, this section contains contact details for the parents, including known mobile or work numbers. The e-mail address has also been provided in order that you can confirm that it is still correct but this is for office use only. You should not attempt to contact the resident parents by e-mail.

Please note that respondent parent information is not provided for new sample.

2.10.3 Information to be used for tracing

This contains information for stable contacts for parent 1 and parent 2 that you may need to use for tracing. As with respondent parent details, this information is only provided for longitudinal sample, where known. Stable contact details may include the address, telephone number, email address, and relationship to cohort child. You should not attempt to contact stable contacts with their email address, but confirm if this is correct.

Additionally, where known for the longitudinal sample, we have provided the name and address of cohort child's school from CNC4. This is another tool you may use for tracing the cohort child.

2.10.4 Information from previous surveys: Household information

This section contains information about the household from previous surveys (so new sample will not have any information that was collected at previous surveys). It should be useful to you when planning your work and predicting some engagement issues you might have. Firstly, the address from the last survey participated in is provided. This may be the same address provided on the front of the Sample Information Sheet and your Contact Sheet, but if the cohort family have provided CLS in the meantime with a new address, it may be different.

Secondly, this section provides information on the sweep the family last participated in and when the interview occurred. **We recommend that you call (either telephone or visit) the household at as near to the time and day of the previous interview.** This section also gives the number of people in the household last interview (to give you an idea if there may be siblings in the household), and the outcomes from all previous interviews (such as 'productive' or 'unproductive').

Thirdly, the section also tells you if the family has responded to CLS' pre-notification letter that they sent out earlier this summer to alert longitudinal families that the dress rehearsal is happening and to confirm their address. This letter was not sent to new sample. Those who have replied will have confirmed their address, so we are certain we have the correct address.

Fourthly, **'First contact method' lets you know how you should attempt your first contact with the family:** either by phone or a face-to-face visit. All new sample requires a face-to-face visit. However, for some longitudinal sample we have instructed you to make telephone contact first. These are families that fully participated in CNC4 and have provided a telephone number – either a home telephone number or a work or mobile number for at least one of the parents. Where the family did not fully participate in CNC4 or we do not have a telephone number for the family, we have instructed you to make a face-to-face visit. Please ensure you check the Sample Information Sheet carefully before making your first contact with the household.

Finally, 'Priority within wave' and 'Likelihood of having moved' give you an idea of whether the cohort family may need to be traced or not. The family will have a high priority (noted as 'Prioritise') if they did not participate in the previous sweep (either as a household or if the main or partner did not participate) or are confirmed as not residing at the known address but we do not have follow up address for them. If the family is definitely or likely to have moved (noted as 'Certain' or 'Possible'), then you may find you have to trace the family. Please note that those who have possibly moved are not included as a high priority, but you may want to prioritise them in case you do find the family has moved and you need to trace them.

2.10.5 Information from previous surveys: Respondent information

The first block in this section contains details about the main and partner respondents from the last sweep the family was interviewed. Please note these may not be the same main and partner respondents for this wave or the same as the current resident parent details. Included in this block is the name, sex, date of birth and person number and last individual outcome code of the previous parent respondents. You can use this information to cross reference against the current Parent 1 and Parent 2 on the front of the Sample Information Sheet and see if the household composition has changed.

The second block contains information about the cohort child(ren). After the child's name, **the next line contains the suggested method for the child's questionnaire**. This will be 'paper self-completion', 'audio' or 'administered by interviewer'. If you are told to offer audio or administer the questionnaire by interviewer (you), you **must follow these instructions**. The child may refuse your offer, but you must offer it. These guidelines are based on information from previous surveys. Because we do not have any information on new sample, we have not suggested a method. As discussed in Section 5.6.4 you will need to assess what the appropriate method is when you are in the household.

2.10.6 Information from previous surveys: Further information

This section may contain useful information about the family, as noted during earlier sweeps, but only if they are longitudinal sample and not new sample. It may also contain information about the family currently, such as holiday that conflicts with fieldwork.

3 MAKING CONTACT AND SECURING ENGAGEMENT AND CONSENT

3.1 Before you start

3.1.1 Informing the Police

Before you start work, you should check in at the local police station(s). You may be working in areas you are unfamiliar with and so may need to find the nearest police station. Please tell them what the survey is about, give them a copy of the police notification form and the advance letter, and explain how long you will be working in the area. Then present your identity card and leave your name and the CNC Freephone number (**0808 238 5446**). We appreciate that the way that police stations deal with these forms varies across the country. You may be familiar with the procedures preferred by stations in your area, but these hopefully include them recording details in their day book, or signing and rubber-stamping a copy of your police notification form, or issuing you with an incident number that you can give to respondents if they wish to check the validity of the survey with the police. Please ensure that at least one of these things (or something similar) is done.

Make a note of the name of the officer to whom you speak and the date of your call so that you are fully covered in the event of any query or complaint to the police. It is reassuring for suspicious families, as well as other people you come into contact with, to be told that the police know about you. **You must not start work until you have registered with the police.**

As ever, be meticulous about showing your ID card to cohort members, even if the people you speak to do not appear to be interested in it.

Avoid giving away information about the study to neighbours / current occupiers in your attempts to find cohort members at home.

3.1.2 Respondents who are known to you

We do not want you to interview anyone you know personally, such as a friend, a neighbour or the son or daughter of a friend. In addition, you should not interview anyone you know in a professional capacity such as a colleague at work or your tutor at college. If you realise that you do know one of the families who has been recruited please get in touch with the Field department.

3.1.3 Managing addresses and the order you visit them

You should plan your work when you receive your assignment, and must do this by paying close attention to the information on each Sample Information Sheet. You should prioritise cohort families in the following circumstances:

- Those whose 'Priority within wave' is 'Prioritise' or where 'Likelihood of having moved' is 'Certain' or 'Possible', which means you may need to trace the family
- Those whose addresses are furthest away from where you live, or who are most isolated from others in the point

Additionally, the further information box may contain useful information about the cohort family; for instance, that they are on holiday during part of fieldwork.

It may also be helpful to note addresses that are relatively close together. You may wish to try to arrange your interviews so that people who live close together are interviewed on the same day. However, do bear in mind the amount of time needed for each appointment.

Finally, you should note the 'First contact method' in your Sample Information Sheet under 'Information from previous surveys: Household information'. This alerts you to whether you should make contact by telephone or a face-to-face visit. See Section 3.3.2 for more information.

3.2 Who to contact in each household

For the longitudinal sample, the names of the cohort child(ren)'s parents (or guardians) appear on the Contact Form and the Sample Information Sheet. We don't have the names of the parents for the new sample so you should ask for the parent or guardian of (child name).

You should attempt to contact the resident parents (Parent 1 and Parent 2) named on the Contact Sheet and Sample Information Sheet. You will know which of these parents was interviewed at the last sweep the family was interviewed (see Sample Information Sheet, page 2, entitled 'Respondent information'). If both Parent 1 and Parent 2 took part in the last sweep the family was interviewed at, then our **preference** is that you make initial contact with whoever was the main respondent at that sweep. However, you can attempt to make initial contact with either respondent. Please note that you **must** check the front of the Sample Information Sheet to see the most up-to-date information for the parents in the household. Please compare these to the respondents on page 2, as they may be different if the family has notified CLS of a change of circumstance. We expect this to be rare, but please ensure you compare names before ringing. Some examples of these circumstances follow.

Two parents on Sample Information Sheet (Parent 1 and Parent 2); both parents took part in last sweep

Initially, you should attempt to contact the parent who was the main respondent last time. If you are not able to contact the person who was the main respondent, then contact the person who was the partner respondent.

Two parents on Sample Information Sheet (Parent 1 and Parent 2); only one parent took part in last sweep

Attempt to contact the parent who took part at the last sweep first.

Two parents on Sample Information Sheet (Parent 1 and Parent 2); neither took part at last sweep.

Contact either parent.

Shared residence

If the child's parents are no longer living together, you should try to find out whom the child now lives with and interview at that address. If the child lives with both parents for some of the time, you should try to establish where the child mainly lives and interview at that address. If residence is shared equally between the two parents, then you should usually interview in the household which contains the main respondent from last time.

New sample

If the sample is new this sweep, we will not have parent names on the Sample Information Sheet or Contact Sheet. You will need to make a face-to-face visit to the household to ascertain the eligible parent respondent(s).

3.3 Contact processes and making appointments

Summary of contact procedures

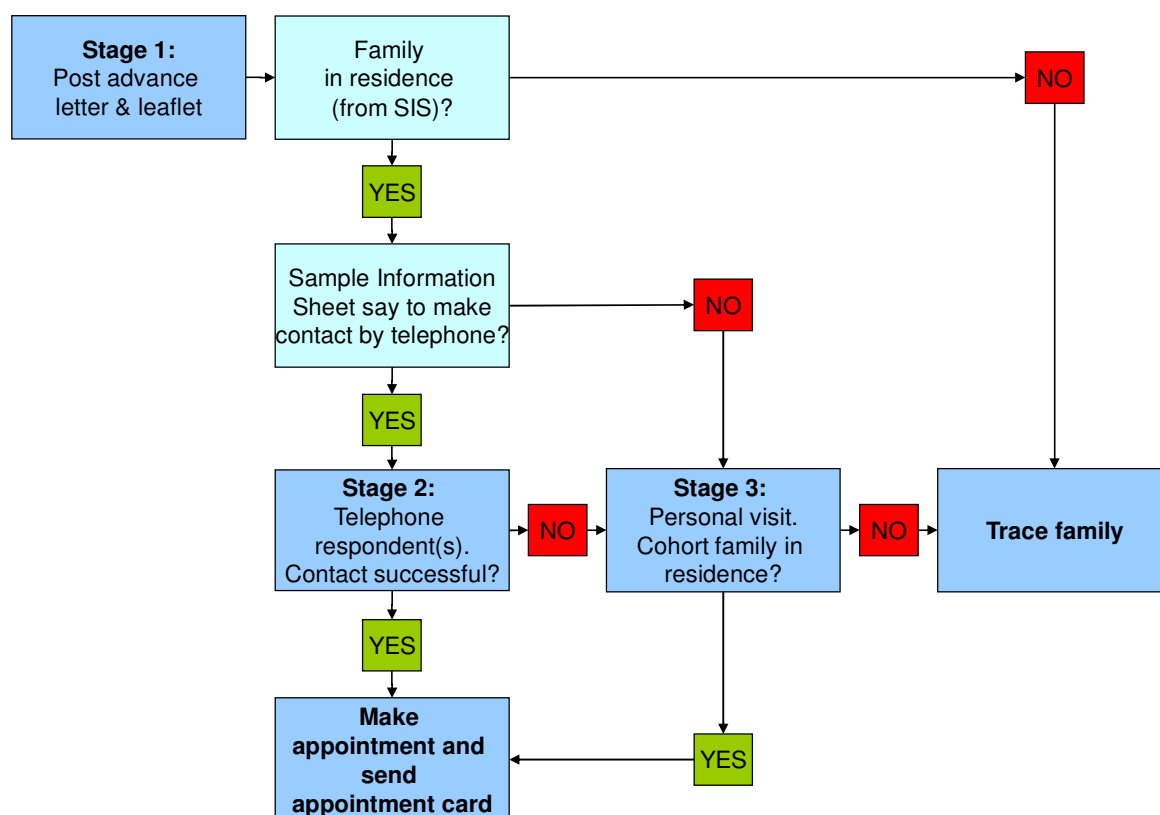


Figure 6: Summary of contact procedures

3.3.1 Stage 1: Advance letter and advance leaflet

Before making contact with each family you will need to send out an advance mailing.

The envelope for each family in your sample includes:

Three items for parents:

- An invitation letter for the parent(s).
- An advance leaflet for parents.
- An additional information leaflet for parents (child elements).

An envelope for the parent to give to the child which contains:

- An invitation letter for the child
- A leaflet for the child.

It is an ethical requirement of the study that respondents have the opportunity to familiarise themselves with the individual elements of the survey prior to you visiting them. The advance mailing will allow parents and children to discuss the survey prior to agreeing an appointment. This will also allow them to take time to digest the information and, if necessary, ask you any questions that they have when you phone or visit them. If you get to the household and it appears to you that any of the respondents haven't read the necessary letters or leaflets, please ensure that they do so before you attempt to gain their consent or

assent for each element. If you find when setting up an appointment that respondents have lost any of the leaflets or letters please ensure that you take a spare copy with you to the visit rather than posting another one.

Note that letters for parent(s) in the longitudinal sample have been pre-printed with the name(s) and address of the cohort child(ren)'s parent(s). Letters for parent(s) in the new sample have been pre-printed with the address of the cohort child(ren)'s parent(s) only as the name of these parents is unknown. Therefore, these letters will be addressed to 'Parent/Guardian of [child name]'. It is also worth noting that there is some mail merge versioning of text depending on sample type (i.e. longitudinal sample, new sample or Welsh sample). Both the parent(s) and child letters are additionally pre-printed with the serial number.

The leaflets explaining the content of the study are also versioned depending on country. Specifically, only those for sample in England and Wales refer to the teacher survey; and only those for sample in Wales refer to Welsh language interviews.

Checking and despatching the mailing:

You will find that both envelopes (parent and child) will be unsealed in your workpacks (the child envelope will be inside the main envelope). **Before sending the letters to respondents please first ensure that they are fulfilled accurately.** You will need to ensure that the serial numbers match up and that the corresponding parent and child letter match correctly. Also prior to sending you should **write your name in the space provided at the bottom of each of the letters. You will need to write your phone number on the parent letter and also delete 'man/woman' as appropriate on the child letter.** The envelope will have a first class stamp affixed to it so it will be ready for you to send out. Before sealing the main envelope please make sure that the smaller envelope containing the child invitation letter and information leaflet is left unsealed so that if required parent(s) are able to see this prior to giving it to the child.

For the dress rehearsal, following receipt of your letters on Day 2 of the briefing (17th August) please make sure you send these out prior to Day 3 of the briefing (23rd August) and, depending on your assignment size, would expect you to have made contact and visited all allocated addresses within 1-2 weeks.

You will need to record when you sent your advance mailing on your contact sheet (and then in iProgress).

3.3.2 Stage 2: Telephone contact with cohort families

3.3.2.1 Making first contact with respondents by telephone

At CNC5, we would like you to attempt to make appointments by telephone with certain families. The majority of longitudinal sample members are likely to be keen to take part and will expect to make an appointment over the phone. They've taken part in the study before, and we know that the vast majority enjoyed it, they've received the advance letter so are expecting to hear from you, and often ask why interviewers didn't just call to make an appointment rather than making a home visit. At CNC4, interviewers attempted to make first contact over the phone at 66 per cent of issued addresses, successfully contacted the family by phone at 52 per cent of issued addresses and made an appointment by phone in 47 per cent of issued addresses.

3.3.2.2 Who to contact by phone

The Sample Information Sheet will tell you whether or not you should attempt telephone contact with a particular family, under the heading "First contact method" (in the Household Information section). If the Sample Information Sheet tells you that the first contact method should be telephone, this means that the family took part in CNC4, we have a valid phone number for them and they have confirmed to us that they are living at their existing address –

and in reality this will be two-thirds of your longitudinal families (68% in total). The families that we have identified to be contacted by phone are families we expect to be keen to take part. You are trained in persuading people to take part in surveys in person – but we don't expect that these people will need much persuading. In most cases all you will need to do is to arrange a convenient time to visit them. **We do not want you to try to contact other families by phone as they are more likely to require persuasion which is best done in person – that will include ALL of your new families -, so if the Sample Information Sheet doesn't say you should, please don't, and start your visits to the address as you usually would do i.e. with a personal visit.**

For those families that we've said should be contacted by telephone, please try all of the families' telephone numbers provided on the Sample Information Sheet. We would like you to try each number **FIVE** times before making a personal visit to the household. We want you to make initial contact with your families within a week of sending out your advance letters, and you should try calling them on different days of the week, at different times (morning, afternoon and evening). If you've made no contact at all after a week of attempting phone calls as described, please begin your face to face visits.

3.3.2.3 Recording details of the telephone calls that you have made

You will need to record details of **all** telephone calls on the Contact Sheet and in iProgress, including the following information:

- which telephone numbers you have tried
- who the telephone number belonged to (e.g. parent1, parent2, cohort family general)
- what the outcome of the call was

If the number that you are calling is a **mobile phone number** (it will start with 07), the very first thing you need to do is to check that the respondent isn't driving or operating machinery. If they are then you must end the call immediately and tell them that you will call them back later.

If a number that you're calling is a **workplace number**, it's essential that you don't disclose the name or the nature of the study (in order to comply with Data Protection requirements). You should ask for the respondent by name, and if they are not available and the person who has answered the phone asks what it's concerning, explain that it's a private call and that you'll call back at a more convenient time.

3.3.2.4 Maximising your chances of making an appointment

You will find that the majority of respondents that we're asking you to telephone will be keen to take part in CNC5, and will actually be pleased that you've phoned to make an appointment rather than called round to see them (we know this from our experience on previous waves of the study). You are all used to trying to persuade respondents to take part in surveys face to face, but when you do it on the phone you only have your voice to project your interest in the respondent and the study. One useful technique that is used when we train our telephone interviewers is to tell them to "smile" down the phone, i.e. to project their voice in a friendly and professional manner, and this is a technique that we'd like you to use when calling the CNC respondents.

3.3.2.5 Introducing yourself and the study

The opening exchange between yourself and the respondent is crucial in terms of the effect it will have on whether or not you successfully make an appointment. When the respondent answers the phone you must do the following;

- State your name, mention that you're calling about the Child of the New Century Study and that you work for Ipsos MORI
- Mention the advance letter that they should have received

- If they don't recall receiving the advance letter, or say that they've not had time to read it, you should explain about the study using the wording in the advance letter

It is obviously important that you don't race through this – you need to be bright, alert and speak clearly and concisely. You only have a few seconds to create a good impression of yourself, Ipsos MORI and CNC.

If the respondent is not available when you call then you may leave a message, either using your own phone number if you're happy to do so, or alternatively using the Freephone number as your contact number (Freephone **0808 238 5446**). The message should include your name, that you're calling about the Child of the New Century Study and that you work for Ipsos MORI.

If you are not able to successfully contact the family by telephone, or if the respondent seems reluctant on the telephone, you should make a personal visit (where possible, after telling the respondent that you will be in the area shortly and will pop round then).

3.3.2.6 Avoiding refusals

If there are early signs during the phone call that the respondent is reluctant, you need to take steps to try to avoid getting a refusal. If they hesitate, it could be that you need to reassure them, clarify who you are, and reiterate that you're calling about the CNC study. When you interview face to face you have various means at your disposal to create a good impression and reassure respondents, such as dressing in smart clothes, smiling, and maintaining eye contact, but it's a lot harder to do this over the phone – you only have your voice. It's therefore essential that you remember the following;

- Always maintain a professional manner
- Be confident – this study is really important
- Treat the respondents with respect

If a respondent is reluctant to make an appointment with you, you need to tread carefully, as we don't want "soft", circumstantial refusals (for example, you might have called at a particularly busy time) to turn into hard refusals, where respondents withdraw from the study altogether. You may find that you can provide reassurances in response to queries that respondents have, or that you can say that you'll call back at another time if you sense that they are busy and distracted, but the important thing is to back off before they refuse outright. Soft refusals shouldn't usually be accepted over the telephone, therefore if someone refuses, or you sense that they might do, you should tell them that you're going to be in the area anyway, and that you'll drop round to see them when you're passing. In the unlikely event that the respondent makes it very clear that they don't want you to contact them again, you should respect their wishes and not do so.

Be prepared for respondents to ask questions about the study, such as how long it might take, and whether or not all of the members of the household that we'd like to take part will need to be available at the same time (the answer to that is "no"). It's essential that you've familiarised yourself with all of the study materials and the advance letter before you make any phone calls, so that you can answer questions where necessary.

Although the respondents that you are phoning will be familiar with the CNC study, they won't necessarily be familiar with Ipsos MORI. If this is the case, and they need some reassurance, emphasise that we're members of the Market Research Society and abide by a strict Code of Conduct. **The MRS provides a Freephone service for respondents to verify the legitimacy of our company and you can refer them to this if necessary.** If they would rather speak to someone other than the MRS specifically about CNC, they can either call the Freephone number at the Ipsos MORI office (0808 238 5446) or they can call CLS on 0800 092 1250

3.3.2.7 What to do after you have made an appointment

If you manage to successfully make an appointment to visit the family over the phone, please check that their address is the same as the address that you have on your Sample Information Sheet (some people might have moved but kept the same phone number(s)). Please then remind them that you'd like them to read the leaflets before you visit, and then complete and send an appointment card to remind them of your appointment. Please remember to enter this on your contact sheet (and then in iProgress).

3.3.3 Stage 3: Personal visits

If you are not able to contact the cohort family by telephone (or the family is not eligible for phone contact), you will need to make one or more personal visits.

If no one is at home you should leave an appointment card to inform the residents of your visit. You may use the study Freephone number (Freephone **0808 238 5446**) as a contact number if you don't feel comfortable leaving your own contact details.

When contacting a household you should withdraw if greeted by a child or young person who tells you there are no adults present or available for you to speak to. Having established that there are no adults present, you should not ask a child or young person for information about household residents, or their likely availability, or for a telephone number, but you may tell the child that you will return another time, or leave an appointment card for their parent(s).

If you are unable to make contact with anyone in the household you should follow the procedures for tracing cohort members in section 4.

If you successfully make contact during the personal visit then follow the procedures in section 4.

3.3.4 Making the appointment

When setting up appointments please bear in mind the length of the survey and consider this when arranging visits to the household. It is important that you are realistic about how much can be accomplished in one sitting so to avoid drop out part way through, respondent discomfort and/or reduced quality of data collected. It is likely, given the length of the interview, that you will need to make another appointment, and many interviews will require a second visit.

Please also make sure that families realise that all family members do not need to be present for all study elements. This will mean that there is more flexibility when making appointments. However, be aware that there may be greater non-response to the partner elements if they aren't present when you're conducting the other elements in the household, and that you may therefore have to make extra efforts in order to achieve an interview with them.

3.3.5 Confirming appointments

Once you have set up an appointment you will need to send out an appointment confirmation card.

3.3.6 Broken appointments

If someone is out when you arrive for an appointment, it may be a way of telling you they have changed their mind about helping you. On the other hand, they may have simply forgotten all about it or had to go out on an urgent errand. You should leave a calling card.

In any case, make every effort to re-contact the person and fix another appointment.

3.4 Introducing the study

3.4.1 General requirements

Cohort members

Cohort member's families who have participated in previous pilot waves should still remember it. They are likely to be reasonably aware of the importance of the study, and of the unique role they play in it and are likely to be interested in being involved again. However, some may of course be less interested and need persuasion, whilst a small number were sampled in earlier waves but haven't taken part at the most recent wave (Age 7) so particular effort may be needed to engage them.

For all cohort family cases you will of course also need to explain to the key features of this sweep of the study and what it will involve, as well as potentially remind them of some of the background and reassure them on some key points. Furthermore, whilst procedures to achieve informed consent in full will take place later during the interview visit(s) it will be important that you communicate an overview accurately at this point.

New sample

New sample members will require fuller explanation of the study and greater effort to engage them.

All information that families should need to understand the requirements of the study has been provided in the information leaflets sent with the advance mailing. Please refer to this when you make contact.

If respondents have any queries that you are not able to answer, ask them to call the study team at Ipsos MORI on Freephone 0808 238 5446. This number is staffed 09:30-17:30 Monday to Friday. Outside these hours an answer phone service operates. They can also contact the study team via the contact details provided in the advance mailing.

3.4.2 Key points to communicate during initial introductions

3.4.2.1 Who you are and who the survey is for

"I work for Ipsos MORI and am carrying out the Child of the New Century Study on behalf of the Centre for Longitudinal Studies at the Institute of Education in London."

Show your identity card at **all** addresses and to anyone who asks to see it.

Some respondents may recall that Natcen carried out previous waves of the study. If they mention this explain that Ipsos MORI has been contracted to work with the Centre for Longitudinal Studies on this wave of the study on the same basis that Natcen did for previous waves. Ipsos MORI are a similar social research organisation who are experienced and specialist in carrying out similar research with families and children. We work to the same standards of quality, ethics and data protection and will conduct the study sensitively and professionally, and guarantee the confidentiality of their information, just as in previous waves.

3.4.2.2 The purpose of the survey

For **longitudinal sample** say something like:

- Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. You have helped us before, when your child was a baby or when they were around 3 years, 5 years or 7 years old.
- We will next visit the children when they are in their last year of primary school. The Age 11 Survey Pilot is a key part of our preparations and allows us to check that everything is working. This ensures that Child of the New Century gives accurate

information. This information is used to understand and improve the lives of children in the UK.

For the **new sample** say something like:

- Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. We have found out about the children's lives and how they have changed by visiting their families when they were babies and when they were around 3 years, 5 years and 7 years old.
- We will next visit the children when they are in their last year of primary school. The Age 11 Survey Pilot is a key part of our preparations and allows us to check that everything is working. This ensures that Child of the New Century gives accurate information. This information is used to understand and improve the lives of children in the UK.

3.4.2.3 What the survey will involve for them and their family and the cohort child

Explain the full range of study elements we wish to conduct with the parents and children, including, CAPI interviews with both parents, child cognitive assessments and physical measurements and child self-completion. Remind the respondent that the interview may include sensitive topics. However, highlight that they and their child can choose which they participate in on the day of the appointment when everything will be explained in full detail, and can stop at any time and skip any bits they don't want to complete. We are also leaving a further information leaflet about sources of help and advice for children, should any have anything that is worrying them (see section below: 5.3.5).

3.4.2.4 The importance of the child's willingness to participate

Stress that the child can choose for themselves what to participate in (if anything) on the day. Furthermore, even if parents are willing for their child to take part, participation on the day should be left to the child's decision and must be fully voluntary on their part.

3.4.2.5 The importance of passing on information to other household members who we would like to be involved: the child and partner (if relevant)

Draw parents' attention to the envelope for the child that was enclosed with the advanced mailing, and stress the importance of giving this to the child and encouraging them to read it (and/or reading it with them) in full before the interview visit.

Also encourage the parent to communicate with their partner about the importance of their involvement in the partner interview, and encourage them to also read the information leaflets. When making appointments face to face, also try to make contact directly with the partner to communicate about the survey and asking them to attend.

If they are not present at the time you make the appointment, leave a partner letter for them to read (see section 3.4.5.3).

3.4.2.6 Preparation helpful for the visit

Highlight the need for a quiet space if possible for the interview and other study elements to take place in (the child cognitive assessments and physical measurements in particular should be done with minimal distraction).

Also highlight the type of clothing we would like children to wear for the measurements (see leaflet for details).

3.4.3 Key factors likely to help encourage co-operation

From previous waves of the study, and from the pilot study for this wave in April we have identified some key things it can be helpful to highlight to encourage participation:

- The findings from CNC help understand children's lives and how they can be improved for the future. You can point to specific examples from previous waves outlined in the introductory section of the instructions, and say that this wave of the study will provide similar benefits for understanding and improving things for children
- High profile nature of the study and previous media coverage (again you can mention examples given in the introductory part of this document)
- Age 10-11 is a crucial time in children's lives for the study to explore so it would really help us if they could participate. Children are just about to go to secondary school and embark on a new phase of their lives, including going through changes associated with puberty, and increased independence from adults.

That children normally like taking part. In particular, you may wish to stress:

- The varied, novel, interesting and fun nature of the activities
- The study is special and children who take part are therefore part of something special and important and we find that this makes children feel good about helping out
- Children will receive a certificate for participating and also a small thank you gift.

You may need to reassure them about:

- The confidentiality of the information they will provide
- The flexibility of appointment times and the possibility of conducting the elements across more than one visit to the household.
- That if there are other siblings who might want to take part, whilst this won't be possible, we can provide sticker packs for younger siblings to enjoy.

3.4.4 Answering questions about the survey

The following suggestions should provide some guidance on how to answer particular questions.

3.4.4.1 "What is the purpose of the survey?"

'The survey aims to explore what it is like to grow up in the UK in the 21st century and is used to plan health-care, education and child care services to bring real benefits to children and their parents'.

3.4.4.2 "How long will the survey take?"

Household questionnaire (CAPI)	5 minutes
Main respondent interview (CAPI & CASI)	60 minutes
Partner interview (CAPI & CASI)	25 minutes
Child cognitive assessments	25 minutes
Physical Measurements	10 minutes
Child self-completion	30 minutes

Figure 7: Survey Element Timings

These are averages only, and you should try to build in some extra time in case the interview takes longer than expected. The average interview may take two to two-and-a-half hours in total, depending on the number of resident parents, but it is possible that the average will be longer. The amount of time taken will vary according to respondents' answers as well as according to the child's skills and overall behaviour. The interview will become quicker to administer as you become more familiar with the questions, physical measurements and cognitive assessments, but it is important that the respondents are not rushed.

3.4.4.3 “Who is paying for the survey?”

This project is funded by

- the Economic and Social Research Council (ESRC)
- Government departments from all the countries of the UK.

3.4.4.4 “Will these funders see my replies?”

‘No, they will not know who said what. The names and addresses of cohort members interviewed in this survey are known only to Ipsos MORI and researchers at the Centre for Longitudinal Studies. Your name and address will be kept quite separate from the questionnaire, and will never be revealed without your permission. No one’s replies can be personally identified without these’.

3.4.4.5 “How can I be sure you are a genuine interviewer?”

“I have shown you my identity card. Also I have here copies of the letter sent to you by CLS informing you that fieldwork for the study was about to take place, and a copy of the letter sent to you in the last few days informing you that an interviewer from Ipsos MORI would be contacting you shortly. If you would like to verify my identity please call the Ipsos MORI Freephone number 0808 238 5446”

3.4.4.6 “Why do you want to know where the cohort child’s parents have moved to?”

You will be asking neighbours or family to help you locate cohort families who have moved or to let you know if they still live at the address you are trying to contact. You could be asked why they should give you this information. You should, of course, explain the importance of the survey to the person you are speaking to and say how important it is that you get in touch with everyone in it so that they can decide for themselves whether to take part again or not. However you should not mention the cohort child by name or say that the person you are looking for is part of the Child of the New Century Study.

3.4.5 Gaining co-operation and consent to individual elements

3.4.5.1 Engagement and consent requirements

All interviews will start with the household questionnaire (see section 5.4.1) which collects information about the household composition and determines eligibility for the main and partner interviews. At the end of this section the CAI programme will generate details of what elements should be conducted in the household, and of the consents required before proceeding with each element, and the materials (respondent leaflets) you should refer to when doing this.

You will need to copy key details onto the contact sheet for your own reference as the household visit progresses and also for the purpose of progress monitoring.

Your task now is to two-fold: (i) to gain co-operation and (ii) to gain fully informed consent to each of the study elements from the relevant household members. Achieving both these things simultaneously (i.e. persuading people to take part and ensuring they are aware of all implications of taking part, including those that could be perceived as negative) requires skill. **It will be important that you consider all relevant issues and how you will communicate about them to both parents and children before you visit any households** (the briefing sessions should help you with this, and respondent communication materials contain the key points you will need to consider).

Below we have outlined the key principles for gaining informed consent, and communication messages that may be helpful for encouraging participation. We have then explained the processes you need to implement to achieve co-operation and consent.

3.4.5.2 Principles of informed consent

Gaining informed consent is an essential ethical requirement for all survey research (as outlined in MRS codes of conduct) but particular attention to detail is needed on this for this study due to its complexity and potentially sensitive elements. It is essential that the following key principles are applied consistently, such that participation is **voluntary and fully informed for parent(s) and the child**:

- Ensuring a full, clear and unambiguous understanding. For example, why the survey is being carried out, by who and what the study will involve for the respondent (for example, will the process of participation carry any burden or have an emotional impact on the respondent)
- Ensuring that respondents are fully aware of how their data will be held and used
- Ensuring respondents have time to fully consider participation, and have the opportunity to ask questions
- Ensuring active and voluntary consent (for example, giving positive agreement, and understanding of the voluntary nature and understanding that they can stop at any time/skip bits they do not like or wish to answer).

Fully informed consent is required from parents, particularly as children may not be able to grasp full implications of participation for themselves. However, we are also asking you to gain consent from the child that is as fully informed as possible. Children will need to understand the full details of processes/experience of participation (e.g. the burden/emotional impact) and as much as can possibly be expected about the reasons for the study and how their data will be held and used.

When setting up appointments, it is important that parents understand that participation is voluntary for the child and that we are asking for their consent to approach the child only. **We are not asking for the parents to consent on behalf of the child, but just for their permission for us to speak to the child to invite their co-operation in the research.**

3.4.5.3 Key points to communicate for individual study elements

Previous waves of the study and pilot interviews have highlighted some key points to bear in mind when encouraging children and parents to take part and gaining informed consent for individual study elements. These are outlined below:

Main parent agreement to CAPI and CASI

This tends to be assured within overall consent to participation in the study as a whole, but be prepared to respond to bespoke queries.

Partner agreement to CAPI and CASI

From previous waves of the study and pilot, we know that many partners are interested and engaged with the study. However, one issue can be a perception that their participation is less important given that the main carer is already answering questions about the family.

Please stress that their participation as the partner is equally important. They are important to the child's wellbeing and development and as such speaking to them is very important for the study in ensuring we have a full picture of family life and how this relates to the child.

If they are not at home when you make the main appointment, please leave a copy of the Partner letter with the main parent/carers and ask them to give it to the partner. This helps to highlight the importance of their participation.

Please also consider the partner's availability when setting up appointments for the visits, and ensure that the time(s) identified are optimum for securing the participation of all relevant household members. Many partners are likely to be working and on different schedules to the main carer (and child).

Child elements

When gaining consent to the child elements, it will be important that parents and children are alerted to potential sensitive elements: for example weighing children could be sensitive for some; furthermore there are some potentially sensitive topics in the child self completion questionnaire (see section 5.6.1).

Parent agreement to child elements:

Assessment and measurements:

Based on the experience of the pilot, parents are unlikely to have concerns about their child's participation in the assessments and measurements, but do of course be prepared for bespoke questions.

Child self completion questionnaire:

Parents are more likely to have concerns about the sensitivity of some topics in the questionnaire and the idea that parents won't get to see their answers.

For example, via some qualitative scoping work, we identified that some parents were concerned that: questions about alcohol consumption might encourage children to drink and that the questions about bullying might upset children

To help reassure parents it may help to do the following:

- Explain why a self-completion approach and a guarantee that answers would be confidential from parents was important (i.e. to ensuring honest answers from children)
- Show parents a blank copy of the questionnaire first to reassure them about the content. (But do not allow anyone (including the parent) to see the questionnaire once the child has completed it, even if the parent asks).
- Acknowledge that we know some that questions are about personal things, and also some are about things that not all 11 year olds will have done. Explain that it is important that all children answer the questions so that we know how many 11 year olds experience or do these things
- Explain that children would be made to understand that they could miss out anything they didn't want to complete.
- Show them the leaflet you will be leaving with the child which contains helpline numbers if they need to talk to someone.

Teacher Survey:

Most parents are also likely to be happy to agree to the teacher survey. However, based on pilot feedback, some may be reluctant either because they do not want the teacher to be troubled with this extra work, or because they have 'issues' with the teacher.

- To ease parents' concerns about burden on teachers and encourage parent co-operation in the Teacher survey, reassure parents that teachers will not have to respond if they do not want to or if they do not have time and highlight that many have wanted to take part in the past, despite the work involved.
- Stress how important it is for the study to seek information from teachers even if there have been 'issues,' reiterate about confidentiality in this context and that teacher's responses will be understood as perceptions not facts.

Child contact details for re-contact:

Until now, most communications between the study team and the family have been directed at the parent. For example, even where we provide child a letter, this is sent to the parent to pass on to the child (due to the need for parental consent).

However, now that the child is older, we may wish to start communicating directly with the child. This sweep of the study we are, for the first time, seeking consent from parents and children to do this and where this is agreed to, you will be collect the child's contact details.

Uses to which the contact details will be put:

- Providing children with updates about the study, such as newsletters and key findings
- Telling children in advance when we might be contacting them again for the next wave of the study
- Asking them to keep us up to date with their contact details (eg if they have moved)

You may need to reassure parents that:

- The child's contact details will only be used to communicate with the child about this study
- We will make all reasonable effort to keep parents informed about the content of anything being sent to their children
- Any materials sent to the child will be designed by researchers who are specialist in research with child (just like with all other materials used during the study).

Child engagement

General:

The factors that appealed about the study and which are worth highlighting include:

- The study is appealing in that it is novel – both in purpose and content
- Children like the interest shown in them as (pilot) cohort study children, and taking part can make children feel good about themselves for helping and/or important, grown up, and respected as a “real person”
- The activities themselves are interesting/fun/novel

Note that in the pilot, the purpose and value of the study seemed of limited salience in children's decision making about whether or not to take part. However, children were able to comprehend that the study aimed to understand what it is like to be an eleven year old today, and perhaps how this varies compared with other generations.

The key things that concern children and that you may need to address are:

- Children are anxious about the activities until they understand exactly what they will involve and what the experience will be like for them. Communicating fully and clearly about the practicalities involved and what it will “be like” will to help reassure them and encourage participation.
- Pilot interviewers also found that in this context children were reassured by the idea that they get asked about participating in each element one at a time and can say yes or no to each, and stop or skip if there is anything they don't like.

Aspects that children may find it harder to grasp than adults and which you will have to spend time communicating when gaining informed consent include the following:

- Ensuring children understand that participation is voluntary; they can say “no” to anything they don't like (even if their parent has said they will do it) they can change their mind at any point, or stop or skip anything they don't like. (See section 5.3.6 for further discussion of the unequal power relationship between children and parents)
- Confidentiality: some children find it hard to believe that what they say will be confidential (their life experience to date tends to indicate that key adults in their life, such as parents know what they do and say as a matter of course). This point

is particularly salient to the child self completion questionnaire and discussed in more detail in section 5.6.5.

Child assessments

Key points to bear in mind when engaging children in this particular element:

- Given that children may not have participated in anything similar before, reassuring children about what the tasks involve (and that they can miss out bits they do not like) are likely to be key in over-coming any anxiety and reticence among children to take part.
- Children tend to find these activities interesting and fun, especially the touch screen activities.
- Some children enjoy these activities as a rewarding challenge.
- It is important that children are not put off by worries that they are being tested or judged by how they perform, so please reassure them of this.
- The verbal similarities task gets harder as it goes on. Ensure you explain this is the case and that we just want to see how far they can get, to ensure that they do not feel they have failed and become put off from taking part in the subsequent elements.

Physical measurements

Key points to bear in mind when engaging children:

- At the pilot, we found that most children were happy to be weighed and measured. Many were used to this taking place at school. Some for example, were interested to see how much they had grown since last time they were measured.
- However, some children may be sensitive about their looks and body image, especially larger children. As such, the following may be important:
 - to communicate the purpose in a non-stigmatising (that we are wanting to understand how all children grow and develop – i.e. rather than looking specifically at problems among children)
 - to reassure children that no one except the research team will see the measurements
 - explain that the measurements can be written on a card for them to have if they want, but they don't have to have it if they don't want
 - to ensure that the measurements take place in a relatively private place where other household members will not be able to observe (e.g. siblings)
- At the pilot, interviewers felt that keeping things matter of fact and light hearted was the best approach to put children at their ease – i.e. they explained that if they as interviewers did not make too much of the task, that this helped to limit the perceived sensitivity of the process.

Child self completion questionnaire

Key points to bear in mind when engaging children:

- Most children seemed keen to complete the questionnaire in principle at the pilot.
- Many children like the idea of filling in information about themselves.
- The idea that their parents would not see their answers had a novel appeal for some and made them feel grown up.
- Some might be put off by the length. However reassure them that they can take as long as they need, have breaks if they want and stop at any time.

- Some questions may be sensitive to some children and it is important that they are forewarned about this. However, you can reassure children that they can skip any questions that they don't like.
- Some children may be put off by the thought that other people see answers to some of the more sensitive questions. Please reassure them that answers will be confidential (for example, show them how they will be put in an envelope – see section 5.6.5).

Child contact details for re-contact:

As for the parents explain the reasons why we are asking for this, and what we may be communicating with them about in the future.

Children are likely to be pleased that they are being contacted themselves in their own right. However, as for parents, you may need to reassure children that their details will only be used to communicate with them about the study.

3.4.5.4 Summary of processes to gain co-operation and consent

You will obtain co-operation consents with each relevant person in the household using leaflets and paper consent forms.

The table below shows the consents that need to be obtained, the four forms involved and the respondent communication materials you will be required to refer to for each.

Title of form	Study elements covered	Relevant respondent communication materials
Consent 1: Main parent/guardian	Main parent CAPI and CASI	What is the Child of the New Century age 11 pilot?
Consent 2: Child elements (NB this can be completed by either the main parent/care OR the partner)	All child data-collection elements: cognitive assessments and physical measurements, child self completion questionnaire; permission to contact the child's teacher; permission to collect child's contact details.	Information leaflet for parent – child elements ('What would we like your child to do?')
Consent 3: Consent from child	All child data-collection elements: cognitive assessments and physical measurements, child self completion questionnaire; permission to contact the child's teacher; permission to collect child's contact details	How can I help with Child of the New Century?
Consent 4: Partner	Partner CAPI and CASI	What is the Child of the New Century age 11 pilot? (Plus also potentially the partner letter)

Figure 8: Consents

If you are interviewing in a household with twins or triplets (or other multiple cohort members in the household) you will need to complete one of each consent form for each child.

It is essential that you attach barcode labels to all forms before they are returned to the office (see section 6.1).

Administering the consent forms to be completed by parents

The information leaflet contains all information required for informed consent. You will need to ensure that the parent has read the whole leaflet and understood the key points.

The three parent consent forms are printed in duplicate on carbon-paper (parent, child elements and partner). Both you and the respondent need to sign the forms in all of the places indicated on each form. Please ensure that you place the corresponding barcode on the front sheet of each of the consent forms before returning to head office.

You should give the respondent the bottom copy to keep for their records, and return the top copy with the attached barcode label to head office.

As long as consents for any individual element have been obtained prior to that element, you are free to obtain consents in any order and at any time, and should tailor your approach to this depending on household circumstances (i.e. depending on who is present at what time, and when participants are most likely to be receptive to consenting to each element).

For example, in some cases it may work to collect main parent/carer and child element consents at the same time; at others you may wish to collect them separately just prior to administration of the element.

Administering consent from child

You must always ensure consent from parents is obtained prior to asking child's consent for any element.

Administering consent from the child involves using the consent form in a different way to the forms for parents. **Specifically you will need to read out key information word for word from the consent from child form** (see wording in bold). **Also, you should not show the form to the child (it is designed for use by interviewers not children), and you will not need the child to sign it.**

The child information leaflet contains key information about the study, but the detail is much more limited than the parent information leaflets in order to make the document accessible for children. However, it is important that full details are communicated to and understood by children in order for their consent to be fully informed. As such, the consent from child form has been developed in to a script with specific wording that you will need to read out to the child, and which you will need to ensure they understand.

Although the wording on the consent form includes more information than the leaflet, where possible it directly replicates the wording that is on the leaflet enabling the child to use this as a reference source as you go through the consent form (each section of the consent form references the appropriate section of the leaflet for ease of reference). It may help to encourage the child to look at relevant sections of the leaflet as you talk to them about different elements.

The consent from child form is split into two main sections:

Section 1:

- This section gains overall consent to participation and communicates key points about the study as a whole. **This section must be completed before you ask the child's consent to take part in any other individual element.**
- It is particularly key that the child understands that they don't have to answer any questions they don't want to, and that they can stop the interview at any time. It is also really important that the child understands that their participation is voluntary.

Sections 2-5:

- These sections gain child consent to each of the individual child elements: These can be completed in any order, and at different times (e.g. each section can be completed immediately prior to administration of the specific element, rather than you needing to complete the whole form at the study). However relevant consents must always be gained before you carry out the relevant element.

- Please note that consent from a parent or guardian does not imply consent from the child, who retains the right to decide whether or not to take part in the survey. The right of the individual child to refuse to participate must be respected. **Even if the parent has given their consent, the child does not have to take part in anything that they do not want to do.**

Section 6 (or Section 5 for the Scotland and Northern Ireland version):

- This section asks the child if they are willing to provide consent to provide their contact details. If consent is provided, please ensure you write these details as clearly as possible in the space provided.

As mentioned, the consent from child form does not need to be signed by the child. **However, please ensure that you sign the form and return to head office along with the other consent forms.** You do not need to leave a record of this with the respondent.

3.4.5.5 Confirming consents in CAI

You will also be prompted in the CAI script to confirm that you have obtained the relevant consents. For elements conducted in CAI you will be asked to confirm this just prior to each element; for those not conducted in CAI (child self completion, teacher survey and the collection of the child's contact details) you will be asked to confirm this in the "Other Elements" script. Given that there are no prompts for consent to these elements in CAI please ensure that particular attention is paid to ensuring that consent is provided prior to commencing.

4 TRACING COHORT MEMBERS

4.1 Overview of tracing requirements

It is very important that we re-contact and interview as many families as possible so that the study can survive into the future.

You are expected to make reasonable attempts to contact the cohort member's family; this may require more than one visit. If you find that the cohort member and their family have moved, you should attempt to find their new address. If this new address is within a reasonable distance of the original address, you should attempt the interview at the new address (and be prepared to follow up further moves). In general, this applies if the new address is within 15 miles of the original, or if it is closer than that address to your own home.

On CNC4, 14% of the sample were movers and of these movers, and the previous survey company (NatCen) and CLS managed to trace 69% of families. The majority of these traced families had moved to new addresses within the local area (i.e. they had not moved far away from the issued address).

The individual tracing actions involve attempting to contact the:

- cohort family by phone – you **must** try all telephone numbers provided on the Sample Information Sheet for the cohort family and Parent 1 and Parent 2
- Cohort family face to face
- current occupiers
- neighbours
- nominated stable contact
- school (if provided)

Figure 6 the end of this section provides a summary chart.

We anticipate that in most cases that require tracing you will be able to find the cohort child's family with little difficulty. However, if you are unable to discover the cohort child's new address after making reasonable efforts to do so, the Contact Sheet will instruct you to return the case to Head Office; CLS will carry out further tracing.

There will be instances where an address is inaccessible or you can't find it (outcomes 607 and 608), and others where no contact was made with anyone at the address. For such families you should have carried out tracing activities before assigning one of these codes.

Please note that when tracing, you should not mention the cohort child's name or study name to anyone other than the cohort child's family; that is, you should say that you are looking for the parent(s), and only when you find them should you mention the cohort child's name.

We want to follow the cohort child and whoever they are living with now, even if they are no longer living with their natural parents. If you trace children and find out they are now living with foster or adoptive parents in a private residence, you can proceed to interview the foster or adoptive parents as normal. If you are told that a child has been taken into care and is now living in a care home, try to find out as much information as possible (including the name and address of the care home) but contact do not proceed to interview them for the Dress Rehearsal.

4.2 Key tracing processes

4.2.1 Contacting neighbours and stable addresses

In order to learn a new address, ask the current residents of the issued address or neighbours. They may not know, but may be able to direct you to friends or relatives nearby who will know how to contact the cohort child and their family. If you are unable to establish the whereabouts of the cohort child's family in this way, then you should contact the stable address either by telephone or face to face if the stable address is in your area. Contact details for the stable address are provided on the Sample Information Sheet. There will be up to two nominated stable contacts (one for parent 1 and one for parent 2).

If you are unable to make contact by telephone or face to face then you should contact the stable address by post. You have been provided with a stable contact letter (printed with the CNC and Ipsos MORI logos) and two types of post-paid envelope: one addressed to Ipsos MORI and the other blank with a first class stamp affixed.

To use the stable contact letter, fill in the relevant information (stable contact name(s), child name and address number) on the stable contact letter (see Figure 9: How to complete the stable contact letter). Put the letter and the envelope addressed to Ipsos MORI into the blank envelope, seal it, write the stable contact name and address on the front and post.

4.2.2 Using the tracing letter

If someone is unwilling to pass on information but you believe they know where the cohort family lives please make a note of this on the contact sheet. You have been provided with a tracing letter (printed with the CNC and Ipsos MORI logos) and two types of post-paid envelope: one addressed to Ipsos MORI and the other blank with a first class stamp affixed.

You should ask the person who knows the cohort family's whereabouts if they would be willing to pass a letter on. If so, fill in the relevant information (cohort member's parents' names and address number, and the name of the person you spoke to) on the tracing letter. (See Figure 10: How to complete the tracing).

Put the letter and the Ipsos MORI envelope into the blank post-paid envelope, seal it and write the cohort member's parents' names on the outside. Ask for this to be posted or passed on to the cohort member's family, so they can get in touch with Ipsos MORI.

4.2.3 Using the occupier letter

If you have not been able to make contact with anyone at the last known address of the cohort family, and have not been able to establish their whereabouts from neighbours or the stable address, then you should leave an Occupier letter at the last known address of the cohort family.

These are printed with the IoE and Ipsos MORI logos. You have also been provided with a post-paid DL envelope addressed to Ipsos MORI, and a blank envelope.

To use the occupier letter, fill in the relevant information (cohort member's parents' names and address number) on the Occupier letter (see Figure 11: How to complete the occupier letter). Put the letter and the envelope addressed to Ipsos MORI into the blank envelope, seal it, write 'To the occupier' on the outside and leave it at the house.

4.2.4 Contacting schools

If the cohort child and their family participated at either Age 5 or Age 7 the Sample Information Sheet will include the name and address of the school they were attending when most recently interviewed. If the school is local you can make a visit to the school and enquire as to whether the child is still attending the school. The school will not be able to provide you with the child's address but they can be asked to forward a 'schools tracing letter

for parents' to the family which like the standard tracing letter will invite the family to contact to Ipsos MORI to provide new contact details.

If making a visit to the school is not practical, you will also be provided with a 'schools tracing letter' that you can send to the head teacher of the school explaining that a child who previously attended their school is a member of the study and that we are attempting to contact their family. A 'schools tracing letter for parents' will be enclosed and the head teacher will be asked to forward this on to the child's family.

To fill in the 'schools tracing letter for parents' fill in the relevant information (parent name and address number - located at the top of the tear off slip) on the schools tracing letter for parents. Insert the schools tracing letter for parents and the post-paid DL envelope addressed to Ipsos MORI into the blank prepaid envelope provided (with a first class stamp affixed). Seal it and write the parents name on the front. The school will then need to write the address on. Then place the envelope into the envelope containing the schools tracing letter.

To use the 'schools tracing letter' fill in the relevant information (date, serial number, child name and child date of birth) on the schools tracing letter. Insert the schools tracing letter and the schools tracing letter for parents in its envelope into a blank post-paid envelope (with first class stamp affixed), seal it and write 'head teacher' and the school address on the front. Post the letter to the school (if not delivering by hand)

4.2.5 Incomplete addresses

If any of the addresses provided are incomplete, or are complete but cannot be found, you should check with local residents, maps, directories, the police, etc in an attempt to find the correct address.

Unsuccessful Tracing - record all details in your Contact Sheet and iProgress.

Where you have been unable to trace the family to a new address, the family will be passed to the CLS Tracing Team for further tracing. As you are tracing the family, you should record what you have done and the outcomes on the Contact Sheet, which you will use to update iProgress. Because you are recording all contact – whether with the cohort family, neighbours, stable contact or schools – in your Contact Sheet and on iProgress, noting your tracing attempts will be completed as you record all attempted contact. The CLS Team will be particularly interested in what happened when you tried to contact follow up addresses (and what those addresses were), the stable address(es) and each telephone number (as those are the tracing activities they could most easily duplicate). You are recording these details in your Contact Sheet and iProgress (see the instructions on iProgress, section 7.2). **It is essential that you have updated iProgress with any new contact information you have found as a result of tracing.**

The CLS Tracing Team will NOT be sent a copy of the Contact Sheet or Sample Information Sheet, and so will not see any of the notes you have written on them. Instead, you should note your comments in the comments boxes provided in iProgress, either in the 'Additional contacts' page or the main household screen.

Note that you should use all the information provided to you on the Sample Information Sheet (but you should not email anyone), before passing the family to CLS for tracing. There is space for you to record any further information which you think may help tracing in the comments boxes provided on the main household screen and 'Additional Contacts' screen in iProgress.

There will be instances where you have been successful in tracing, but the new address is in another fieldwork area, and you have returned the address to the office for reissuing to another interviewer (i.e. outcome 601). As before, you must have recorded your tracing attempts (so how you found this new address) in your Contact Sheet and on iProgress. Once

the new address has been reissued to another interviewer, they will be able to see what tracing attempts you made.

As mentioned above, you will be tracing inaccessible and other 'non-contact' addresses, to try to establish whether the cohort child lives there (outcomes 607 and 608). These addresses will be passed to CLS for further tracing and you will need to record your tracing activities in the Contact Sheet and iProgress as you would for the other 'tracing' outcome codes.

How to complete the stable contact letter

Child of the New Century

Ipsos MORI

Dear

Child of the New Century is a major national study, following the lives of 19,000 children born in 2000/2001. A child that you know helped us with the study when they were aged 9 months, 3, 5 or 7.

We have recently been trying to get in touch with the family of the child named below so that we can invite them to take part in the Age 11 Survey Pilot.

Name:

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

If you know where they are living, please let Ipsos MORI, our partner organisation who are conducting the interviews, know their address. You can do so by calling them on Freephone 0800 238 5446 (costs from mobile phones may vary, please check with your provider), emailing at childnc@ipsos.com or returning the enclosed form in the Freepost envelope provided.

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

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

Thank you very much for your help.

Yours sincerely,

Lucinda Platt

Professor Lucinda Platt
Project Director

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname

Address

Postcode

Telephone number

Email address

Please turn over

Write names of stable contact here

Write in name of the child here

Write address number here

Figure 9: How to complete the stable contact letter

How to complete the tracing

Child of the new Century Ipsos MORI

Dear

I would like to ask your help with the Child of the New Century Age 11 Survey Pilot. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. You may have taken part in the study when your child was 9 months old and again when he or she was 3, 5 and 7. Your help then was very much appreciated.

Now that your child is 11 we would very much like to come back and find out how your family is getting on. An interviewer from our partner organisation, Ipsos MORI spoke to,

.....

..... I did not wish to give your address without your permission, but did agree to send this letter to you. I would be most grateful if you would let Ipsos MORI know your present address, wherever you are living now. You can call Ipsos MORI on Freephone 0800 238 5446 (costs from mobile phones may vary, please check with your provider), email at childnc@ipsos.com or return the form below in the enclosed Freepost envelope – you will not need a stamp.

By giving us your name and address you are not committing yourself to be interviewed for the Age 11 Survey Pilot. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please call Freephone 0800 238 5446.

Thank you very much for your help.

Yours sincerely,

Lucinda Platt
 Professor Lucinda Platt
 Project Director, Child of the New Century

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname.....

Address

Postcode

Telephone number

Email address.....

Please turn over

Figure 10: How to complete the tracing

How to complete the occupier letter

IOE Leading education and social research Ipsos MORI
 Institute of Education University of London

Dear Sir/Madam,

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

If you are the person, please let us know that you are still living here and we will ask the interviewer to try to make contact with you again. If this letter has been forwarded to you from a different address, please let us have the full details of your current address.

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

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

Please complete the form below and return it to Ipsos MORI in the enclosed FREEPOST envelope - you won't need a stamp if you post it within the UK. If you prefer, you can telephone Ipsos MORI on Freephone 0800 238 5446 (costs from mobile phones may vary, please check with your provider), or email james.bill@ipsos.com.

Thank you for your help.

Yours sincerely,

Lucinda Platt
 Professor Lucinda Platt, Project Director

We are trying to contact:..... Serial:.....

Please tick the appropriate box below, and give details requested.

A. I am the person named above..... Please give details overleaf

B. I am not the person named above, but I know a forwarding address for them.....

C. I am not the person named above but I know someone who may be able to help.....

D. I do not know the whereabouts of the person named above.....

THE INFORMATION YOU GIVE WILL BE TREATED IN STRICTEST CONFIDENCE.

Please turn over

Figure 11: How to complete the occupier letter

How to complete the schools tracing letter for head teacher

The image shows a tracing letter from Ipsos MORI and the Institute of Education (IoE) at the University of London. The letter is addressed to the Head Teacher of a school. It contains the following text:

IoE Leading education and social research
Institute of Education
University of London

Ipsos MORI

Date:
Serial number:

Dear Head Teacher,

Child of the New Century – Age 11 Survey Pilot

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

Name Date of Birth

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

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

The study is run by the Centre for Longitudinal Studies (CLS), which is part of the Institute of Education (IoE) at the University of London. The study is funded by ESRC (the national Economic and Social Research Council) and several government departments, including those with responsibility for education, in all countries of the UK.

We are writing to seek your help in contacting the child named above. The child's family participated in previous rounds of the study when the child was aged either 5 or 7 (or on both occasions). The last time we spoke to them they told us that the child was attending your school. We have recently tried to contact the family at the last known address we have for them. Unfortunately we have been unable to locate them and we believe that they may have moved to a different address. We would like to contact the family to invite them to take part in the Age 11 Survey Pilot. If you know the child's current address, we would be grateful if you could forward the enclosed pack to their parents.

If you would like further information about the study, please contact Ipsos MORI, our partner organisation who are conducting the interviews, on Freephone 0808 238 5446 or childnc@ipsos.com. You can also visit the website for parents (www.childnc.net) or the CLS website (www.cls.ioe.ac.uk).

Thank you in anticipation of your help.

Yours sincerely

Lucinda Platt
Professor Lucinda Platt
Study Director

ip066 MORI/10-030555-01-01

Callout boxes with arrows pointing to the letter:

- Write the date here (points to Date:
- Write address number here (points to Serial number:
- Write in name of the child here (points to Name
- Write in the child's date of birth here (points to Date of Birth

Figure 12: How to complete the schools tracing letter for head teacher

How to complete the schools tracing letter for parents

The image shows a tracing letter from Ipsos MORI and the Child of the New Century study. The letter is addressed to the parent(s) of a child. It contains the following text:

CC
Child of the new Century

Ipsos MORI

Dear

I would like to ask your help with the Child of the New Century Age 11 Survey Pilot. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. You may have taken part in the study when your child was 9 months old and again when he or she was 3, 5 and 7. Your help then was very much appreciated.

Now that your child is 11 we would very much like to come back and find out how your family is getting on. An interviewer from our partner organisation, Ipsos MORI has recently been trying to contact you at the last known address we have for you to invite you to take part in the Age 11 Survey Pilot but has unfortunately been unable to do so. In order to try to contact you, we wrote to the Head Teacher of the school your child was attending when we last spoke to you and they kindly agreed to send this letter to you.

I would be most grateful if you would let Ipsos MORI know your present address, wherever you are living now. You can call them on Freephone 0808 238 5446 (costs from mobile phones may vary, please check with your provider), email at childnc@ipsos.com or return the form below in the enclosed Freepost envelope – you will not need a stamp.

By giving us your name and address you are not committing yourself to be interviewed for the Age 11 Survey Pilot. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please let us know.

Thank you very much for your help

Yours sincerely,

Lucinda Platt
Professor Lucinda Platt
Study Director, Child of the New Century

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname

Address

Postcode

Telephone number

Email address

Please turn over

Callout boxes with arrows pointing to the letter:

- Write names of child's parent(s) Here (points to Dear
- Write address number here (points to Serial number:

Figure 13: How to complete the schools tracing letter for parents

Summary of tracing procedures

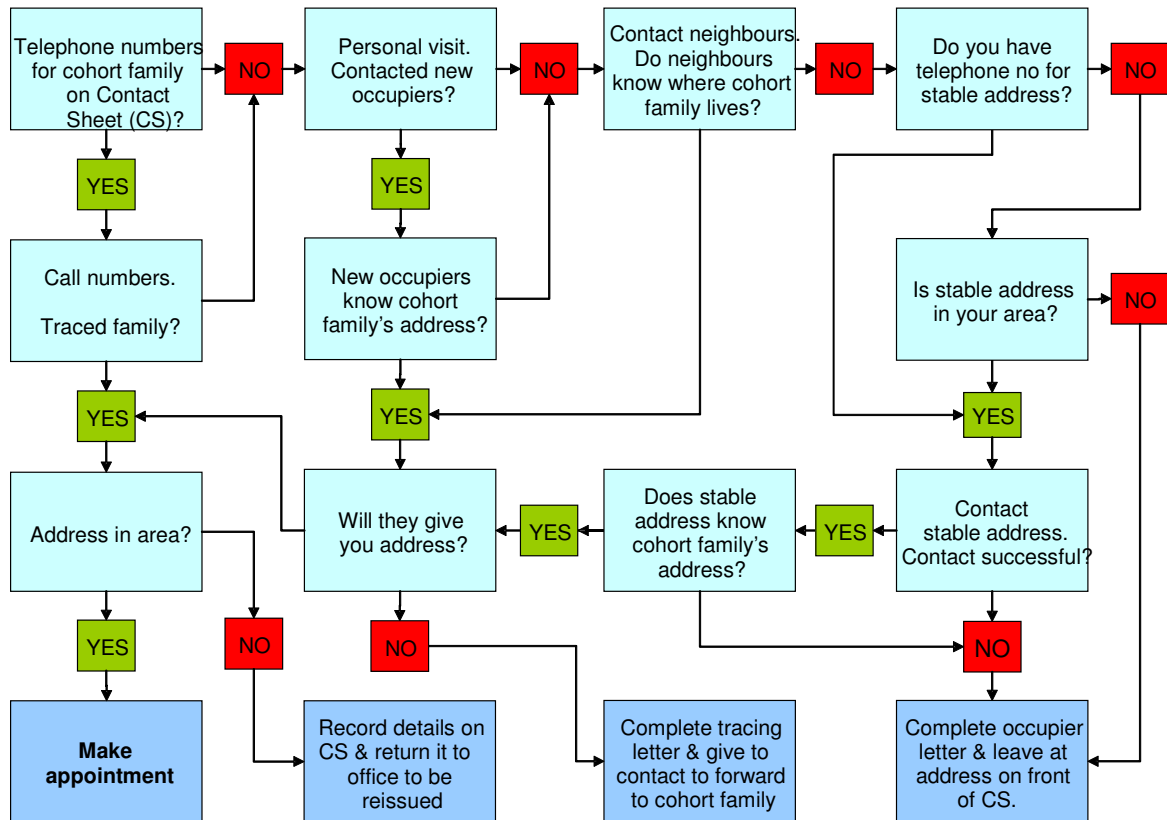


Figure 14: Summary of tracing procedures

5 ADMINISTERING THE SURVEY ELEMENTS

5.1 Overall administration and management of the survey process at household level

5.1.1 Overall management

It is essential that you give some careful thought to how you will manage the interview process in a way that, as far as possible, ensures co-operation in all elements, ensures quality and accurate responses from all respondents, and efficiency in terms of minimising the time required in each household. Strong skills are required in terms of organisation, multi-tasking, people management and engagement, quick thinking, flexibility, and the ability to respond professionally and calmly whilst under pressure and to deal with the unexpected. There are various tips that we can give you to help you to do this, but as you know, each household will be different and you'll need to adapt your approach accordingly.

5.1.2 Scheduling appointments

When we carried out the Pilot fieldwork, interviewers reported that weekends were more ideal than evenings for conducting the interview visits (although you will have to work during the evenings too). This is because it is easier to fit in all elements in a single day at the weekend, than during evenings after work and school (in many households more than one visit will tend to be required if the tasks are conducted during the evening). The pilot interviewers also found that children were more tired and less productive in the evenings.

You will need to make sure that you make clear to your families that it's not a requirement that both parents (where applicable) need to be present for the whole interview, nor is it necessary for the child to be present for the entire time. In fact, you will find certain aspects of the survey easier to conduct if you have fewer people to manage in the household. However, you do need to balance this with the need to achieve interviews with all eligible household members – we are keen to avoid achieving fewer interviews with partners than with main parents. If you do carry out the child and main parent elements when the partner isn't there, please do leave the Partner Letter for them, to tell them how keen we are to speak to them.

5.1.3 Encourage your families to read the advance materials

The interviewers who worked on the pilot found the engagement and consent process a lot easier, and quicker to work through, in households where it was clear that the family members had read the advance materials before their visit. Respondents are encouraged to do this in the advance letter, but it's definitely worth you reminding them to do this when you make your appointment to visit them. This applies to children as well as adult respondents.

5.1.4 Structuring the visit and the ordering of tasks

The ordering of tasks within the household visit will obviously depend in part on the circumstances in the household, who is available at what times, and so on. However, we can tell you about the approaches that the Pilot interviewers found useful in terms of helping things to work smoothly and efficiently.

5.1.5 Asking respondents for their consents

Although you will probably find that you need to tailor this from household to household, you may find it helpful to go through the consent process with the parents in advance of starting any of the individual elements (but after you have completed the Household section in CAPI). In the case of the child, you could go through the first part of the form with them up front, to get their overall consent to participate in the survey, and then get their consent for each individual element as and when you come to it.

- Timing of the administration of the child self-completion questionnaire
- You may find that you can save time by asking the child to complete their child self-completion questionnaire at the same time as the parent is doing their self-completion on CAPI. By doing it at this point, it means that you are free to fully explain the self completion questionnaire to the child, or you can use the time to set up the measurement equipment.

5.1.6 Dealing with other household members

You will find that, in some households, you have to deal with household members that you won't be interviewing who might cause some disruption – this will most commonly be other siblings. In some cases the parent(s) will manage this, and will do what they can to limit the distractions, but this won't always be the case. Whilst you can't do much to change the circumstances in the household it will help if you can be alert to potential issues, and to take actions to minimise them where possible. For example, if the parent(s) suggest that you conduct the survey in the living room, and there are other household members present, where possible it would be sensible to suggest that you go to another, quiet room. If it's clear when you make an appointment that there are multiple siblings in the household, it might be sensible to make an appointment at a time where both parents are present (where applicable), so that one parent can entertain the other children whilst you are working with the cohort child(ren) and other parent. However, we do realise that these suggestions won't always be possible.

We are giving you stickers that you can give to younger siblings if you feel that it will help, but please don't give these out to older siblings, or to the cohort members themselves. When you do give them to the younger siblings, please record that you have done so in the Other Elements section of the CAPI script.

5.1.7 Cohort children being present during the parent interviews

Many children wanted to be present during the CAPI interviews because they were keen to hear what was being said about them. You will need to be prepared for this, and identify ways of encouraging interviews to be done in private – for example – giving the child their self completion questionnaire to complete at this time.

5.1.8 Wrapping up the interview

When you have completed all of the individual survey elements there are a few things you need to remember to do. Firstly, it's **extremely important that you complete the Other Elements module in CAPI**. Your household is not complete until you've done this so please don't forget!

For the Dress Rehearsal, as with the main survey, there is no financial incentive for the parent, however, we are providing each of the children with a small gift (Top Trumps). Please remember to give the child this gift at the end of the interview and thank them for taking part.

Top Trumps must only be given to the children who are participating in the survey. You have been provided with stickers to give to younger siblings / other children in the household. Again, you may offer these gifts before the end of the interview if needed to keep the child occupied.

Before you leave the household, also provide the child with the Further Information Leaflet and encourage them to read it (see section 5.3.5).

5.2 Translations

If a respondent cannot understand English sufficiently to take part in the interview but is able to understand the questions through an interpreter, you should look for someone suitable to act as an interpreter and conduct the interview through them. Ideally the interpreter should

be a household member who is aged 16 or over. We do not want children in the household to interpret for their parents given the personal nature of the questions. However, in some households adult members may speak little or no English but the resident children are fluent English speakers and are used to translating on their parents' behalf.

The respondent may choose to use a non-household member to interpret on their behalf if they wish to do so.

If the respondent can understand English sufficiently to take part in the interview but cannot read English well enough to complete the CASI (or read the materials), the interviewer should administer the CASI as an interview (the most sensitive questions will be skipped automatically – this will also happen if the interview is taking place using an interpreter) and read the materials to them.

Respondents living in Wales may request an interview in the Welsh language. In these cases you should contact the field department in order to make arrangements for a Welsh-speaking interviewer to conduct the interview.

Respondents living in Wales will be sent or given English and Welsh versions of the following documents:

- Advance Letter
- Advance leaflet
- Child elements leaflet
- Child letter
- Child leaflet
- Appointment card
- Partner letter
- Letter from parent to teacher
- Child 'further information' leaflet

If requested, they can also have or use Welsh versions of:

- Child Self Completion Questionnaire
- Show cards x 2 (main and partner)
- Consent form - Child
- Consent form - Child Elements
- Consent form - Main parent
- Consent form - Partner
- Measurement postcard

The Teacher Survey materials will also be translated into Welsh.

For the Dress Rehearsal the materials will not be translated into any languages other than Welsh.

5.3 Ethics, respondent wellbeing and research with 11 year olds

During this survey you will be speaking with and carrying out activities with both adults and 11 year olds. Your approach to gaining participation and administering different elements needs to be tailored to reflect the age group and in the case of children, also be sensitive to any parental concerns.

As for all research, it is essential that informed consent is gained from parents and children (see section 3.4.5.2) and that all necessary measures are in place to protecting respondents rights (such as to confidentiality) and wellbeing (avoiding the research causing upset, discomfort or harm).

You will also need to be alert and sensitive to pick up on and address any concerns that children may be shy to reveal - which will vary between different elements and for different children.

5.3.1 Confidentiality

It is important that respondents feel confident that the information they are giving to you will only be used for the survey and for no other purpose. There are some very specific exceptions, however, which you must be aware of and which are discussed below.

Because of these, we tell respondents that the answers they provide during the interview are strictly confidential in accordance with the Data Protection Act. A standard form of words appears in our communication to respondents, and you will see this in advance letters, leaflets and other survey documents:

- “Your answers will be treated in strict confidence in accordance with the Data Protection Act.”

We ask that you also use this phrase when discussing confidentiality.

One interpretation of the Act is that *everything* that takes place during the course of an interview is confidential. This includes not just answers to survey questions, but anything else that you might see or hear.

You may, for example, occasionally come across respondents whom you believe to be engaged in illegal activities, either because they tell you so (in response to a question or in conversation), or because of something you see or hear while conducting the interview. Remember that you are not under a professional obligation to report illegal activity or follow it up with further investigation, unlike (for example) police officers, social workers, lawyers, or doctors. You are in a respondent's home solely as a representative of a survey research organisation and Ipsos MORI has made undertakings about confidentiality that you must keep.

You may come across respondents or others in the household who are in a difficult personal situation and who appeal to you for help, or whom you would like to help. However, you should not take matters into your own hands. You should ask them if there is anyone *they* could contact for help and advice – family or friends, neighbours, local community services or social services, the police, help lines run by charities, and so on. The advance leaflet contains information about sources of professional advice and support that they can contact, including a helpline number. You should *not* yourself contact any outside person or agency to disclose what you have seen or heard. It is up to the person concerned to do this for themselves.

5.3.2 Disclosure of harm

One possible exception to the rule of confidentiality is if you believe that someone may be at risk of harm but is not in a position to act on their own behalf.

You may find yourself in a situation whereby you believe that someone may be at risk of serious harm but is not in a position to act on their own behalf. For example, you may observe something that makes you believe the child or another member of the family is, or is at great risk of being harmed or abused. This concern may be so intense that you feel you must do something about it.

In general, the role of the researcher is as a non-interventionist neutral observer. However, if you genuinely believe there is a serious risk that a member of the family is, or is at risk of being harmed and that you should take some action, please ring your Region Manager and discuss the matter with them. You should not reveal the name and address details to your Regional Manager at this stage. You should make written notes of the incident whilst the details are fresh in your mind. Make sure you include the date and time, but DO NOT include

the name and/or address details, only the respondent ID number. Your Region Manager will then consult immediately with the project directors. The project team in conjunction with your Regional Manager and other specialist staff will come to a decision about how best to proceed in relation to this incident, and will provide you with further advice and instructions as appropriate. The Regional Manager will also provide you with an incident report form and advice on how to complete it.

However, if an incident occurs where you feel that someone in the household appears to be at immediate risk, please take a 'common sense' approach and, if appropriate, call the emergency services.

5.3.3 Respondent wellbeing

It is an ethical requirement that the research is conducted in a non-harmful way that avoids impacting negatively on the safety, comfort and wellbeing of respondents.

It is for this reason that consent to research must be voluntary and fully informed (i.e. to ensure people are not undertaking activities that they don't feel comfortable with) and that respondents must be aware that they can skip bits they don't want to do and stop at any time. In this way, gaining informed consent is an on-going process and constantly re-negotiated as you proceed through any study element.

It is important to be alert to potential causes of negative impact for participants and have measures in place to minimise these and provide relevant support.

5.3.4 Potential causes of negative impact

Below we have detailed potential causes of negative impact that could arise from study elements and which you will need to be vigilant to.

However, note that children and adults are all different and will react to different things in different ways. Something that is fine for one person might be daunting or upsetting to another and vice versa. People's responses to things will be affected by their circumstances and previous life experiences so it is not possible to predict what might upset someone. As such you will need to be prepared to respond to unexpected issues.

Sensitive topics in CAPI, CASI and child self completion

Some topics in the survey have the potential to be upsetting, especially if the parent or child has had negative experiences relating to it.

In the pilot, some children who had been bullied were upset by questions on bullying.

Likewise, some parents were affected by the questions on emotional wellbeing. For example, one father found that in being asked to tick a box that he had depression, led him for the first time to actively admit this to himself. His wife told the interviewer that he had been emotionally affected in this way by taking part in the survey. Other topics that might be evocative to some people include questions about changes in family situation and financial circumstances.

To minimise this potential problem, **ensure that respondents are fully informed about the content. Stress to respondents that they can skip any questions they don't like. Also point them to the help that is available to them** and mentioned in the parent advance leaflet and the child further information leaflet (see section 5.3.5).

Potential friction between parents

There is always a possibility that some CAPI survey questions could cause friction between household members, when another household member hears how the respondent responds. The questionnaire includes some questions about the household that some people may not want to answer, for example, relating to household income and other home circumstances. In the pilot some friction arose when one parent answered questions that the other would

have preferred to have remained private and the interviewer suspected that an argument may have followed the interview.

To minimise this problem, **encourage CAPI interviews to be conducted in private without other household members present in the room.**

Embarrassment over child measurements

By the age of eleven some children are starting to become self conscious about their image and weight and this means that measurements could cause embarrassment to some children. In the pilot, one boy was reported to have been teased by his brother about his weight after the interview visit had taken place.

To minimise this problem, encourage measurements to be taken in private (but with one adult present for safety reasons). Make it clear to children that the measurements card is for them only and that they don't have to have it if they don't want to.

Worries about "failing" the assessments or performing badly in them.

In the pilot, a couple of children were upset at being unable to fully complete some of the child assessments (especially verbal similarities).

To minimise distress at potential feelings of failure explain to children prior to completing the cognitive assessments that some of them are designed to get increasingly difficult such that children are not expected to be able to complete all of them. Also stress that they are not being assessed as individuals, but we just want to understand how all children think and learn.

5.3.5 Facilitating access to support

To help ensure children and parents have ongoing support if they have been affected by any of the issues in the study, the following measures are in place:

- The parents' leaflet contains information about sources of professional support and a helpline number: please remind parents of this at the end of the visit, especially if you think that the parent has been upset by anything in the study.
- At the end of the interview visit the child should be given a "further information leaflet". Among other things, this sign-posts who children should talk to if they have problems, including parents, teachers, other adults and Childline, the contact details for which are provided.
- The parents leaflet highlights that parents may want to talk to children about the interview visit to check if anything has distressed them. Please draw parents' attention to this, especially if you think that the child has been upset by anything.

5.3.6 Guidelines for research with children

Be aware of the adult-child power relationship:

- Children often feel they have to do what they're told by an adult and can be compliant when they don't want to be.
- In an interview situation it's important that control remains with the child and that they are fully aware of this.
- You should make special efforts to ensure that the child understands that their participation is voluntary, and that they can stop the interview or take a break at any time
- For example, in the pilot interviewers reported that in some cases, children seemed to be pressurised by their parents in to taking part. At least some parents just assumed their child would take part with their say so without discussing it with their child in detail and children went along with this, even if they were not keen. In a similar way, because children tend to think they **must do what adults tell them, there may be a tendency for**

them to continue with something they don't like even if it upsets them. However, we would also highlight that the issue is not straightforward. Children's emotions can fluctuate more quickly and dramatically than adults'. If a child is fleetingly upset by something, this does not necessarily mean it is in the child's best interest to stop them from participating, because they may enjoy and benefit from the experience overall. For example, one child who was upset by one of the child assessments enjoyed the rest of the survey elements (including some of the other assessments) and was keen to participate again in the future. You may need to work hard to establish what the child would prefer.

Children will respond well to being shown respect as individuals:

- For example by being invited to take part, and thanked (rather than told to)
- Being asked when/how they will take part
- Receiving their own letter/leaflets
- Receiving the certificate of participation (the executive team will be mailing this to respondents after fieldwork)
- In general, you must make sure the child feels their views and opinions are respected and show appreciation for their help.

Children are especially liable to be influenced by those around them:

- They are likely to have a desire to avoid being judged by others (siblings, parents, peers, interviewers). This could potentially mean that they are prone to give answers to questions they think people want to hear, or feel anxious about being judged by the result of the physical assessments
- They may also have a desire to please which may disguise any potential worries they may have about taking part
- To overcome these you may need reassure them that the survey is informal and non-judgemental It may be best to reiterate at this stage that that we just want to understand about how children are growing up today (e.g. how they grow and learn and what they do and think about things)
- Be sensitive to children's concerns about who else is in the room or can see what they are doing, for example when they are being weighed, or filling in the self completion questionnaire
- Consider task-specific concerns they may have and prepare in advance how you can address these

Be aware that the child may be shy or nervous:

- Put them at ease if they appear shy, nervous or anxious
- Be friendly and interested (but not overfriendly)
- Maintain eye contact and smile
- Find out what they like to be called (e.g. James/Jamie) and address them by their name throughout interview
- Think about body language and where you both sit in the room

Be aware that children's concentration spans are shorter than adults:

- They are more easily bored/tired
- Reassure them about how long things will take and let them know that they have nearly finished a task
- Stress variety/pick up on things you think will interest them
- Be alert to the need for breaks

- Feedback any issues with length/complexity/boredom

Follow a number of additional safety protocols:

- There should always be a responsible adult in the house when the child is completing their study elements
- Avoid any unnecessary physical contact during the visit
- For the child measurements, given that they involve physical contact it is a requirement for an adult to always be present in the room for this element
- Where contact is necessary, explain beforehand what is required and ensure the parent can see what's happening throughout the process. Ensuring the parent and child understand that the procedures you're going to carry out are appropriate will reassure them and should mean there's no cause for concern or misunderstanding and ensure child and parent confidence that the procedures you are carrying out are appropriate:

We also have to balance child safety concerns versus the need to avoid bias from parents influencing a child. We are happy for the parent to be in the same room as the child when they are completing their self-completion questionnaire or cognitive assessments but you may need to encourage them to let the child do their own work. If you do carry out any of the tasks in a room without the parent present, please make sure that the door is open and that an adult is nearby.

Finally, do not give the child anything (sweets, food, etc). Pens will be provided for the child to complete the self completion questionnaire however, you should check that the parent is happy for the child to use the pen provided before giving it to the child.

5.4 Main and Partner CAPI and CASI

5.4.1 Household questionnaire

This is the first part of the CAPI, and is completed by the main respondent or partner from a previous sweep (if longitudinal sample) or a resident parent or guardian (if new sample). If neither is now living with the child, you should complete the household questionnaire with any resident parent or guardian. It collects information about the household members, and checks availability for interview. At the end of the household questionnaire the CAPI will determine which parent is the main respondent, and which is the partner respondent.

The selection of main and partner respondent is based exclusively on relationships between household members. Parents (including step, foster and adoptive) of the child and any partners (including same-sex partners) of parents will be selected for interview. In general, the CAPI will select the mother for the main interview and the father or father-figure for the partner interview. The main exception is when the father is the natural parent of the child and the mother is not the child's natural parent. If there are no parents living with the child, the CAPI will select the main carer and his/her partner for interview.

You are able to overwrite the initial CAPI selection and complete the main interview with the person CAPI selected for the partner interview and vice-versa. You will be asked in the household questionnaire if you wish to do this. The CAPI will then 'swap' the selected respondents and display this revised selection. You may wish to do this if, for example, the father is the main carer of the child or if the mother does not wish to take part.

You **must** only conduct the main and partner interviews with the people **identified by CAPI** as main and partner respondents at the end of the household questionnaire.

You will then be prompted to gain consents for most elements of the survey.

You will also be asked to update the address for the family, the full names for the selected respondents and the child and the home phone number for the family.

We anticipate the household questionnaire to last about 5 minutes.

5.4.2 Main respondent interview

One parent or carer (usually the mother) of the child(ren) will receive a general CAPI and CASI questionnaire that will include questions about their child.

Topics covered:

- Family Context
- Education, Schooling & Childcare
- Child & Family Activities
- Parenting Activities
- Child Health
- Parent's Health
- Employment, Income & Education
- Housing and Local Area
- Other Matters
- Self-completion

Length:

We anticipate that the main respondent questionnaire will take approximately one hour.

5.4.3 Partner interview

This is a shorter CAPI and CASI questionnaire to be completed by the child's other resident parent, usually their father or father-figure.

Topics covered:

- Family context
- Education and schooling
- Parenting Activities
- Parent's Health
- Employment, Education, Income
- Other Matters
- Self-completion

Length:

We anticipate that the partner questionnaire will take approximately 25 minutes

5.4.4 Proxy partner interview

This is a very short interview to be completed about the partner by the main respondent if the partner is away for the entire fieldwork period or incapable of completing an interview themselves. There are questions in the household questionnaire which determine whether or not a proxy partner interview should be done. If you are instructed to complete a proxy partner interview, the questions will be asked at the end of the main interview. YOU MUST NOT COMPLETE A PROXY PARTNER INTERVIEW UNLESS ASKED TO DO SO IN THE CAPI.

Topics covered:

- Family context
- Parent's health
- Employment, Education and Income

Length:

We anticipate that the proxy partner questionnaire will take approximately 6 minutes.

5.4.5 The Calendar

During the course of the personal interview, the main and partner respondent will be asked to recall the dates for events relating to relationships and jobs. You will find that in each of these areas you are asked to record details of the current, or most recent event and subsequently **work backwards** to record those for earlier events in sequence.

For respondents, recalling events (backwards or forwards) may or may not always be straightforward. To assist you we have provided a calendar that may be used to help them recall dates and the sequence of events. Many recent surveys have demonstrated that showing a calendar to respondents can help them map out their time more quickly and accurately, before you actually enter the information into the CAPI program.

You and/or the respondent can use the calendar as you wish. You may find the respondent can remember recent events by working backwards with the aid of the calendar, and more distant events by working forwards with the calendar; or they may work backwards or forwards for everything.

5.5 Teacher survey**5.5.1 The purpose and method of the teacher survey**

In the main respondent questionnaire and the child self-completion questionnaire there are many questions about the child's experiences at school and their education. To supplement this information CLS would like to find out more about the child's education and behaviour at school by asking the teacher to complete a questionnaire about the child. Previous studies have shown that teacher reports have been very useful in explaining children's achievements later on in life. We want to know about the teacher, the class and the school in order that we can look at how these things impact on the child's educational progress. The teacher survey will take place in England and Wales only, as there is no funding for this to take place in Scotland and Northern Ireland.

The questionnaires for the pilot teacher survey will be posted from Ipsos MORI approximately a month after the family is interviewed. A covering letter, a leaflet giving them information about the Child of the New Century study and why we want to collect information from them and a leaflet giving them information on how findings from the teacher survey at Age 7 have been used will also be sent to the child's class teacher and the head teacher of the school. Any teachers who do not respond to the postal questionnaire will be contacted by phone.

There is no need for the parent to tell the teacher about this in advance (although they are free to do so). Parents may be concerned about placing any additional burden on the teacher, so it may be worth reassuring them that it is of course up to the teacher whether or not to take part and stressing that in previous teacher surveys, a very high proportion of teachers have been happy to take part in this important study.

The questionnaire will ask about:

- The child's abilities
- The child's attitude and behaviour at school and any additional support or learning needs they may have
- Class groupings (whether there is streaming or setting etc)
- The child's class (e.g. number of children on the class register, number of hours spent teaching different subjects per week etc)
- The child's parent(s)

- The teacher (e.g. how many years spent teaching, qualifications etc)

Copies of the questionnaire have not been provided for interviewers, but please let us know if this would be useful for the main stage.

5.5.2 The interviewer's role in the teacher's survey

Ipsos MORI will be administering the teacher survey, so your role will be limited to:

- Gaining consent from the main respondent or partner and the study child for Ipsos MORI to contact their teacher;
- Collecting accurate details on the name of the class teacher and the child's school; and
- Leaving behind the letter and stamped envelope for the parent to post to the study child's class teacher (if consent is received)).

You will need to ask parent's consent for Ipsos MORI to contact the child's teacher (in the child elements consent form).

Information about the teacher survey is provided in the leaflet for parents called 'What is the Child of the New Century Age 11 Pilot?' Please make sure the parent has read this before giving their permission (or not). Some parents may feel hesitant to give consent if there have been any issues with the child or their teacher at school. Please reassure parents that that it is important for the study to obtain this information from teachers even if there have been 'issues', that the answers given by parents and children will not be passed to teachers or vice versa and that the teachers' responses will be understood as perceptions not facts.

You will also need to gain consent from the child. You will need to use the consent form 'Consent from child' and read out the statement and question to the child in section 5 'Approaching the child's teacher' (see section 5.5.2).

You will also **need to ask the main respondent or partner for the name of the child's class teacher.** This should be written on the child elements consent form and entered into the 'other elements' section of CAPI later. This is the person to whom the questionnaire, letter and leaflets will be sent. If possible, try to collect the full name (title, first name and surname) of the teacher. Some parents and children may know the teacher by their surname or first name only. Some children may be being taught by a supply teacher or may have more than one teacher. You can only record the name of one teacher. In general, we want you to collect the name of the teacher who spent the most time teaching the child during the most recent school term. During the dress rehearsal parents will be interviewed August or September, therefore you will need to collect the name of the teacher who taught the child during the previous summer term. Given that the study children will be moving to a new school, we do not want the name of their teacher and school that they will be moving to.

The parent may not always know who the best person to answer the questionnaire is but you shouldn't worry too much about this as the letter sent to the teacher and head teacher will have additional guidance about this (and the envelope they are sent in will also have instructions in case the named person has for example left the school by the time the questionnaire is sent).

You will also need to collect or check the name and address of the child's school as part of the CAPI interview This will be done as part of the main respondent interview. You will be able to look up school details in a look up table or write in the details if it is not in the look up table. You will be asked to confirm in the CAPI that you have obtained the relevant parent and child consents.

Finally you need to leave a letter and stamped envelope with the main respondent or partner to be posted to the study child's class teacher giving them advance notice about the teacher survey. You will have letters and stamped envelopes in your packs so

please remember to give a letter and stamped envelope to each family where the main respondent and their child give consent. The parent will need to write in the name of their child and the name of the teacher and then sign it before it is posted.

5.6 Child self-completion questionnaire

The child will be asked to complete a paper self-completion questionnaire during your visit.

When talking to children, please refer to this as the “question booklet” because this is how it is described in the children’s leaflet.

The question booklet must be completed by the child privately and they should place the completed copy straight into an envelope prior to returning their completed document to the interviewer. **The parent is not permitted to see the completed document, please ensure this is clear to the parent beforehand.** However, parents can see a blank copy if helpful to reassure them about the content.

Whilst this is a paper form, you will also be prompted to record a number of details about it afterwards in CAPI “other elements” section. As well as confirming consent was obtained, this includes what method of completion was used (paper, audio or read out) and how much help had to be given by the interviewer, and how long it took for the child to complete.

5.6.1 Questionnaire content

The question booklet contains questions on variety of topics, including:

- Family and friends
- School
- Activities they do outside school
- Area they live in
- How they feel and what they think about things
- Growing up

Most questions will be relevant to the majority of 11 year olds but not all of them will be. There is just one “filtered” section, relating to alcohol that some children will be routed out of if they have never had an alcohol drink (these are the questions on the white pages).

Additionally, some questions that are asked are more sensitive in nature particularly those on anti-social behaviour (section is called ‘Things you may have done’), bullying (section is called “About other children” and smoking and drinking alcohol. At the start of the sections containing sensitive questions we do reiterate that we realise the questions won’t apply to all children.

5.6.2 Timing of completion

The question booklet MUST be completed while you are in the household. You must not leave it with the household to complete later, because this increases risks of non-response or errors in completion (if you are not there to advise where necessary).

Ask them to let you know as soon as they’ve finished it (please also note the start and end time as this feedback will be invaluable).

Whilst you will need to be flexible and tailor your approach to what will work best in each household, we would suggest that it could be useful to encourage the child to complete their self completion questionnaire whilst you’re administering the main/partner CAPI interview, including the CASI section in particular:

- This will limit the time you spend in the household
- It will mean you can collect it from the child upon completion

- It means you're available to answer any questions

For the pilot only this will give you a more accurate picture of how long it's taking for the children to complete it.

The questionnaire looks fairly long (28 pages). However, most children will take no more than 30 minutes to complete it. This will obviously vary considerably depending on the child's ability or how they go about filling it in so please bear this in mind. In the pilot we found that some children liked to take their time over it, and spent a long time with the questionnaire. Some may like to stop for breaks.

5.6.3 Location of completion

Consider carefully where the best place in the household might be for the child to complete it and if necessary be directive with the family about where and how the questionnaire needs to be completed.

It should be somewhere with a table and somewhere private and away from distractions – so be alert to who else is in the household and what else is going on. For example, it would not be helpful if the child took the questionnaire up to a bedroom they shared with a sibling who could interfere or distract them. **In addition, it should also be relatively near where the interviewer is so that the child asks for advice when they need to** (if a child has a query, they may be less likely to check things with the interviewer if they are not nearby).

The best location will vary by household. However, interviewers highlighted that an optimum place was in a neighbouring room to the interviewer, or even in the same room but at a different end (e.g. especially in houses with lounge-diners).

Given the importance of location in determining the quality of data collected, you will be asked to record in the CAPI "other elements" section whether the child was in the same room as the interviewer or not at the time of completion. (It is not required for the child to be in the same room, but is important to record this specific information for analysis purposes).

5.6.4 Different methods of administering the questionnaire

Whilst most children will be able to complete the paper booklet themselves, some may have literacy or other problems which make it difficult for them to do so. As such, we are also implementing alternative approaches among some children to support their completion of the booklet, namely: use of an audio version, or interviewer administration.

5.6.4.1 Cohort sample children

The **Sample Information Sheet section "Study Child Information"** will indicate which method is likely to be best for the child. This has been determined based on what we know about the child's literacy levels and disabilities from previous waves of the study. For the Dress Rehearsal, we have allocated a higher proportion to the audio (around a quarter of the longitudinal sample) than we expect to in the main stage, in order to properly test our targeting and the response to the audio.

- **Paper self completion:** This will be indicated for the majority of children
- **Audio:** This will be indicated for all children with dyslexia; those with low reading scores or a special educational need indicated at the time of MCS4. For those not interviewed at MCS4, this might also be indicated if they needed help due to disability at MCS3.
- **Interviewer administration:** This is indicated for child(ren) with poor vision.

Where "audio" or "interviewer administration" are indicated, please proceed with this method. You should only depart from these approaches indicated in a situation where the child

indicates strongly that they do not want to proceed on this basis. In which case, please identify which approach the child will be willing to proceed with.

Where “paper self completion” is indicated, this is likely to be the appropriate approach. However, the information used to confirm suitability is based on previous waves of the survey when the child was younger and it is possible that some children still may not have reached a typical age 11 reading ability by this time. **As such, we would like you to additionally encourage use of the audio approach among children indicated for paper self-completion, in the following situations:**

Prior to starting the booklet:

- If the parent raises concerns about the child’s ability to complete the paper form
- If the child raises concerns about their ability/comfort to complete the paper form

During administration:

- If the child seems to be struggling with reading the paper version (e.g. if they come to you with 3 or more words they can’t read)

In the CAI “other elements” section, you will be prompted to record the approach taken, and if different from the approach indicated by the sample information sheet, the reasons for this.

5.6.4.2 New sample children

We do not have any information about likely literacy needs or other support needs among children in the new sample. For these children, the default approach will be paper, but we would like you to check for a number of triggers to ascertain if audio or interviewer read out approaches might be necessary:

First, check with the parent about whether they feel their child could manage the self completion questionnaire. Please try to do this during the process of gaining parent consent to the child elements, or if not, at least prior to asking for the child’s own consent to this.

If the parent says no, explore this in more detail with them. Show them the questionnaire and ensure they realise it is child-friendly and also find out from them more about the nature/level of the child’s difficulties. Come to a joint decision with the parent about which approach (paper; audio; interviewer read out) seems most appropriate.

Introduce the survey to the child as being delivered in the mode agreed with the parent, but be vigilant to the child’s reaction and views. If they feel a different approach is preferable explore further with them as follows.

- If paper has been indicated via discussion with parent but the child feels it will be too hard, or struggles when the start the paper (see triggers mentioned above), ask them to try the audio.
- If audio has been indicated via discussion with the parent, and the child feels a different approach is better (paper or read out), ask the child to at least try out the audio practice before making a final decision about this.
- If interviewer read out has been indicated via discussion with the parent, but the child is very much against it, you could ask them to try out the audio mode, and then review if this is appropriate or not.

5.6.5 Explaining the questionnaire to the child

Page 2 and 3 of the questionnaire contain an introduction to, and instructions for completion of the questionnaire for children. **For all children, please take the child through the details of what is involved and ensure that you are personally happy that the child knows what to do.** (Please do this for all children even those you feel they are “high ability” and capable of understanding the instructions themselves).

Page 2 includes general explanation of the requirement some of which repeats key points of the consent wording. However, if there is a time gap between gaining consent and administering the booklet, this will be an important reminder of the key points (please ensure that the child still remembers/understands/is happy to proceed). See key points outlined above for communication with the child.

The key points to get across are:

- Explain that the booklet is all about them and different aspects of their life
- Make it very clear that their views are extremely important and that we would like them to fill in their questionnaire as truthfully as possible (to really understand what someone of their age thinks, we really need them to be honest and record what they really think and what they really do)
- Ensure that they understand that the questions should be answered carefully
- Explain that it is not a test and there are no right and wrong answers
- Ensure that they fill out the questionnaire on their own without the help of adults or siblings.
- That they can skip any questions they do not want to answer
- That if they have any queries or difficulties they should ask the interviewer immediately.
- Explain confidentiality.

The importance of confidentiality

You must stress that all information provided by the child is completely confidential and that no-one will know who has filled in each questionnaire. Children find it hard to believe that parents and teachers won't see what they have put, so you may need to work hard to communicate this as this could prevent them from answering honestly.

From piloting work we found that an effective way to convince them of this is to describe the practical steps being taken to ensure confidentiality and that parents and teachers (and the interviewer) will not see what they have written.

- The booklet will not contain any identifying information and we do NOT want them to put their full name on their questionnaire booklet. It may be best to label the booklet with the barcode prior to giving it to the child.
- You will give them an envelope to put the booklet into after they have completed it and seal it after they have finished. These will then be given to Ipsos MORI. It may be useful to tell the child that their envelope will not be opened until they reach Ipsos MORI's office.

If the child needs further reassurance that answers are confidential or seems worried about anything questionnaire has raised, refer to their further information leaflet ('How I've helped').

5.6.6 Explaining the practicalities of completion

Some of page 2 and all of page 3 explain the practicalities involved in completing the questionnaire.

Page 3 shows examples of how different types of questions should be completed, and also how children should scrub out incorrect answers.

It gives examples of a "tick box" question (they should use ticks not crosses) and a numeric question where the child must write a number into the box provided.

However, note that the instructions do not go into details of how to complete the open-ended question (Q82 or Q83 in the Welsh version) or explain how to complete the follow the filtering at the alcohol section because these things should be self-explanatory and we don't want to

confuse the child with too much information at the start. However, please do feed back to us how that works in practice.

Please stress the importance of children putting their ticks clearly in the relevant box, and of fully scrubbing out incorrect answers (rather than putting neat crosses, for example), as this will be important for the effective scanning of questionnaire responses at the data processing stage.

Importantly, encourage children to ask you for advice or help if they need it. The CAPI “other elements” section will also require you to record how much help you had to give: for no questions; some questions; or many questions.

5.6.7 Additional instructions for using the Audio version

5.6.7.1 Engaging children in the audio version

For children who have been identified as requiring audio on the sample information sheet, you will firstly need to gain their agreement to proceed on this basis.

We are keen for children who would benefit from using audio to use it to maximise accuracy of the data. However, there may be some cases where you need to work hard to encourage them to use this approach.

But in addition, there may be a minority of cases where it may genuinely not be helpful and you will need to change to the paper approach.

Encouraging use:

- The questionnaire introduction indicates that this is an option for children who may find it difficult to read and complete questions on their own. You will therefore need to approach communication of this sensitively, to avoid feelings of stigma.
- Some other studies have found that some children are not keen on the idea of using audio – even if it gives them beneficial assistance - because it is more “hassle” than simply completing a paper version. You may therefore need to give children positive encouragement to use it.
- Children who use the audio will be allowed to keep the headphones (see below), so this may help provide a small incentive for this method of participation.

Being vigilant to where audio may not be helpful:

- However, as indicated above, decisions about which children will benefit from audio have been made on the basis of data collected at age 7 or younger, and SEN status at school. There is a chance that some children’s needs may not be significant enough in practice for the audio version to be beneficial. You will therefore at the same time need to be vigilant to this, and revert to paper for children where this really isn’t helpful.
- Note that if a child sits through the audio version when they don’t need it, there is a danger that they could find being restrained by the speed of the audio (which will be slower than their own reading) frustrating and disengage from the process.
- If a child raises doubts about whether they need the audio support or not, please encourage them to try it for the practice questions and then review with them afterwards if it is helpful or not.
- **For the dress rehearsal we do want as many children as possible to use the audio where helpful so that we can test it, and we have indicated that around a quarter of the cohort sample will benefit from this approach, which is more than we anticipate for the main stage. But you should avoid proceeding with it in cases where the child is very reluctant.**

5.6.7.2 Using the audio

You have been provided with an MP3 player with the audio script already loaded, and a number of sets of headphones. For hygiene reasons, a different set should be used for each child (they can also keep the headphones afterwards).

Once the child has agreed to use the audio, or at least to try it out, you will need to do the following:

- Explain to the child how to use the equipment
- Set the volume at the level that is right for the child
- Support them in carrying out some practice questions and resolve any questions they have about using it.
- Prepare the equipment and provide it to the child, ready to play.

Many children may have their own headphones. **We would like children to use the headphones that we are providing so that we have a control on the quality.** However, if a child is particularly keen to use their own headphones and this seems important in helping them feel comfortable with the audio approach, then this is acceptable. But first, please check that they work effectively when plugged into the study MP3 player (not just their own MP3 player for example).

Explaining to the child how to use the equipment:

In order for the child to use the MP3 player they will need to know how to; pause the track, resume the track, skip to the next track and skip back to the previous track.

To **pause the track (for example, to allow longer to complete the question)**; explain to the child that they need to press the play/pause button indicated on the diagram by the number 3.

To **resume** the current track; explain to the child that they need to press the play/pause button again indicated on the diagram by the number 3.

To **skip back (eg to hear a wording repeated)**; they need to press the previous track button (7). This takes them to the start of the previous track, so they will need to then press the forward button to start the current track again

To **skip to the next track (for example if they have completed a question but the MP3 player has not yet moved onto the next track)**; explain to the child they need to press the next track button indicated on the diagram by the number 2.

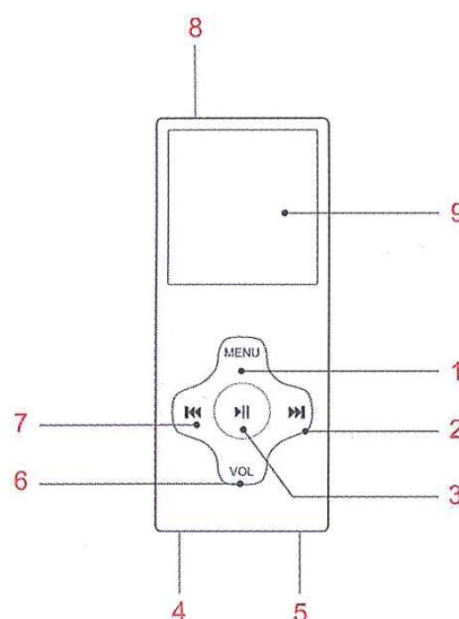


Figure 15: MP3 Player

Setting the volume at the level that is right for the child.

To test whether the volume is at the correct level for the child you will need to play them track 000/Volume.

First ensure the machine is set up ready to start the volume test:

- To do this from the main menu select AMV by using the next and previous track buttons (labelled on Figure 15 above by the numbers 2 & 7), then press the menu button (labelled on Figure 15 by the number 1).
- Next plug the headphones into the mp3 player into the socket on the bottom of the player (labelled on Figure 15 by the number 5).



Next explain to the child that you want check the volume.

Ask the child to put the headphones on and then play track 000/Volume by pressing the play button (labelled on Figure 15 by the number 3).

Then ask the child if the volume is either “Too loud, too quiet or about right”.

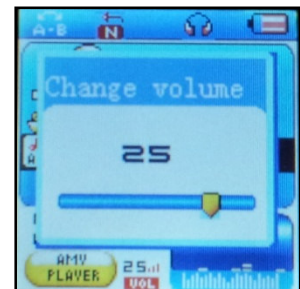
If the volume is too loud or too quiet change the volume accordingly by first pressing the play/pause button to return to the AMV screen, then pressing the VOL button (labelled on Figure 15 by the number 6).



Then use the next and previous track buttons to either increase or decrease the volume (labelled on Figure 15 by the numbers 2 & 7).

Next play track 000/Volume file again to test whether the new volume selected is at the correct level for the child and if necessary change and test the volume again until the level is correct for the child.

Once the volume is set to the correct level return to the AMV screen by pressing the play/pause button labelled on Figure 15 by the number 3.



Administering the practice questions

To administer the practice questions first you need to skip to track 001 using the next and previous track buttons (labelled on Figure 15 by the numbers 2 & 7).

Explain to the child that the next tracks take them through three practice questions.

Ask the child to try out each question one at a time, to ask for help if they have any problems or queries, and to check with the interviewer each one has been completed correctly before proceeding to the next one.



Note that the audio file repeats these instructions to the child, but please explain this to them first to help ensure the child understands what to do.

By the end of the practice questions please make a judgement about whether the child has a sufficient grasp of the equipment to enable them to proceed. If not, go through the practice questions again and/or make a judgement that it is too hard for them, and switch to an interviewer administered approach (see section 5.6.8).

Starting the main questionnaire

Once the practice questionnaire have been completed by the child and you are happy they understand how to both use the mp3 player and answer the questions, skip to track 009/Introduction using the next track button (labelled on Figure 15 with the number 2).

Then press the play button when the child is ready to start. From this point onwards the child should be answering the questionnaire and working the equipment themselves. However, please check in with the child that they have everything working OK early on, and be close on hand to answer questions where needed.

Keeping the MP3 play charged

Your MP3 player will have been fully charged prior to you receiving it. **However, please charge it after every use.**

In order to charge it, use the lead provided in the MP3 box. One end should be inserted into the MP3 player (there will be just one hole into which it fits); the other end should be inserted into your CAPI machine.

You will need to keep the CAPI machine on in order to charge the MP3 player (it won't charge if the CAPI machine is charging but not switched on).

5.6.8 Additional instructions for interviewer “read out”

If the sample information sheet indicates, or for any other reason it is clear that the child can not complete either the paper or audio version unassisted, we would like you administer the questionnaire with the child (i.e. read out and record the answers for them).

A key risk with this approach is that the child does not feel comfortable about answering some questions honestly.

For this reason, please ask if the child and parent are willing for you to carry out the interview in private, so that other household members cannot hear the child's answers (however, for safety reasons, always ensure that the door to the room is left open and an adult is nearby).

Also we would like you to miss out some questions that are particularly sensitive. For all cases where you administer the questionnaire in person, please miss out the following sections:

- ‘Things you may have done’ (page 11)
- ‘About other children’ (pages 19 to 20)
- ‘Things some children try’ and “drinking alcohol” (pages 21 to 23)

Please read out each question, followed by every answer category shown on the questionnaire word for word to ensure that the child hears exactly the same words as if they were reading the document themselves. (Prior to starting work, please refer to the audio recording if helpful for giving you a sense of how this sounds).

Please ensure that if a non-response category such as “don't know” is included for any question that you read it out, but do not add it if it is not there (answer categories need replicating précising to ensure consistency and comparability).

5.7 Cognitive assessments and physical measurements

5.7.1 Summary of child physical measurements

Measurement of the child's:

- Height
- Weight & body fat

5.7.2 Summary of child cognitive assessments

Verbal Similarities - This task assesses children's verbal ability. You will read three words to the child and ask them to say how the three things are similar or go together.

Memory Task - This task measures the child's memory and their ability to work out ways to solve a problem. The child will be shown a number of coloured boxes on the computer screen which they have to open to find hidden boxes.

Decision making task - This task measures the child's ability to make decisions. The child is presented with a row of boxes across the top of a computer screen. Some will be red and some will be blue. They will be asked to decide whether they think a yellow token has been hidden in either a red box or a blue box. The child will start off with a number of points. Each time they answer they will need to decide how many of their points they are willing to risk.

We anticipate that administering the child cognitive assessments and physical measurements will take approximately 30 minutes. Please refer to the 'Cognitive and physical measurement' instructions for further information.

5.7.3 Cognitive observations

You will be asked to record the details of the conditions under which the cognitive assessments were administered in the home. You should complete this section of the questionnaire after you have left the families' homes.

6 IMPORTANT ADMINISTRATIVE ELEMENTS

6.1 Barcode labels

The barcode labels given to you during the briefing (one per household) are an important aspect of the survey as they contain the serial numbers (address number and check digit) that will be used to identify the respondent. You will need to place labels on each of the following:

Consent from child form – you will need to place the appropriate barcode for the child only. You will only need to place a barcode label on the top copy of the form as this will be returned to head office. The respondent will keep the other copy.

Main and partner (if applicable) and child elements consent forms - you will need to place the appropriate barcodes for the main respondent and partner (if applicable) only. You will only need to place a barcode label on the top copy of each of the forms as these will be returned to head office. The respondent will keep the other copy.

Child self completion questionnaire - you will need to place the appropriate barcode for the child only.

Please note that there are three colours used to indicate whether there are multiple births. These are:

- Child 100 = Orange
- Child 200 = Yellow
- Child 300 = Green

We would welcome your feedback on how well these labels worked in practice and whether you have any suggestions as to how these could be improved for the main stage.

6.2 Updating contact information

You are asked to check and collect various contact details for the family which in particular will make it easier for us to make contact with them in future surveys. You check/ collect the following for productive interviews:

- Contact names for child, main respondent and partner
- Telephone numbers
- Email addresses
- Current address
- Stable names/ addresses
- Future address (if applicable)
- Child contact details

These are described more fully in the CAPI interviewer instructions which you will be sent in due course.

6.3 Other elements

Other elements is a module in CAPI that you will need to fill once all elements a household is eligible for have either been completed or refused. The module contains questions about the following:

- Child/parent consents for child self-completion questionnaire, teacher survey and child contact details
- The child self-completion questionnaire
- Observations about the entirety of the interview

- Translations.

This module is covered in more detail in the CAPI interviewer instructions.

6.4 Feedback and evaluation forms

It is crucially important that we collect as much information as possible from the Dress Rehearsal pilot and identify as many pointers for the next stage of the project's development as we can.

We would like your feedback from the Dress Rehearsal pilot in the following ways (each of which are discussed in detail below):

- By completing the 'Interviewer feedback form' and bringing it to the debrief to aid discussion; and
- By completing the 'Interviewer feedback form (CAPI)' and bringing it to the debrief to aid discussion.

Given your expertise and experience we would like you to please give as much detail as possible on each of these in order for us to understand how well the survey is working.

6.4.1 The interviewer feedback form

The interviewer feedback form is used to record any observations that may improve the procedures, and make the main stage of the survey more successful. It will also be used to ensure that the respondent and you as the interviewer are comfortable with the survey, and whether there were problems with any fieldwork materials, activities/tasks, questions, the CAPI programme and any other elements of the survey that need to be addressed for the main stage.

This will also help us achieve the key objectives of the pilot and inform the main stage:

- Gaining co-operation in all aspects effectively;
- Ensuring respondents are happy and comfortable with all aspects of the survey and all ethical requirements are met;
- Ensuring that answers are frank and respondents feel able to answer honestly;
- Ensuring both accuracy and consistency in the completion of all tasks; and
- Ensuring that the survey runs smoothly and efficiently for interviewers.

You will need to complete one form after you have completed all your sessions. Please ensure that you do not complete this form during interviewing as it will affect the CAPI timings. However, please take notes immediately after each visit whilst fresh in your mind.

6.4.2 The interviewer feedback form (CAPI)

The interviewer feedback form (CAPI) is used to record any difficulties you may have encountered with the CAPI script. The form is split into two main sections:

- Overall feedback on individual sections – This allows you to record any difficulties you may have encountered overall with each of the CAPI sections. Please fill in as much as possible on your overall feedback and comments on each section of the script. Please think about the length, flow, relevance and interest to the respondent, ease of understanding and areas issues with wording or routing
- Detailed breakdown of the questionnaire and script – This allows you to record any issues with question wording or routing at a question level

You will only need to complete one form at the end of all appointments.

Please remember to bring both feedback forms with you to the debrief on 28th and 29th September.

7 ADMIN AND RETURN OF WORK

7.1 Contact information if you have any further queries

Please keep your Region Co-ordinator informed of your progress. It is vital that you contact them if you are having difficulties with the addresses you have been allocated in your area.

If you have any queries please contact either Vicky Bamforth or Darren Fisher in the first instance, using the contact details below:

- Vicky Bamforth 0207 347 3344 vicky.bamforth@ipsos.com
- Darren Fisher 0207 347 3268 darren.fisher@ipsos.com

7.2 Return of work and iProgress updates

Please return all paperwork regularly throughout the fieldwork period in the return envelopes provided. **Child self completion questionnaires should be returned separately from the other materials to ensure anonymity.** However, contact sheets and consent forms can be returned together in the envelopes provided.

Please also ensure that you complete iProgress at the end of each working day for each of your allocated addresses. For each address, you will need to complete the update every single day that you try to make contact with it, up until the point where a final outcome code has been recorded at that address. As you know iProgress is vital for monitoring fieldwork.

7.2.1 iProgress instructions

The following section discusses iProgress requirements that are specific to CNC5. For generic instructions on iProgress, please see the iProgress instruction manual.

As discussed in other sections, you need to record ALL attempted contact you make in relation to a sample address. This could be contact with the cohort family, but also with stable contacts, neighbours and schools. Additionally, you may attempt contact with a face-to-face visit, but it could also be by telephone or a letter. The Contact Sheet, in section A, provides a guide for recording these attempts, and you can use this to update iProgress.

In iProgress, once you have selected an address number to update, you will enter a screen with the household address. This is where you will enter outcomes for different elements of the survey: the household, main respondent, partner, and child element outcomes. This screen serves two functions. Firstly, it allows you to enter your contact with the household via face-to-face visits and letters you post to the household. You will need to record the day, date and time of your visit or post. Secondly, this screen is where you will enter interim and final outcomes for the household and the individual elements, which include the main respondent interview, the child elements (questionnaire, cognitive assessments and physical measurements) and the partner interview (if applicable).

However, it is likely you will have other types of contact with other types of people. All other types of contact aside from face-to-face visits and posted letters to the cohort family's address are recorded in the 'Additional Contacts' screen. For instance, you may ring Parent 1 using their mobile number provided on the Sample Information Sheet. Because this is not a face-to-face visit or posted letter, to the household, you would record this information in the 'Additional Contacts' screen. To do so, go to the right-hand corner of the screen where you will find a button entitled 'Additional Contacts'. Clicking this button will open a new screen, where on the left hand side you will have various people or institutions you may contact. These include the following:

- Household telephone number
- Parent 1
- Parent 2

- Stable Contact 1
- Stable Contact 2
- Neighbour 1
- Neighbour 2
- Neighbour 3
- Neighbour 4
- School
- Other

Whether these have pre-loaded information is determined by your Sample Information Sheet. If your sample address is new sample, none will have contact information included. However, as you make contact with the family via face-to-face visits at the household, you may collect contact details for Parent 1 (such as their mobile number), or you may need to contact a neighbour to help you determine if the cohort family lives at the specified address. You may have noted this information on your Contact Information Update sheet. If you have collected new information, click the 'Edit' button next to the type of contact (so, for instance, Parent 1), and you will be able to enter this information into pre-determined fields. For example, if you are entering new mobile information for Parent 1, you will enter the name of the Parent and their mobile number. Once you have entered new information, you can enter contact you have attempted via it. For instance, if you have made contact with a neighbour and need to enter this, first you will click the 'Edit' button next to 'Neighbour 1', and then enter a description of the neighbour that is meaningful to you and their address. Save this information. Next, click the 'log' button and you are able to code the outcome of your call (for instance, that they confirmed the cohort family lives at the provided address). As with any contact, you will also need to ensure the day, date and time of the call is entered, and you will have space to add further comments.

If your sample address is longitudinal, the Additional Contact screen will have pre-loaded contact information collected from previous surveys. For instance, you may have contact information for Parent 1, a home telephone number, and a name and address for Stable Contact 1. If you attempt contact with any of these, you will click the 'log' button next to the contact and record the day, date, time and outcome of your attempted contact, and may include additional comments if you have them. As with new sample, you are also able to enter new information. If it is for a contact you did not have information for (such as a neighbour, for example), you enter the information in the same way as you would for new sample (by clicking the 'Edit' button).

If you find that the cohort family has moved and you know the new address, you need to enter this in iProgress. You will also need to enter any new addresses you receive from Head Office about your sample. To do this, ensure you are in the 'main' household screen with the address number and address displayed across the top. In the top left-hand corner, click the 'Addresses' button and then click 'Add [Address Number]-M1 (Mover)'. A dialog box will open with the current address; you will then enter the new address directly into the dialog box, deleting the current address. To do this, first enter the post code and click 'Check'. This will run the post code checker system on your machine. If the system cannot find the correct address, you will need to enter it manually into the provided fields. To note, it will not find house numbers, so you will need to enter the house number on the first line. Once you are happy the new address is entered correctly, click 'Save'.

When you go into iProgress again and the list of all your sample addresses is displayed, the address number you have updated with a new address will be shown with an 'M1' at the end of it. For instance, if you have updated address number 12345678, it will show as '12345678m1'. You should use this address number to update further contact with this cohort family. You can enter new addresses as many times as you need to. Each time you do, the

serial number will be updated with an 'm1' or 'm2', etc, at the end; depending on the number of address updates you have already entered.

If a cohort family has not moved, but you discover that their address is partially incorrect or incomplete, you should update the address. This is done in much the same way as updating the address of the cohort family that has moved. You will click on 'Addresses', and then click on 'Correct Current Address'. Then you will be able to correct or complete the address information, but iProgress will not create a new address with an 'm1' at the end of the address number.

If you have further questions about how to use iProgress, please see the instruction manual or contact your region manager.

Finally, please bring all feedback forms to the debrief as we will be using these heavily during the session.

Thank you, and good luck!

APPENDIX A: HOUSEHOLD OUTCOME CODES

Outcome Code	Description	Notes
Productive		
110	Fully Productive	Code if all elements a family is eligible for are at least partially completed.
130	Partially Productive	Code if some but not all elements a family is eligible for have been at least partially completed.
	Non-contact and cohort child resident	
505	No contact with anyone at address (but we know eligibility i.e. we know the cohort child is resident)	Only use if SURE cohort child is at address. If in any doubt, see code 607
306	No contact with responsible adult (i.e. the 'right' person), but made contact with someone else, and we know cohort child is resident.	Only use if SURE cohort child is at address. If in any doubt, see code 650
Refusal		
308	Office Refusal	
304	Refusal at introduction/ before household module	
301	Refusal during interview/ after household module	This is generated automatically by the CAPI. Any refusal later in the interview generates a partial outcome code (210).
309	Broken appointment, no re-contact	
Unable		
404	Refusal: member of family ill at home during survey period	
403	Refusal: member of family away/ in hospital during fieldwork period	
402	Language difficulties	
405	Contact made - other reason for being unproductive	

Outcome Code	Description	Notes
Unknown eligibility		
607	Address inaccessible	This will be sent to CLS Tracing Team for further tracing. Ensure you record details of tracing done so far in iProgress.
608	Unable to <u>locate</u> address/ insufficient address	This will be sent to CLS Tracing Team for further tracing. Ensure you record details of tracing done so far in iProgress.
602	Moved and unable to find follow up address	This will be sent to CLS Tracing Team for further tracing. Ensure you record details of tracing done so far in iProgress.
601	Moved and address in U.K, but outside my area	Please send back to office for reissue. Further tracing may need to be done, so record details of tracing done so far in iProgress.
Ineligible		
211	Child died	
212	Cohort child has moved abroad	Try to obtain an actual address. Any case without an address will be sent to CLS Tracing Team for them to check whether in fact they have emigrated.

APPENDIX B: INDIVIDUAL OUTCOME CODES

Outcome Code	Description	Notes
Productive		
111	Complete	
131	Partially complete	Code if the element is not completed.
Refusal		
310	Refusal by parent	This code is only used for the child elements.
302	Refusal by child	This code is only used for child elements.
309	Broken appointment, no re-contact	
Unable		
404	Refusal because ill at home during survey period	
403	Refusal because away/ in hospital during fieldwork period	
402	Language difficulties	
405	Contact made - other reason for being unproductive	
Non contact		
502	No contact	

1 CAPI & CASI – SECTION BY SECTION INFORMATION



1.1 CAPI admin

1.1.1 Scripts

- Six scripts
 - Household: a
 - Main and partner: b-d
 - Proxy: e
 - Child cognitive assessments (and observations), physical measurements and 'other elements': f
- You **MUST** complete the household questionnaire first. CAPI won't allow you into the other scripts until this is done
- You can then choose whether to enter script B for the Main or Partner interview, or script F for the child elements. You need to complete the Main interview before doing the Proxy interview.
- At the beginning of script B, you will be given a menu screen with the option of doing the Main or Partner (if applicable) interview. For each interview, the name of the selected respondent will be displayed. You can choose whether to do the main or partner interview first. Both the main and partner interviews start in script B and continue in script C and D. You **must** go through all three scripts until you get to the end of the interview.
- At the beginning of script F, you will be given a menu screen with the option of doing the cognitive assessments, cognitive observations, physical measurements or 'other elements'. The child's name is displayed for the assessments, observations and measurements. If there are twins or triplets, these will be repeated 2 or 3 times as appropriate. You can choose which order to complete these elements. However, please note that:
 - Cognitive observations must be completed once the cognitive assessments have been completed
 - 'Other elements' must be completed as soon as possible after all tasks at that address have been completed and at least the household questionnaire done (the address is complete either when everything else has been done or when they have been refused)

1.1.2 Address numbers

You need to put your address number and check digit number into the script, as usual. These are on the front page of the contact sheet. CAPI will bring up the address associated with that number for you to check, confirm or amend.

NB when you go into the script, the last address number will be shown. The script is setup in this way to minimise the number of times you will need to put in the address number - usually you will do the household questionnaire and go straight onto another section of the script. At these stages, you will only need to confirm the same address number.

When you are switching from script B-C (or C-D) during the main or partner interview, the type of interview you are completing will be displayed in addition to the address number.

If you are at an address for the first time or have returned to an address where partial information was collected before (e.g. just the household questionnaire), the address number for your most recent interview at another address will appear – just change it to the corresponding number on the contact sheet for the sample you now want to interview, as you would usually.

1.2 Household questionnaire and Consents

1.2.1 Topics covered

- Household composition, and details of any changes / transitions since last interview
- Questions to establish main respondent's / partner's availability for interview
- CAPI selection of respondents for main and partner interview
- Summary details of who to collect consent from for main interview, partner interview, cohort child cognitive assessments and physical measurements, and cohort child paper self-completion.

1.2.2 Further information

1.2.2.1 Household composition

Information collected from the prior interview about household composition will be 'fed forward' into the household questionnaire and the respondent will be asked:

- whether or not that person still lives in the household
- confirm or correct name, sex, date of birth and relationships to other people in the household
- details of any new members of the household, including new births
- correct any incorrect information about members of the household
- attempt to collect any missing information about household members e.g. date of birth.

Although you are able to change the cohort child's name, you are **not able to change their date of birth** as this is the key to their eligibility. *Please contact your Region Coordinator if you are interviewing in a household and the cohort child's date of birth appears to be incorrect.*

If someone has left the household, you will be asked to record the reason they no longer live there and when they left.

If the respondent disputes that the person ever lived in household, code that they no longer live there and code 'never lived in this household' when asked for the reasons.

In some cases, there may be problems with the feed forward information relating to a particular person e.g. there may be some 'duplicate' people in the fed forward information or there may be some people which are not really people in the household grid e.g. if the prior interviewer has written something like 'No-one else' as a name of a person. In these circumstances, you should code that they no longer live there and choose 'duplicate person' when asked for the reason. You should then explain fully, in the 'write-in' answer, what the problem was in order that we can correct this for next time.

For new sample / new individuals in a household, the respondent will be asked collect their name, sex, date of birth and relationships to other people in the household.

1.2.2.2 Consents

On completion of the household questionnaire you will be prompted to write the details of the respondents from whom you need to gain consent for the main respondent interview, partner interview and the child 'data collection' elements: cognitive assessments & physical measurements and child self completion questionnaire. You should write down this information on section L of your contact sheet. You should complete the household questionnaire before gaining consents. Consents should be obtained on paper before

beginning any of the data collection elements. You will be asked to confirm you have obtained relevant consents in CAPI before starting the main or partner interview, cognitive assessments and physical measurements.

1.2.2.3 Checking contact names and addresses

This section collects contact information at household level. You are asked to collect the full names (i.e. not the names on the household grid, but the 'official' names on the sample) of the cohort child, main respondent and partner from the respondent. Finally, we want what we term 'known as' names. These are usually, but not always, alternative first names, for instance 'Tony' rather than 'Anthony'. You can also use the 'Known As' name for respondents who are known by a middle name. For example, if a respondents 'official' first name was 'Margaret' and their 'official' middle name was 'Ann' but they used 'Ann', we would ask you to record 'Margaret' as a first name, 'Ann' as a middle name and 'Ann' as a 'known as' name. These are often the names recorded on the household grid.

In addition, you are asked to confirm or collect the current address and home phone number for this address.

1.3 Main respondent CAPI and CASI questions

1.3.1 Family context

1.3.1.1 Topics covered

- Legal marital Status
- Languages spoken at home
- Ethnicity: main respondent and partner
- Non-resident parents
- Fostering (if child fostered)
- Respondent's parents - alive/dead
 - If alive, ages
 - If dead, age at death
- Relationship history

New respondents only:

- Respondent's family background
- Parental divorce and separation
- Time spent in care/foster homes etc
- Parents' employment during childhood
- Parents' country of birth
- Own country of birth

1.3.1.2 Further information

- *Languages spoken at home*
There are different versions of these questions in Wales compared with other countries.

- *Ethnicity*

The questions about respondent's own ethnicity are only asked if not reported at a prior sweep. Partner's ethnicity is only asked about new partners or if not reported by partner at prior sweep.

- *Respondent's parents*

The questions about whether or not respondent's own parents are alive or dead are not asked if parents are living in the household or if they were reported dead at a prior sweep. The questions about their age and age at death are not asked if known from a prior sweep.

- *Non-resident parents*

Non-resident parent questions may be asked about non-resident natural parents (e.g. absent fathers) and any non-resident step-parents. They will not be asked if other parent has been reported as deceased at a prior sweep.

- *Relationship history*

The relationship history questions aim to collect a complete history of which parents or parent-figures the cohort child has been living with since the prior sweep. Note that the cohort child is our focus of attention so the relationship questions are child-centred i.e. they ask about who the cohort child was living with, rather than who the parents were living with. Please note for this history section you need to enter ensure that there are no 'gaps' i.e. If the start of one period is January 2011 and the beginning of the next period is February 2011, CAPI will ask for what happened between January and February. If nothing else happened i.e. to close the gap, please enter the same month.

- *The CAPI collects the dates of transitions:*
 - From one lone-parent to a different lone parent
 - From a lone-parent family to a two parent family
 - From a two-parent family to a lone parent family
 - From a two-parent family to a different two parent family

- *Family background*

These questions are asked to new respondents only, because previous respondents have been asked at prior sweeps.

1.3.2 Early education, schooling and childcare

This section is repeated for each cohort child (if multiple birth).

1.3.2.1 Topics covered

- School attends, and date started if changed schools
- Child's adaptation to school
- Child's absences from school
- Special Educational Needs
- Parental satisfaction and involvement with school
- Difficulty with subjects
- Homework and home learning
- Travel to and from school
- Out-of-school clubs (before and after school)
- Current Childcare – typical week and weekend in term-time, and during school summer holidays
- Applying for secondary school and transition to secondary school

1.3.2.2 Further information

- *School Names*

If the cohort child is NOT going to the same school as at the last interview (the name and address of their school are fed-forward for checking), the CAPI asks you to collect the name and address of the school currently attended. There is a school-name look-up table provided in CAPI in order that you do not need to write in the full name and address. You are asked to enter the following details of the school (if known):

- Name
- Town
- Postcode
- Local Education Authority

At the next question the CAPI will search for the school and it will display a list of possible matches for you to choose from. If you can't find the correct school, select 'none of these'. At the next question you are then prompted to ask for and write in the full name and address of the school. An accurate name and address is needed for the Teacher Survey, and it is crucial to providing good quality data on schools which is a key part of the requirements for MCS5.

1.3.3 Child activities

This section is repeated for each cohort child (if multiple birth).

1.3.3.1 Topics covered

- Child's activities in last 12 months
- Child's out-of-school activities: inside and outside the home
- Family activities
- Child's bedtimes
- Child's contact with grandparents, family and friends

1.3.3.2 Further information

1.3.3.3 Child's activities in last 12 months

Note that these are a selection of activities, and not an exhaustive list of all the things a child might do.

1.3.4 Parenting activities

This section is repeated for each cohort child (if multiple birth).

1.3.4.1 Topics covered

- Parents' activities with child

1.3.5 Child health

This section is repeated for each cohort child (if multiple birth).

1.3.5.1 Topics covered

- General Health and longstanding illness
- Eyesight and Hearing
- Dental Health
- 'Clean and dry'
- Epilepsy, wheezing, asthma and respiratory infections, illnesses
- Accidents, injuries and other health problems
- Child's diet and family eating habits
- Regular medication

1.3.5.2 Further information

- *Epilepsy, wheezing, asthma and respiratory infections, illnesses*

Note that many questions ask whether the cohort child "has ever had", but the two questions on Attention Deficit Hyperactivity Disorder (ADHD) and autism ask if "a doctor or health professional" has ever told them that their child has had those conditions. Some of the illness questions will be skipped if they have been reported at a prior sweep.

1.3.6 Parent's health

1.3.6.1 Topics covered

- General Health and Longstanding Illness
- Social Functioning
- Self-reported height and weight
- Smoking and drinking

1.3.6.2 Further information

- *Social functioning*

This section asks the respondent whether their physical health affects their usual work, whether physical or emotional problems affect their usual work, and how much bodily pain they have.

- *Self-reported height and weight*

Height will be asked only if it is not known from a prior interview. Weight will be asked to all respondents (except pregnant women). Note that if the respondent does not know or refuses to give height or weight, we do NOT offer to measure them later.

1.3.7 Employment, education & income

1.3.7.1 Topics covered

- Current economic activity status and change since last time
- Current job details – occupation, hours
- Reasons for not working
- Whether looking for work
- Flexible working, working from home, working patterns
- Work-life balance
- Earnings in main job
- Hours and earnings in other jobs
- Income from benefits, maintenance payments, other sources
- Saving, financial hardship and financial management
- Financial help from own parents
- Education
- Economic activity history since last interview (or current status, if a new respondent)

1.3.7.2 Further information

- *Economic activity status from previous interview*

Information from the previous interview about the respondent's economic activity status and their job title will be 'fed-forward' into this section.

- *Hours worked*

You are asked to enter hours worked. If the respondent works fractions of an hour e.g. 37.5, please round to the nearest even number.

- *Economic activity history since last interview*

The respondent is reminded what they were doing at the last interview, from the feed forward module, and the year/month they started that, then asked what they have been doing since then, and so on. This loops until the gap between end of situation at last interview and start of situation at current interview is covered.

Please note for this history section you need to enter ensure that there are no 'gaps' i.e. If the start of one period is January 2011 and the beginning of the next period is February 2011, CAPI will ask for what happened between January and February. If nothing else happened i.e. to close the gap, please enter the same month.

1.3.8 Housing and local area

1.3.8.1 Topics covered

- Housing history and reasons for moving
- Housing conditions – including tenure, pets in home
- Housing expenditure and equity
- 'Ethos' of the home
- Local area for parents and children

1.3.8.2 Further information

- *Housing history*

Although unusual, it is possible that the cohort child will have a different housing history from their parents. For example, if they spent some time in foster care or if one parent left the child's household for a period of time. Before you start the household questionnaire, you are asked to code whether or not you are interviewing at the same address as last time (the address at last interview is provided on the Sample Information Sheet for this purpose). If the child is living at a different address, you are prompted to ask in the household questionnaire whether or not the parents and child moved together. These questions are used in the routing of the housing history questions in this section. If the parent did not move with the child, fewer questions are asked about housing history for the main respondent.

1.3.9 Other matters

1.3.9.1 Topics covered

- Voting
- The Olympics
- Religion
- Reading and books in the home
- Time with child

1.3.9.2 Further information

- *Religion*

For main (and partner) respondents, religion only asked if not known from previous interview.

1.3.10 Self-completion section

1.3.10.1 Topics covered

- Child's behaviour: socio-emotional development and Strengths and Difficulties Questionnaire (SDQ)
- Child's relationship with siblings
- Discipline
- Parent-child relationship
- Child's experience of bullying and puberty
- Psychological health and depression
- Relationship with partner
- Relationship with other natural parent (if lives outside the household)
- Attitudes
- Experience of discrimination based on race/ ethnicity/religion
- Life satisfaction

1.3.10.2 Further information

- *Experience of discrimination based on race/ ethnicity/religion*

All main respondents (irrespective of ethnic group) are asked if they or their family has experienced any discrimination based on race/ ethnicity/religion. Partners are not asked.

- *Completion by interviewer*

You will be asked to record at the beginning of the self-completion section whether the respondent will complete the CASI themselves or whether the interviewer will ask the questions, either because the respondent is unable or unwilling to complete it themselves or because they require an interpreter. If you are asking the self-completion questions, then you will only be routed to a sub-set of the questions. The most sensitive questions will not be asked.

1.3.11 Contact information

1.3.11.1 Topics covered

- Updates to other contact information

1.3.11.2 Further information

- *Updating other contact information*

Note the continued importance of accurate contact information for the cohort children.

- (i) Consent to re-contact
- (ii) Main respondents in the new sample will be asked for their consent to re-contact them for a future pilot of the Child of the New Century. This consent is only for them to be approached. They are not committing themselves to taking part again.
- (iii) Telephone numbers
You are asked to check or collect a work and mobile number for main and partner respondents.

- (iv) Email addresses
You are prompted to check/collect the respondent's email address.

- (v) Stable names/ addresses
You are prompted here by the CAPI to collect the 'stable' name, address and telephone number. We will record up to two stable names and addresses, one here for the main respondent and later one for the partner. By 'stable' we mean someone who will know where the respondent lives, should they move. Typically this might be one of the respondent's parents i.e. a grandparent of the cohort child. Note that although we refer simply to 'stable address', you should collect the name of the person, their relationship with the cohort child, and their telephone number (up to two so you can get mobile/work as well as home) and email address (if they have one), as well as the address. The main and partner respondent should not each give the same stable address.

- (vi) Future address (if applicable)
Respondents are asked if they are planning to move (in the next 12 months) and if so, they are asked for their new address.

1.4 Partner respondent CAPI and CASI questions

Most of the partner's questions are a subset of the main respondent's questions.

1.4.1 Family context

1.4.1.1 Topics covered

- Legal marital Status
- Respondent's Ethnicity
- Respondent's parents - alive/dead
 - If alive, ages and where they live
 - If dead, age at death

New respondents only:

- Respondent's family background
- Parental divorce and separation
- Time spent in care/foster homes etc
- Parents' employment during childhood
- Parents' country of birth
- Country of birth

1.4.1.2 Further information

- *Ethnicity*

The questions about respondent's own ethnicity are only asked if not reported at a prior sweep.

- *Respondent's parents*

The questions about whether or not respondent's own parents are alive or dead are not asked if parents are living in the household or if they were reported dead at a prior sweep. Age and age at death are not asked if known from a prior sweep.

- *Family background*

These questions are asked to new respondents only, because previous respondents have been asked at prior sweeps.

1.4.2 Early education, schooling and childcare

1.4.2.1 Topics covered

- Whether child started school
- Parental satisfaction and involvement with school

1.4.2.2 Further Information

- *Child started school*

Although this is asked in the main respondent interview, it is also asked in the partner respondent interview in order to route to later questions about parental satisfaction with school. This question is 'ASK OR CODE' so if you already know that the child has started school, there is no need to ask the question

1.4.3 Parenting Activities

1.4.3.1 Topics covered

- Parent's activities with child

1.4.3.2 Further Information

There are some additional questions in this section asked to partners only (i.e. whether looks after child on own).

1.4.4 Parent's Health

1.4.4.1 Topics covered

- General Health and Longstanding Illness
- Social Functioning
- Self-reported height and weight
- Smoking and drinking

1.4.4.2 Further information

- *Self-reported height and weight*

Height will be asked only if it is not known from a prior interview. Weight will be asked to all respondents (except pregnant women). Note that if the respondent does not know or refuses to give height or weight, we do NOT offer to measure them later.

1.4.5 Employment, Education, Income (some)

1.4.5.1 Topics covered

- Current economic activity status and change since 4 years ago
- Current job details – occupation, hours
- Reasons not working
- Whether looking for work
- Working from home
- Work-life balance
- Earnings in main job
- Hours and earnings in other jobs
- Income from benefits
- Financial help from own parents
- Education (and for new respondents basic skills)
- Economic activity history since last interview.

1.4.5.2 Further information

- *Economic activity status from previous interview*

Information from the previous interview about the respondent's economic activity status and their job title will be 'fed-forward' into this section.

1.4.6 Other matters

1.4.6.1 Topics covered

- Religion
- Reading
- Time with child

1.4.6.2 Further information

- *Religion*

For partner (and main) respondents, religion is asked if not known from a prior interview.

1.4.7 Self-completion

Please ensure you select the correct code at the beginning of the script, stating whether the respondent is being helped to complete this section. If they are receiving help, some sensitive questions will be skipped.

If they are being helped by you, ask the respondent if others in the room can leave – some questions should NOT be read out if the cohort child or siblings are present (CAPI will show this instruction).

1.4.7.1 Topics covered

- Parent-child relationship
- Psychological health and depression
- Relationship with partner
- Attitudes
- Life satisfaction

1.4.7.2 Further information

- *Children outside the household*

Both main and partner respondents are asked if - since the birth of the cohort child - they have given birth to/ fathered any children who are now living outside the household. Details of any such child are collected incl. sex, DOB and where they are.

1.4.8 Consents and Updates to contact information

1.4.8.1 Topics covered

- Collection of consent
- Update contact information and stable address

1.4.8.2 Further information

- *Updating stable address and other contact information*

Note the continued importance of accurate contact information for the cohort children.

- (i) Telephone numbers
You are asked to check/collect work and mobile number for partner respondent.
- (ii) Email addresses
You are prompted to check/update the respondent's previous email address (if there is one) or ask for an email address if there isn't one. Details are as for main respondent.
- (iii) Stable names/ addresses
You are prompted here by the CAPI to collect a 'stable' name, address and telephone number for the partner. By 'stable' we mean someone who will know where the respondent lives, should they move. Typically this might be one of the respondent's parents i.e. a grandparent of the cohort child. Note that although we refer simply to 'stable address', you should collect the name of the person, their relationship with the cohort child, and their telephone number (up to two so you can get mobile/work as well as home) and email address (if they have one), as well as the address. This should be a different address to the one given by the main respondent. Details are as for main respondent.

1.5 Child physical measurements

Please refer to the "Child assessment and physical measurement" instructions.

1.6 Child cognitive assessments

Please refer to the "Child assessment and physical measurement" instructions.

1.7 Observation of conditions in which cognitive assessments administered

1.7.1 Topics covered

- Conditions of the cognitive assessment e.g. interruptions and background noise

1.7.2 Further information

These questions appear in a separate block and should be completed as soon as possible after leaving the respondent's household after the visit in which the cognitive assessments were completed. The purpose is to record your observations about the conditions of the cognitive assessments, in order that anything relevant to the performance of the child is noted and can be taken into account when the data is analysed.

1.8 Other elements

1.8.1 Topics covered

- Child questionnaire
- Teacher survey
- Child contact information
- Consent timings
- Translations
- Showcards
- Final interview materials

1.8.2 Further information

You need to complete this section if you carry out at least the Household Questionnaire (script a) and as soon as possible once you have finalised your visits to the household. *I.e. you do not need to complete this section if the address is unproductive.*

Please ensure you are familiar with this section and what data is required, as you will need to observe things during the interview and note them here, such as:

- Where did the child fill in the questionnaire
- How long it took to explain the requirements and gain consent

You **MUST** complete this section **LAST** once you have completed all visits and interviews (either successfully or with refusals) and **BEFORE** you post back your paperwork – you will need to transfer information you have written on the consent forms for the Teacher Survey and the Child's contact details.

1.9 Practice serial numbers and scenarios

To enter the CAPI programme you need to know:

The project number: 30358

It is very important that you rehearse using the programme. We have provided a number of practice slots for this purpose and their serial numbers and check letters are as follows.

12345678;1
87654321;1
11223344;1



Physical Measurements Summary Sheet

Ipsos MORI

HEIGHT MEASUREMENT

Constructing stadiometer

1. Lay the base plate flat on the floor area against the wall.
2. Take the rod marked with an arrow and place the first stabiliser over the top.
3. Insert the rod into the blue base plate. Ensure the stabiliser is pointing in the opposite direction to the base plate (i.e. towards the wall).
4. Place the second rod on top of the first rod. Match the symbols at the end of each rod (★). Make sure that the numbers on the measuring scale run on from one another.
5. Place the third rod on top of the second rod. Again, match the symbols at the end of each rod (●)
6. Take the fourth rod and slide on the head plate. Push the head plate down and slide the second stabiliser on from the top. Ensure the stabiliser and head plate are pointing in different directions (i.e. stabiliser towards the wall).
7. Place the fourth rod on top of the third rod.

Preparing child

1. Remove the child's shoes and socks.
2. Ensure they have nothing in their pockets and they are wearing light clothes.
3. Remove hair ornaments and avoid hairdos that may affect the reading.

Taking the measurement

1. Raise the head plate to allow sufficient room for the child to stand beneath it.
2. Ask the child to stand with their feet flat in the footprints on the base plate and their back to the measuring rod.
3. Tell the child to stand up as straight as they can, to face forward and to keep their arms hanging loosely by their sides.
4. Move the child's head so that the Frankfort Plane is in a horizontal position. **Refer to your Frankfort Plane Card for guidance.**
5. Cup the child's head in your hands, placing the heels of your palms either side of the chin.
6. Firmly but gently apply upward pressure, lifting the child's head upwards, ask the child to breathe in.
7. Ask the parent to lower the head plate down gently on the child's head. Make sure it touches the skull but is not pressing down too hard.
8. Release the child's head, tell the child to breathe out and to relax. Ask the child to step off the stadiometer, but be careful they do not knock the head plate.

Recording the measurement

1. Read the height measurement in metric units from the nearest **completed** millimetre.
2. Immediately record the completed millimetre measurement on the computer (*htcm*), the number of attempts made (*htat*), time measurement was taken (*httm*) and any special circumstances (*htri*).

WEIGHT AND BODY FAT MEASUREMENT

Preparing the equipment

Place the scales on a firm, level surface. Make a note on the computer if only a soft carpeted surface is available (*WtSc*).

Preparing the child

1. Remove the child's shoes and socks.
2. Ensure they have nothing in their pockets and they are wearing light clothes.

Taking the measurement

1. Switch the scales on by pressing the yellow ON/SET button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
2. Enter the child's age in years. Use the yellow arrow keys to scroll down to the desired age. Press the 'SET' key to confirm the selection. The console will beep.
3. Select the appropriate gender by using the yellow arrow keys. Press the up or down arrow once to reach 'female' and the up or down arrow again to reach 'male'. Then press the 'SET' key to confirm the selection. The console will beep.
4. Next enter the child's height in whole centimetres. The console will display the default height (170). Use the arrow keys to scroll down to the desired height. Press the 'SET' key to confirm the selection. The console will beep.
5. The console will beep twice and the display will show '0.0'. Ask the child to step onto the scales.
6. The child should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. The child should face forward with their legs straight and should stand still.
7. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should not attempt to note the weight at this point.
8. The child should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. After they have all disappeared, the scales will beep twice to indicate that body fat has been measured. The child may then step-off the scales.
9. The display will rotate between body fat percentage and the weight for about 30 seconds. You should note both the weight and body-fat percentage at this point.
10. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.
11. Always use the scales in 'kg mode' as we want to enter height in centimetres and measure weight in kilograms.

Taking the measurement – weight only

1. To turn the scales on in weight only mode, press the red WEIGHT button.
2. The display will show '8888.8' (and beep) and then display '0.0' (and beep).
3. Ask the child to step onto the scales.
4. The child should stand with both feet flat on the surface of the foot pads. The child should face forward with their legs straight and should stand still.
5. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
6. Read the weight from the display and then ask the child to step off the scales. The weight will remain on the display for a few seconds after the child steps off but will remain on the display as long as the child remains on the scales.

Recording the measurement

Read the measurements from the display, immediately record the measurements on the computer (*wbcm/bfpc*), the number of attempts made (*wtat*), together with any special circumstances (*wtrl*). In addition, record whether the scales were placed on an uneven floor or carpet (*wtsc*).

Practice session materials



Ipsos MORI

Will you help us with the Child of the New Century?

Dear

I am writing to ask for your help with an important survey called 'Child of the New Century'. The survey involves visiting children and their parents to find out what it is like to be a child of your age growing up today.

An interviewer will come to your home to practise doing the survey with you. They will ask you to do some activities and they will take some measurements.

There is also a information sheet for you to read. It tells you more about what it will be like. Please read the leaflet to help you decide whether to take part. You don't have to take part if you don't want to.

If you and your family are OK to take part, the interviewer who will arrange to come to see you is a man/woman called

.....

They will come to see you on.....

The interviewer works for a company called Ipsos MORI. This company does lots of surveys with different people. This survey is for a university called the Institute of Education.

I hope you will help us with this important survey.

Professor Lucinda Platt
Survey Director
Institute of Education



Ipsos MORI

A wnei di ein helpu gyda Plentyn y Ganrif Newydd?

Annwyl

Rwy'n ysgrifennu i ofyn am dy help gydag arolwg pwysig o'r enw 'Plentyn y Ganrif Newydd'. Mae'r arolwg yn golygu ymweld â phlant a'u rhieni i wedi sut brofiad ydi hi i fod yn blentyn dy oed di yn tyfu fyny heddiw.

Bydd cyfwelydd yn dod i dy gartref i ymarfer gwneud yr arolwg gyda thi. Byddant yn gofyn i ti wneud rhai gweithgareddau a byddant yn cymryd rhai mesuriadau.

Mae yna hefyd daflen i ti ei darllen. Mae'n dweud mwy wrthyt ti am sut brofiad fydd hi. Darllen y daflen i dy helpu i ddewis os wyt ti am gymryd rhan. Does dim rhaid i ti gymryd rhan os nad wyt ti eisiau.

Os wyt ti a dy deulu yn hapus i gymryd rhan, y cyfwelydd fydd yn trefnu dod i dy weld yw dyn/dynes o'r enw

.....

Bydd yn dod i dy weld ar

Mae'r cyfwelydd yn gweithio i gwmni o'r enw Ipsos MORI. Mae'r cwmni yn gwneud lot o arolygon gyda gwahanol bobl. Mae'r arolwg ar gyfer prifysgol o'r enw'r Institute of Education.

Gobeithio y byddi'n ein helpu gyda'r arolwg pwysig hwn.

Yr Athro Lucinda Platt
Cyfarwyddwr Arolwg
Institute of Education



Child of the New Century - Age 11 Survey Pilot

Dear

I would like to ask your help with the Child of the New Century Age 11 Survey Pilot. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001.

We will next visit the children when they are in their last year of primary school. Before starting the survey, we are recruiting a small number of children to practise some parts of the main survey. This is a vital stage in our preparations, so I do hope that you will agree to help. By helping now, your child will not become part of the main study. All the information collected will be completely confidential and used solely to inform the training of our interviewers. To say thank you for your time I will give you a £10 gift voucher. The enclosed information sheet tells you more about what we would like your child to do.

'Child of the New Century' is being carried out by Ipsos MORI, an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

If you have any questions or would like further information, please call **James Bill at Ipsos MORI on Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday).

I very much hope that you are happy for your child to take part.

With kind regards,

(Interviewer – Ipsos MORI)

Interviewer Name.....

Date of appointment.....

Time of appointment.....

Contact telephone number.....



Ipsos MORI

Plentyn y Ganrif Newydd – Arolwg Peilot 11 Oed

Annwyl

Hoffwn ofyn am eich cymorth gyda'r Arolwg Peilot 11 Oed Plentyn y Ganrif Newydd . Mae Plentyn y Ganrif Newydd yn astudiaeth genedlaethol fawr, yn dilyn bywydau 19,000 o blant dethol a aned yn 2000/2001.

Byddwn yn ymweld â'r plant nesaf pan fyddant yn eu blwyddyn olaf yn yr ysgol gynradd. Cyn cychwyn yr arolwg, rydym yn recriwtio nifer fechan o blant i ymarfer rhai rhannau o'r prif arolwg. Mae hwn yn gam allweddol yn ein paratoadau, felly gobeithio y byddwch yn cytuno i helpu. Trwy helpu nawr, ni fydd eich plentyn yn rhan o'r brif astudiaeth. Bydd yr holl wybodaeth a gesglir yn gwbl gyfrinachol ac yn cael ei defnyddio i hysbysu hyfforddiant ein cyfweilwyr yn unig. Er mwyn diolch i chi am eich amser, byddaf yn rhoi tocyn anrheg £10 i chi. Mae'r daflen wybodaeth amgaeedig yn rhoi gwybod mwy i chi am beth yr hoffem i'ch plentyn wneud.

Mae 'Plentyn y Ganrif Newydd' yn cael ei gyflawni gan Ipsos MORI, sefydliad ymchwil annibynnol, ar ran y Centre for Longitudinal Studies yn y Sefydliad Addysg.

Os oes gennych unrhyw gwestiynau neu os yr hoffech ragor o wybodaeth, cysylltwch â **James Bill yn Ipsos MORI ar Radffôn 0808 238 5446** rhwng 9:30am a 5:30pm (dydd Llun i ddydd Gwener).

Gobeithiaf yn fawr iawn eich bod yn hapus i'ch plentyn gymryd rhan.

Cofion cynnes,

(Cyfwelydd – Ipsos MORI)

Enw'r Cyfwelydd

Dyddiad apwyntiad

Amser apwyntiad

Rhif ffôn cyswllt.....

Ipsos MORI/10-030358-01-01/PS advance letter for parents

WRITE IN: NAME OF CHILD (PRINT)

INSTRUCTIONS FOR COMPLETION

PARENTAL CONSENT: must be gained prior to asking the child's consent for any aspect.

SECTION 1 (Overall consent to participation): This must be completed before you ask the child's consent to take part in any individual element

SECTIONS 2-3 (Child consent to individual child elements): These can be completed in any order, and at different times, but before you carry out the relevant element.

EACH SECTION OF THE CONSENT FORM: should be administered in conjunction with the relevant section of the child leaflet. (For ease of reference, relevant leaflet sections are indicated in brackets)

FOR YOUR INFORMATION, BEFORE PROCEEDING WITH THE FIRST STAGE OF CHILD CONSENT, CHECK IF THE CHILD HAS READ THE LEAFLET ("How can I help with Child of the New Century?") IN ADVANCE.

1. Overall consent to participation

YOU MUST MAKE SURE THAT THE CHILD UNDERSTANDS AND AGREES TO THE FOLLOWING POINTS BEFORE YOU START THE FIRST CHILD ELEMENT:

i) What the survey is for and what it involves as a whole, specifically....

- a) That the survey is to help understand what it is like to be a child of your age growing up, and it will help improve things for children in the future (*LEAFLET SECTION: "What is it?," "What's it for?"*)

READ OUT:

Before we start, I want to tell you about this survey.

It is an important survey of lots of children of your age. The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from you as you grow up will help to make things better for children in the future.

- b) That we want the child's help to test the study today

(*LEAFLET SECTION: "Why me?"*)

READ OUT: **We are talking to a small number of children first to check that the survey is working.**

- c) That we will be finding out about them by asking them to do some different activities.

(*LEAFLET SECTION: "What will it be like?" and "What will I have to do?"*)

READ OUT: **I will ask you to do some different activities. You can decide whether or not to do each one - I will explain everything to you clearly so it is easy for you to understand. If you want to ask any questions or if you don't understand anything then you can tell me as we go through.**

ii) That participation is voluntary (*LEAFLET SECTION: "Do I have to do these things?"*)

READ OUT:

If there is an activity that you do not want to do, you can just tell me, and we won't do it. And that's ok. Even though your (mum/dad) said you would be allowed to do the survey, you still do not have to do something if you do not want to.

You can stop at any time. It's ok to change your mind once you have started too, you can just tell me and we will stop.

iii) That data will be kept confidentially (*LEAFLET SECTION: "What will happen to the information about me?"*)

READ OUT: **It will be used to help the interviewers practise doing the survey. The interviewer will not show or tell your answers or measurements to anyone.**

Interviewer use only:

Interviewer number:

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1

2. Child assessments (“Do some activities to find out how I think”)

READ OUT: Now I’m going to ask you to do some activities to find out how you think. You and I will sit down together with my computer. I will ask you to tell me how some words go together. I will also ask you to do two fun activities on the computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind. For these two activities you will need to sit near to the computer and touch the screen – I’ll explain everything as we go along.

This will take about 25 minutes.

	Verbal similarities	Memory task	Decision making task	N/A – no parent consent given
Are you OK to do these three activities with me?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they’ve started or skip any bits they don’t want to do. Ensure that the child has asked any questions they want to.

3. Child measurements (“Be measured to find out how I am growing”)

READ OUT: Now I will measure how tall you are and your mum or dad will need to help me with this. I will also find out how much you weigh and how much of your body is made of fat using special scales. I can give you a copy of your measurements if you want but you don’t have to have a copy if you don’t want.

This will take about 10 minutes.

	Height	Weight	Body fat	N/A – no parent consent given
Are you OK for me to measure your height and weight and how much of your body is made of fat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they’ve started or skip any bits they don’t want to do. Ensure that the child has asked any questions they want to.

Interviewer confirmation

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

Name of interviewer (print).....

Signed by interviewer..... Date.....

YSGRIFENNWCH: ENW'R PLENTYN (PRINTIWCH).....

CYFARWYDDIADAU AR GYFER CWBLHAU

CANIATÂD RHIANT: rhaid ei gael cyn gofyn am ganiatâd y plentyn ar gyfer unrhyw agwedd.

ADRAN 1 (Caniatâd cyffredinol i gymryd rhan): Rhaid cwblhau hyn cyn i chi ofyn am ganiatâd y plentyn i gymryd rhan mewn unrhyw elfen unigol.

ADRANNAU 2-3 (Caniatâd plentyn i elfennau unigol y plentyn): Gellir cwblhau'r rhain mewn unrhyw drefn, ac ar adegau gwahanol, ond cyn i chi gyflawni'r elfen berthnasol.

POB ADRAN O'R FFURFLEN GANIATÂD: dylid ei gweinyddu yn unol ag adran berthnasol taflen y plentyn. (I hwyluso cyfeirio, mae adrannau taflen berthnasol wedi eu cynodi mewn cromfachau)

ER GWYBODAETH, CYN MYND YMLAEN â CHAM CYNTAF CANIATÂD Y PLENTYN, GWIRIWCH A YW'R PLENTYN WEDI DARLLEN Y DAFLEN ("Sut ydw i'n gallu helpu gyda Plentyn y Ganrif Newydd?") O FLAEN LLAW.

1. Caniatâd cyffredinol i gymryd rhan

RHAID I CHI SICRHAU BOD Y PLENTYN YN DEALL A CHYTUNO I'R PWYNTIAU CANLYNOL CYN I CHI GYCHWYN YR ELFEN PLENTYN CYNTAF:

i) Ar gyfer beth mae'r arolwg a beth mae'n ymglymu yn gyffredinol, yn benodol....

- a) Bod yr arolwg er mwyn helpu deall sut brofiad yw bod yn blentyn o'ch oed chi yn tyfu fyny, a bydd yn helpu gwella pethau i blant yn y dyfodol (ADRAN TAFLEN: "Beth ydi e?". "Ar gyfer beth mae?")

DARLLENWCH:

Cyn i ni gychwyn, mi hoffwn drafod yr arolwg hwn.

Mae'n arolwg pwysig o lot o blant dy oed di. Mae'r plant wedi bod yn yr arolwg hwn ers eu bod yn fabanod. Rydym nawr eisiau ymweld â'r plant i gyd eto a gweld beth maent yn wneud a sut fywydau sydd ganddynt.

Mae er mwyn gweld sut brofiad ydi hi i dyfu fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Mae Plentyn y Ganrif Newydd eisoes wedi dweud cryn dipyn wrthym ni ynglŷn â sut i wneud bywydau plant yn well. Wrth ddydsu mwy gennynt wrth i ti dyfu i fyny bydd yn helpu gwneud pethau'n well i blant yn y dyfodol.

- b) Ein bod eisiau cymorth y plentyn i helpu profi'r astudiaeth heddiw (ADRAN TAFLEN: "Pam fi?")

DARLLENWCH: Rydym yn siarad â nifer fechan o blant yn gyntaf i wirio bod yr arolwg yn gweithio.

- c) Y byddwn yn dysgu amdanynt trwy ofyn iddynt wneud gwahanol weithgareddau. (ADRAN TAFLEN: "Sut brofiad fydd hi?" a "Beth fydd rhaid i mi wneud?")

DARLLENWCH: Byddaf yn gofyn i ti wneud gweithgareddau gwahanol. Gallu benderfynu a wyt ti eisiau gwneud pob un neu beidio – byddaf yn esbonio popeth i ti'n glir fel ei bod yn hawdd i ti ddeall. Os wyt ti eisiau gofyn unrhyw gwestiynau neu os nad wyt ti'n deall unrhyw beth, galli roi gwybod i mi wrth i ni fynd.

ii) Bod cymryd rhan yn wirfoddol (ADRAN TAFLEN: "Oes rhaid i mi wneud y pethau hyn?")

DARLLENWCH:

Os oes gweithgaredd nad wyt ti eisiau ei wneud, galli roi gwybod i mi a fyddwn ni ddim yn ei wneud. Ac mae hynny'n iawn. Er bod dy (fam/dad) wedi dweud y galli wneud yr arolwg, does dim rhaid i ti wneud rhywbeth os nad wyt ti eisiau.

Galli stopio ar unrhyw adeg. Mae'n iawn i newid dy feddwl unwaith y bydd wedi dechrau hefyd, dim ond i ti ddweud wrtha i a byddwn ni'n stopio/

iii). Y bydd data yn cael ei storio yn gyfrinachol (ADRAN TAFLEN: “Beth fydd yn digwydd i’r wybodaeth amdanaf?”)

DARLLENWCH: Bydd yn cael ei ddefnyddio i helpu'r cyfnewlydd i wneud yr arolwg. Fydd y cyfnewlydd ddim yn dangos na dweud dy atebion na mesuriadau i neb.

2. Aseidiadau plentyn (“Gwneud gweithgareddau i weld sut wyt ydw i’n meddwl am bethau”)

DARLLENWCH: Nawr rwyf am ofyn i ti wneud rhai gweithgareddau i weld sut wyt ti’n meddwl am bethau. Byddwn ni’n eistedd i lawr gyda’n gilydd wrth fy nghyfrifiadur. Byddaf yn gofyn i ti ddweud sut mae rhai geiriau yn mynd gyda’i gilydd. Byddaf hefyd yn gofyn i ti wneud dau weithgaredd difyr ar y cyfrifiadur. Bydd y gweithgaredd cyfrifiadurol cyntaf yn dangos pa mor dda wyt ti’n cofio pethau. Mae’r ail ynglŷn â sut wyt ti’n gwneud penderfyniadau. Ar gyfer y gweithgareddau hyn bydd angen i ti eistedd yn agos at y cyfrifiadur a chyffwrdd y sgrin – byddaf yn esbonio popeth wrth i ni fynd ymlaen. Bydd hyn yn cymryd tua **25 munud**.

	Tebyrwyd d geiriol	Tasg Cof	Tasg gwneud penderfyniadau	Amh – heb gael caniatâd rhiant
Wyt ti’n hapus i wneud y tri gweithgaredd yma gyda mi?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl wedi cychwyn neu basio unrhyw ddarnau nad yw eisiau ateb. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau gofyn.

3. Mesuriadau’r plentyn (“Cael dy fesur i weld sut wyt ydw i’n tyfu”)

DARLLENWCH: Nawr byddaf yn dy fesur i weld pa mor dal wyt ti a bydd angen i dy fam neu dy dad fy helpu gyda hyn. Byddaf hefyd yn edrych ar faint wyt ti’n pwysu a faint o dy gorff sy’n fraster yn defnyddio clorian arbennig. Galaf roi copi o dy fesuriadau i ti os wyt ti eisiau ond does dim rhaid i ti gael copi os nad wyt ti eisiau.

	Taldra	Pwysau	Braster corff	Amh – heb gael caniatâd rhiant
Bydd hyn yn cymryd tua 10 munud .				
Wyt ti’n hapus i fi fesur dy daldra a phwysau a faint o dy gorff sy’n fraster?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl wedi cychwyn neu basio unrhyw ddarnau nad yw eisiau ateb. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau gofyn.

Cadarnhad y cyfnewlydd

Rwy’n cadarnhau bod y plentyn yn deall beth sydd dan sylw wrth gwblhau’r arolwg; ei fod ef neu ei bod hi wedi gofyn yr holl gwestiynau sydd ganddo/ganddi ynglŷn â’r arolwg a fy mod wedi eu hateb i foddhad y plentyn; bod y plentyn yn ymwybodol mai dim ond y gweithgareddau mae eisiau wneud sy’n rhaid iddo/iddi eu cwblhau; a bod y plentyn yn ymwybodol y gall stopio cymryd rhan a newid ei feddwl/meddwl ar unrhyw adeg.

Enw’r cyfnewlydd (printiwch).....

Llofnodwyd gan y cyfnewlydd..... Dyddiad.....

Child of the New Century - Age 11 Survey Pilot

Practice Session - Consent Form

Name of child (print)

Name of parent/guardian (print)

Child assessments

I give my consent to the interviewer named below to ask my child if they are willing to participate in

Please initial box

- a) Verbal similarities task
b) Memory task
c) Decision making task

Child Measurements

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

Please initial box

- a) Height
b) Weight
c) Body fat percentage

Parental confirmation

I have read or heard the information leaflet about my child's participation in the Child of the New Century: Age 11 Survey Pilot practice session. I understand what the study involves and have discussed any outstanding questions with the interviewer named below. I am happy for my child named above to participate in the Survey Pilot practice session if they want to. I understand that my child can stop any part of the survey at any point or decline any part of it and that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for training purposes only.

Signed by parent/guardian Date

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet and they retain a copy of the leaflet for future reference. I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer Date

Interviewer use only:

Interviewer number:

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Plentyn y Ganrif Newydd – Arolwg Peilot 11 Oed

Sesiwn Ymarfer – Ffurflen Ganiatâd

Enw'r plentyn (printiwch).....

Enw'r rhiant/gwarchodwr (printiwch).....

Asesiadau'r plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon cymryd rhan mewn

Llofnodwch â llythrennau cyntaf enw

a) Tasg nodweddion geiriol tebyg

b) Tasg cof

c) Tasg gwneud penderfyniadau

Mesuriadau'r plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n barod i roi'r mesuriadau canlynol

Llofnodwch â llythrennau cyntaf enw

a) Taldra

b) Pwysau

c) Canran braster corff

Cadarnhad rhiant

Rydw i wedi darllen neu glywed y daflen wybodaeth ynglŷn â chyfranogiad fy mhientyn yn Plentyn y Ganrif Newydd: Sesiwn ymarfer Arolwg Peilot 11 Oed. Rwy'n deall beth fydd yr arolwg yn golygu ac wedi trafod unrhyw gwestiynau ychwanegol gyda'r cyfwelydd a enwir isod. Rwy'n hapus i'm plentyn a enwir uchod gymryd rhan yn sesiwn ymarfer yr arolwg Peilot os yw eisiau. Rwy'n deall y gall fy mhientyn roi'r gorau i unrhyw ran o'r arolwg ar unrhyw adeg neu wrthod unrhyw ran ohono ac y bydd yr holl wybodaeth yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac y bydd yn cael ei defnyddio i ddibenion hyfforddiant yn unig.

Llofnodwyd gan y rhiant/gwarcheidwad Dyddiad

Cadarnhad y cyfwelydd

Rwy'n cadarnhau fy mod wedi esbonio natur yr astudiaethau arfaethedig i'r sawl a enwir ar y ffurflen hon. Rwy'n cadarnhau bod y sawl a enwir ar y ffurflen wedi darllen neu glywed yr wybodaeth yn y daflen ac wedi cadw copi o'r daflen er gwybodaeth. Rwy'n cadarnhau fy mod wedi ateb unrhyw gwestiynau oedd ganddynt. Credaf fod ganddynt ddealltwriaeth ddigonol o'r astudiaeth a'u bod wedi rhoi eu caniatâd yn wirfoddol. Rwyf wedi gadael copi o'r ffurflen hon gyda nhw.

Enw'r cyfwelydd (printiwch).....

Llofnodwyd gan y cyfwelydd Dyddiad.....

Interviewer use only:

Interviewer number:

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Ipsos MORI/J10-030358-01-01/PS

Interviewer use only:

Interviewer number:

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Ipsos MORI/J10-030358-01-01/Practice session

How can I help with Child of the New Century?

What is it?

Child of the New Century is an important survey of lots of children your age. The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

What's it for?

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from the Children of the New Century as they grow up will help to make things better for all children in the future.

Why me?

We are talking to a small number of children first to check the survey is working.

What will it be like?

We hope you will find it interesting! Children usually enjoy doing the survey. The interviewer will explain everything to you clearly so it is easy for you to understand what you have to do. You can skip any bits you don't want to do. You don't need to do anything beforehand.

What will I have to do?

The interviewer will ask you to do some different things. You can decide whether or not you want to do each one.

Do three activities to find out how I think (around 25 minutes)

The interviewer will ask you to tell them how some words go together. They will also ask you to do two fun activities on a computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind.

Be measured to find out how I am growing (around 10 minutes)

The interviewer will measure how tall you are. They will also see how much you weigh and how much of your body is made of fat. To do this they will use special scales. The interviewer will give you a copy of your measurements if you want. They will not tell anyone else your measurements.

What if I have questions?

The interviewer will tell you more about these activities when they come to see you. They will ask you if you have any questions. They will also make sure you understand what you have to do before you start.

Do I have to do these things?

You don't have to help us by doing these things if you don't want to. The interviewer will ask you about them one at a time and you can say yes or no to each. You can stop at any time.

Will I get anything for doing it?

The interviewer will give you a small thank you present and your family will be given a voucher for £10.

What will happen to the information about me?

It will be used to help the interviewers practise doing the survey. The interviewer will not show or tell your answers or measurements to anyone.

What if I want to know more?

If you have any other questions about the survey, you can contact James at Ipsos MORI: at childnc@ipsos.com, or on Freephone 0808 238 5446 (calls from mobile phones may not be free).

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

Thank you for helping us!



Child of the new Century

Ipsos MORI

Sut ydw i'n gallu helpu gyda Plentyn y Ganrif Newydd?

Beth ydi o?

Mae Plentyn y Ganrif Newydd yn arolwg pwysig o lawer o blant dy oed di.

Mae'r plant wedi bod yn yr arolwg hwn ers eu bod yn fabanod. Rydym nawr eisiau ymweld â'r plant i gyd eto a gweld beth maent yn ei wneud a sut fywydau sydd ganddynt.

Ar gyfer beth mae o?

Mae er mwyn gweld sut brofiad ydi hi i dyfu fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Mae Plentyn y Ganrif Newydd eisoes wedi dweud cryn dipyn wrthym ni ynglŷn â sut i wneud bywydau plant yn well. Bydd dysgu mwy o Blant y Ganrif Newydd wrth iddynt dyfu yn ein helpu i wneud pethau'n well i blant yn y dyfodol.

Pam fi?

Rydym yn siarad â nifer fechan o blant yn gyntaf i wneud yn siŵr bod yr arolwg yn gweithio.

Sut beth fydd o?

Gobeithio y byddi di'n meddwl ei fod yn ddiddorol! Mae plant fel arfer yn mwynhau gwneud yr arolwg. Bydd y cyfwelydd yn esbonio popeth i ti'n glir fel ei bod yn hawdd i ti ddeall beth sy'n rhaid i ti wneud. Gallu neidio unrhyw ddarnau ti ddim eisiau gwneud. Does dim rhaid i ti wneud dim byd o flaen llaw.

Beth fydd rhaid i mi wneud?

Bydd y cyfwelydd yn gofyn i ti wneud pethau gwahanol. Gallu benderfynu os wyt ti eisiau gwneud pob un neu beidio.

Gwneud tri gweithgaredd i weld sut ydw i'n meddwl am bethau (tua 25 munud)

Bydd y cyfwelydd yn gofyn i ti ddweud sut mae rhai geiriau yn mynd gyda'i gilydd. Byddant hefyd yn gofyn i ti wneud dau weithgaredd difyr ar gyfrifiadur. Bydd y gweithgaredd cyntaf ar y cyfrifiadur yn dangos pa mor dda wyt ti'n cofio pethau. Mae'r ail ynglŷn â sut wyt ti'n gwneud penderfyniadau.

Mesur pa mor dal wyt ti i weld sut wyt ti'n tyfu (tua 10 munud)

Bydd y cyfwelydd yn mesur pa mor dal wyt ti. Bydd hefyd yn edrych ar faint wyt ti'n pwysu a faint o dy gorff sy'n fraster. I wneud hyn bydd yn defnyddio clorian arbennig. Bydd y cyfwelydd yn rhoi copi o dy fesuriadau i ti os wyt ti eisiau. Ni fydd yn dweud wrth neb beth yw dy fesuriadau.

Beth os bydd gen i gwestiynau?

Bydd y cyfwelydd yn siarad mwy am y gweithgareddau hyn pan fydd yn dod i dy weld. Bydd yn gofyn a oes gennynt unrhyw gwestiynau. Bydd hefyd yn gwneud yn siŵr dy fod yn deall beth sy'n rhaid i ti ei wneud cyn cychwyn.

Oes rhaid i mi wneud y pethau hyn?

Does dim rhaid i ti ein helpu trwy wneud y pethau hyn os nad wyt ti eisiau. Bydd y cyfwelydd yn gofyn i ti amdanynt un ar y tro a galli ddweud ie neu na i bob un. Gallu stopio ar unrhyw adeg.

Fyddda i'n cael unrhyw beth am ei wneud?

Bydd y cyfwelydd yn rhoi anrheg fach i ddiolch i ti a bydd dy deulu yn derbyn tocyn anrheg o £10.

Beth fydd yn digwydd i'r wybodaeth amdanaf?

Bydd yn cael ei defnyddio i helpu'r cyfwelwyr i wneud yr arolwg. Fydd y cyfwelydd ddim yn dangos nac yn dweud wrth neb am dy atebion a'th fesuriadau.

Beth os ydw i eisiau gwybod mwy?

Os oes gennyt unrhyw gwestiynau eraill ynglŷn â'r arolwg, galli gysylltu â James yn Ipsos MORI: yn childnc@ipsos.com, neu ar rif Rhadffôn 0808 238 5446 (efallai na fydd galwadau o ffonau symudol am ddim).

Os wyt ti eisiau rhagor o wybodaeth ynglŷn â Plentyn y Ganrif Newydd yn gyffredinol, galli edrych ar y wefan: www.childnc.net, ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk.

Diolch i ti am ein helpu!

Child of the New Century - Age 11 Survey Pilot

What is Child of the New Century?

The Child of the New Century is a major national study that follows the lives of thousands of children born at the beginning of the century. We have visited them when they were babies, and when they were around 3 years, 5 years and 7 years old.

The study has already shown a lot about how today's children grow and develop, about their health, their schooling and their activities. We now want to revisit the children in their last year of primary school and before they become teenagers, to find out how they are getting on, what is the same for them and what has changed.

Would you like to help in our Pilot Practice Session?

Before we start the main Age 11 Survey, we are carrying out a pilot to test and practise the survey. We would like your help in allowing our interviewers to practise some parts of the survey. This is extremely important and it would be really helpful if your family would be part of it. By taking part in the pilot practice session you will not be joining the main study.

This leaflet explains more about the assessments and measurements the interviewer will be carrying out in this practice session, and you can also ask the interviewer for further information.

What would we like your child to do?

We would like your child to:

1. Complete three assessments of learning
2. Be weighed and measured

The interviewer will ask for your written permission to ask your child to do these things and will ask your child if they agree to do them

What assessments do we do?

We would like to measure your child's progress using a set of assessments. Our interviewers are specially trained in carrying out these assessments. It is important that all the children in the survey are assessed in a standard way so we can compare results across children.

There are three assessments that measure different aspects of their progress. One of the assessments is taken from the British Ability Scales, which are well respected and widely used by educational psychologists. The other two assessments done on a computer are developed by Cambridge Cognition who are leading experts in this area. The three assessments will take around 25 minutes.

Ideally, the assessments should be carried out in a quiet, well-lit room, away from distractions and disruptions. If possible the interviewer would like to sit at a table with your child to carry out the assessments. For the second and third tasks, your child will need to touch the screen of the interviewer's laptop computer. The accuracy of the assessments depends on your child being able to respond quickly, so it is important that they can reach the screen easily.

First assessment (Verbal similarities)

This measures children's verbal ability. Your child will be read three words and be asked to state how the three things are similar or go together. The assessment is expected to get harder as it goes along. We just want to see how far they can get.

Second assessment (Memory)

This measures your child's memory and their ability to work out ways to solve a problem. Your child will be shown a number of coloured boxes on the computer screen which they have to open to find hidden tokens.

Third assessment (Decision-making)

This measures your child's ability to make decisions. Your child will be presented with a row of boxes across the top of the computer screen. Some will be red and some will be blue. They will be asked to decide whether they think a yellow token has been hidden in either a red box or a blue box. Your child will start off with a certain number of points. Each time they answer they will need to decide how many of their points they are willing to risk.

You are welcome to be present during these assessments. However, in order to get a true reflection of your child's ability, we would ask you to avoid interrupting the assessment or prompting your child so that the response we record is truly their own. Our interviewers cannot give specific feedback about how your child is performing. This is because rather than measuring the ability of each individual child, these assessments are designed to measure the range of skills that all children of this age have.

How do we measure your child?

We would like to measure your child's height, weight and body fat percentage. Our interviewers are specially trained in doing this. It is important that all the children in the survey are measured in a standard way so we can compare results across children. The measurements will take around 10 minutes.

Your child will be offered a record of their measurements to keep if they would like it.

We would like you to be present while taking the measurements as the interviewer will need your help with measuring their height.

Height and weight are used to calculate the child's Body Mass Index which can be used to identify children who are overweight or obese. Body fat percentage is a measure of fat distribution in the body. The height measurement will be taken using a measuring device called a stadiometer. The interviewer will need to hold your child's head in a particular position in order to make sure that your child's maximum height is measured. For the weight and body fat percentage measurements the interviewer will ask your child to stand on a special set of scales. The scales measure body fat by sending a weak electrical current around the body from one foot to the other. The electrical current is safe and painless. It cannot be felt at all.

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

What will happen to the information collected?

Your child's answers and measures will be treated in strict confidence in accordance with the Data Protection Act. The information provided will be used solely to inform the training of our interviewers.

Who is carrying out the study?

Child of the New Century is run by the Centre for Longitudinal Studies. This is a research centre in the Institute of Education at the University of London. It has been running this study since it began and runs other, similar studies. The UK is a world leader in studies of this kind.

The Age 11 Pilot Survey is being carried out by Ipsos MORI, an independent research organisation that is experienced in carrying out research with families.

Child of the New Century is paid for by the Economic and Social Research Council (ESRC) and government departments in all countries of the UK.

How can I find out more?....

If you would like more information about the Age 11 Pilot Survey please contact Ipsos MORI below:

James Bill

Ipsos MORI

79-81 Borough Road

London

SE1 1FY

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

Email: childnc@ipsos.com

...about child of the new century?

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

Thank you for your help.

Plentyn y Ganrif Newydd – Arolwg Peilot 11 Oed

Beth yw Plentyn y Ganrif Newydd?

Mae Plentyn y Ganrif Newydd yn astudiaeth newydd fawr sy'n dilyn bywydau miloedd o blant a aned ar ddechrau'r ganrif newydd. Fe ymwelom â nhw pan oeddent yn fabanod, a phan oeddent tua 3 oed, 5 oed a 7 oed.

Mae'r astudiaeth eisoes wedi dangos cryn dipyn am sut mae plant heddiw yn tyfu a datblygu, ynglŷn â'u hiechyd, eu haddysg a'u gweithgareddau. Rydym nawr eisiau ailymweld â'r plant yn eu blwyddyn olaf o'r ysgol gynradd a chyn iddynt gyrraedd eu harddegau, i ganfod sut maent yn dod yn eu blaen, beth sydd wedi aros yr un peth a beth sydd wedi newid.

A hoffech chi helpu yn ein Sesiwn Ymarfer Peilot?

Cyn i ni gychwyn y prif Arolwg 11 Oed, rydym yn cynnal peilot i brofi ac ymarfer yr arolwg. Fe hoffem eich cymorth i ganiatáu i'n cyfwelwyr ymarfer rhai rhannau o'r arolwg. Mae hyn yn hynod bwysig a byddai'n ddefnyddiol iawn pe gallech chi a'ch teulu gymryd rhan. Trwy gymryd rhan yn y sesiwn ymarfer peilot, ni fyddwch yn ymuno â'r brif astudiaeth.

Mae'r daflen hon yn esbonio ychydig mwy am yr asesiadau a'r mesuriadau fydd y cyfwelydd yn eu gwneud yn y sesiwn ymarfer hon, a gallwch hefyd ofyn i'r cyfwelydd am ragor o wybodaeth.

Beth ydym am i'ch plentyn ei wneud?

Hoffem i'ch plentyn:

1. Gyflawni tri asesiad dysgu
2. Gael ei fesur a'i bwyso

Bydd y cyfwelydd yn gofyn i chi am ganiatâd ysgrifenedig i ofyn i'ch plentyn wneud y pethau hyn a bydd yn gofyn i'ch plentyn os yw'n cytuno i'w gwneud.

Pa asesiadau ydyn ni'n eu gwneud?

Hoffem fesur cynnydd eich plentyn gan ddefnyddio cyfres o asesiadau. Mae ein cyfwelwyr wedi eu hyfforddi yn arbennig i gyflawni'r asesiadau hyn. Mae'n bwysig bod pob plentyn yn yr arolwg yn cael eu hasesu mewn modd safonol er mwyn i ni allu cymharu canlyniadau ar draws yr holl blant.

Mae yna dri asesiad sy'n mesur gwahanol agweddau o'u cynnydd. Cymerir un asesiad o Glorian Gallu Prydain, sy'n asesiad uchel ei barch ac yn cael defnydd helaeth ymysg seicolegwyr addysg. Mae'r ddau asesiad arall a wneir ar gyfrifiadur wedi eu datblygu gan Cambridge Cognition sy'n arbenigwyr blaenllaw yn y maes hwn. Bydd y tri asesiad yn cymryd tua 25 munud.

Yn ddelfrydol, dylid cyflawni'r asesiadau mewn ystafell dawel, olau, heb ddim i darfu nac ymyrryd arnynt. Os yn bosibl fe hoffai'r cyfwelydd eistedd wrth fwrdd gyda'ch plentyn i gyflawni'r asesiadau. Ar gyfer yr ail a'r drydedd dasg, bydd angen i'ch plentyn gyffwrdd sgrin gliniadur y cyfwelydd. Mae cywirdeb yr asesiadau yn ddibynnol ar allu'ch plentyn i ymateb yn gyflym, felly mae'n bwysig eu bod yn gallu cyrraedd y sgrin yn hwylus.

Asesiad cyntaf (Tebygrwydd geiriol)

Mae hyn yn mesur gallu geiriol plant. Darllenir tri gair allan i'ch plentyn a gofynnir iddynt ddatgan sut mae'r tri yn debyg neu'n cyd-fynd. Disgwylir i'r asesiad fynd yn anoddach wrth fynd ymlaen. Dim ond eisiau gweld pa mor bell maent yn cyrraedd ydyn ni.

Ail asesiad (Cof)

Mae hyn yn mesur cof eich plentyn a'u gallu i feddwl sut i ddatrys problem. Dangosir nifer o flychau lliw i'ch plentyn ar sgrin cyfrifiadur y mae'n rhaid iddynt agor i ganfod tocynnau cudd.

Trydydd asesiad (Gwneud penderfyniadau)

Mae hyn yn mesur gallu eich plentyn i wneud penderfyniadau. Cyflwynir eich plentyn â rhes o flychau ar draws brig y sgrin gyfrifiadurol. Bydd rhai yn goch a rhai yn las. Gofynnir iddynt benderfynu os yw tocyn melyn wedi ei guddio naill ai mewn blwch coch neu flwch glas. Bydd eich plentyn yn cychwyn gyda nifer o bwyntiau. Pob tro byddant yn ateb bydd angen iddynt benderfynu faint o'u pwyntiau maent yn fodlon mentro.

Mae croeso i chi fod yn bresennol yn ystod yr asesiadau hyn. Fodd bynnag, er mwyn cael adlewyrchiad cywir o allu'ch plentyn, hoffem ofyn i chi osgoi amharu ar yr asesiad neu ysgogi'ch plentyn fel bod yr ymateb a gofnodir yn ymateb gwirioneddol y plentyn. Ni all ein cyfwelwyr roi adborth penodol am berfformiad eich plentyn. Mae hyn am fod yr asesiadau hyn, yn hytrach na mesur gallu unigol pob plentyn, wedi eu cynllunio i fesur yr ystod o sgiliau sydd gan bob plentyn o'r oed hwn.

Sut byddwn ni'n mesur eich plentyn?

Hoffem fesur taldra, pwysau a chanran braster corff eich plentyn. Mae ein cyfwelwyr wedi eu hyfforddi'n arbennig i wneud hyn. Mae'n bwysig bod pob plentyn yn yr arolwg yn cael ei fesur mewn modd safonol er mwyn i ni allu cymharu canlyniadau ar draws yr holl blant. Bydd y mesuriadau yn cymryd tua 10 munud.

Fe gynnigir cofnod o'r mesuriadau i'ch plentyn os yw am eu cadw.

Hoffem i chi fod yn bresennol wrth gymryd y mesuriadau gan y bydd y cyfwelydd angen eich cymorth i fesur taldra.

Defnyddir taldra a phwysau i gyfrifo Mynegai Mas y Corff y plentyn a ellir ei ddefnyddio i nodi plant sy'n pwysu gormod neu sy'n ordew. Mae canran braster y corff yn fesur o ddsbarthiad braster yn y corff. Mesurir y taldra gan ddefnyddio dyfais fesur a elwir yn stadiometer. Bydd y cyfwelydd angen dal pen eich plentyn mewn safle penodol er mwyn sicrhau y mesurir uchafswm taldra eich plentyn. Ar gyfer y mesuriadau pwysau a chanran braster y corff, bydd y cyfwelydd yn gofyn i'ch plentyn sefyll ar glorian arbennig. Mae'r glorian yn mesur braster y corff trwy anfon cerrynt trydanol gwan o amgylch y corff o un droed i'r llall. Mae'r cerrynt trydanol yn ddiogel a di-boen. Ni ellir ei deimlo o gwbl.

Ar gyfer y mesuriadau taldra a phwysau, rhaid tynnu esgidiau a sanau, ac ar gyfer y mesuriad pwysau, dylai'ch plentyn dynnu unrhyw ddillad trwm neu eitemau yn eu pocedi.

Beth fydd yn digwydd i'r wybodaeth a gesglir?

Caiff atebion a mesuriadau eich plentyn eu trin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data. Bydd yr wybodaeth a ddarperir yn cael ei defnyddio i hysbysu hyfforddiant ein cyfwelwyr yn unig.

Pwy sy'n cyflawni'r astudiaeth?

Mae Plentyn y Ganrif Newydd yn cael ei redeg gan y Centre for Longitudinal Studies. Canolfan ymchwil yw hon yn y Sefydliad Addysg ym Mhrifysgol Llundain. Mae wedi bod yn cynnal yr astudiaeth hon ers y cychwyn cyntaf ac mae'n rhedeg nifer o astudiaethau eraill tebyg. Mae'r Deyrnas Unedig yn arweinydd byd mewn astudiaethau o'r fath.

Mae'r Arolwg Peilot 11 Oed yn cael ei gyflawni gan Ipsos MORI, sefydliad ymchwil annibynnol sydd â phrofiad o gyflawni ymchwil gyda theuluoedd.

Y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) ac adrannau llywodraeth ym mhob un o wledydd y Deyrnas Unedig sy'n talu am Plentyn y Ganrif Newydd.

Sut ydw i'n cael rhagor o wybodaeth?....

Os hoffech ragor o wybodaeth ynglŷn â'r Arolwg Peilot 11 Oed, cysylltwch ag Ipsos MORI isod:

James Bill

Ipsos MORI

79-81 Borough Road

Llundain

SE1 1FY

Rhadffôn 0808 238 5446 (gall costau o ffonau symudol amrywio, gwiriwch gyda'ch darparwr)

E-bost: childnc@ipsos.com

...ynglŷn â phlentyn y ganrif newydd?

Am ragor o wybodaeth ynglŷn â'r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250, neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net

Diolch i chi am eich cymorth.

Child of the New Century – Age 11 Pilot Survey

Instructions for practice sessions

Between the second and third day of the briefing (i.e. from the 17th to the 23rd August) we would like you to practise administering the cognitive assessments, and the height, weight and body fat measurements with two children aged eleven. Please try to recruit children aged eleven – if the children are older or younger than this, the practice will not be a true reflection of what you are likely to encounter in field. It is important that you do not know this child well. It is not acceptable for you to practise on family members or close friends of the family. However, if you have a friend who has a child or grandchild who is eleven, you can carry out the practice session with them as long as you don't know them personally.

Your pack contains the following materials to aid recruitment:

- Practice quota sheet
- Practice advance letter for parent
- Practice advance letter for child
- Information sheet for parent
- Information sheet for child

Please note that all other practice session materials will be provided to you in your briefing pack.

Please make every effort to recruit these children before the briefing starts. If you have any problems with this, please contact your Region Coordinator or Region Manager as soon as possible.

In these sessions you will only practise administering the child assessments and recording the child's measurements on the CAPI – there will be no interview with the child's parent. Please record the children you have recruited on the enclosed 'Practice Quota Sheet' and bring it with you on the first day of the briefing (16th August).

You should give an advance letter and information sheet to parents/carers when recruiting. Please give the child the child letter and child information sheet too.

For these sessions, please leave a gift for each child (top trumps and, if applicable, stickers for any younger siblings) and £10 in High Street vouchers for each household.

Please note that this practice is an essential part of the briefing. We will be discussing your experience and providing feedback on 23rd August.

Kind regards,

Child of the New Century Research Team

Child of the New Century – Age 11 Survey Pilot

List of materials for practice sessions

Physical measurements

A stadiometer for the height measurement
Scales for the weight and body fat measurements

Documents

Practice session instructions

Parent information sheet
Child information sheet
Copy of advance letter for parent and child
Consent forms (parent and consent from child)
Practice quota sheet
Measurements postcard

The physical measurement/cognitive assessment instructions

Voucher receipt
£10 High Street vouchers for each household
Gift for child (top trumps)
Stickers for younger siblings

Child of the New Century – Age 11 Survey Pilot

Practice session quota sheet

Please remember to bring this to the first day of the briefing (16th August)

Interviewer name and number: _____

First interview

Child's name	
Child's sex	
Child's age	years months
Child's ethnic group	
Notes (please include a description of how the child was recruited/how you know them):	

Second interview

Child's name	
Child's sex	
Child's age	years months
Child's ethnic group	
Notes (please include a description of how the child was recruited/how you know them):	



Child of the New Century – Age 11 Survey Pilot

Practice Sessions

Respondent copy

As a way of thanking your household for helping us with the interview, Ipsos MORI is giving you £10 in gift vouchers.

We hope you found it interesting taking part, and once again, we would like to thank you for your contribution.

Please sign below to indicate that you have received £10 in gift vouchers.

Signed (respondent)

Signed (interviewer)

Date

Interviewer use only:

Interviewer number:

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**Child of the New Century – Age 11 Pilot Survey
Practice Sessions**

Office copy

As a way of thanking your household for helping us with the interview, Ipsos MORI is giving you £10 in gift vouchers.

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Please sign below to indicate that you have received £10 in gift vouchers.

Signed (respondent).....

Signed (interviewer).....

Date.....

Interviewer use only:

Interviewer number:

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Plentyn y Ganrif Newydd – Arolwg Peilot 11 Oed

Sesiynau Ymarfer

Copi ymatebwr

I ddiolch i chi fel teulu am ein helpu gyda'r cyfweiliad, mae Ipsos MORI yn rhoi £10 i chi mewn tocynnau anrheg.

Gobeithio eich bod wedi mwynhau cymryd rhan, ac unwaith eto, hoffem ddiolch i chi am eich cyfraniad.

Llofnodwch isod i ddynodi eich bod wedi derbyn £10 mewn tocynnau anrheg.

Llofnodwyd (ymatebwr)

Llofnodwyd (cyfwelydd)

Dyddiad

Interviewer use only:

Interviewer number:

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Ipsos MORI/10-030358-01-01/Voucher receipt

Defnydd cyfwelydd yn unig:

Rhif cyfwelvd:

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Ipsos MORI/10-030358-01-01

Plentyn y Ganrif Newydd – Arolwg Peilot 11 Oed Sesiynau Ymarfer

Copi swyddfa

I ddiolch i chi fel teulu am ein helpu gyda'r cyfweiliad, mae Ipsos MORI yn rhoi £10 i chi mewn tocynnau anrheg.

Gobeithio eich bod wedi mwynhau cymryd rhan, ac unwaith eto, hoffem ddiolch i chi am eich cyfraniad.

Llofnodwch isod i ddynodi eich bod wedi derbyn £10 mewn tocynnau anrheg.

Llofnodwyd (ymatebwr)

Llofnodwyd (cyfwelydd)

Dyddiad

Interviewer use only:

Interviewer number:

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Ipsos MORI/10-030358-01-01/Voucher receipt

Defnydd cyfwelydd yn unig:

Rhif cyfwelvd:

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Ipsos MORI/10-030358-01-01

Advance Materials

WHO IS CARRYING OUT THE STUDY?

Child of the New Century is run by the Centre for Longitudinal Studies. This is a research centre in the Institute of Education at the University of London. It has been running this study since it began and runs other, similar studies. The UK is a world leader in studies of this kind.

The Age 11 Pilot Survey is being carried out by Ipsos MORI, an independent research organisation that is experienced in carrying out research with families.

Child of the New Century is paid for by the Economic and Social Research Council (ESRC) and government departments in all countries of the UK.

WHAT HAPPENS AFTER?

We hope to follow the Children of the New Century every few years as they grow up. If you are willing, we'd like to come back again shortly before the next survey takes place, to ask for you and your child's help with testing the next questionnaire. We don't know yet exactly when this might be. You can decide at the time whether or not you would like to help us again.

We would like to stay in touch with your child as well as your family, so that we can tell them about what we have found out about the children's lives.

We will ask you for your written permission for your child to share their mobile phone number and email address with us (if they have one). We will only use the information to tell your child about Child of the New Century and to let them know when we want to come and visit them and your family again. All information will be stored under the terms of the Data Protection Act. It will only be used by the Child of the New Century team and will not be shared with any other organisations.

HOW CAN I FIND OUT MORE... ...ABOUT THE SURVEY?

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

James Bill

Ipsos MORI
79-81 Borough Road
London
SE1 1FY

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

Email: childnc@ipsos.com

...ABOUT CHILD OF THE NEW CENTURY?

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

...GENERAL ADVICE?

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

Family Lives provides confidential advice, information or support on a range of family issues. Contact Family Lives (www.familylives.org.uk) on Freephone 0800 800 222.

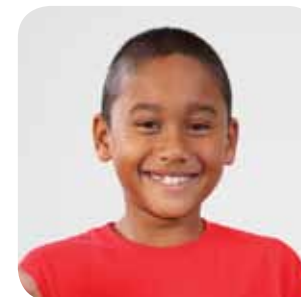
Your local Citizens Advice Bureau (CAB) can offer independent advice in person on a range of general issues including housing debt and consumer issues. You can find out more, including where your nearest CAB is, at www.adviceguide.org.uk.

Thank you for your help
Ipsos MORI

CHILD OF THE NEW CENTURY

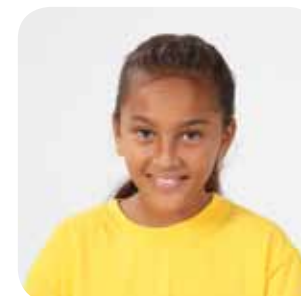


AGE 11 SURVEY PILOT



WHAT IS THE CHILD OF THE NEW CENTURY AGE 11 PILOT?

Please read on...



WHY IS CHILD OF THE NEW CENTURY IMPORTANT?

The Child of the New Century is a major national study that follows the lives of thousands of children born at the beginning of the century. We have visited them when they were babies, and when they were around 3 years, 5 years and 7 years old.

The study has already shown a lot about how today's children grow and develop, about their health, their schooling and their activities. Scientists have used the information to find out how to improve children's lives. Policy makers trust the study to guide them in the best ways of supporting families and in trying to ensure children's future health and happiness.

We now want to revisit the children in their last year of primary school and before they become teenagers, to find out how they are getting on, what is the same for them and what has changed.

WOULD YOU LIKE TO HELP US IN THE PILOT?

Every time we visit the Children of the New Century, we first carry out a pilot study to test and practise the interviews. We want to make sure the questions and other activities work as planned, and that we collect good information. This is very important for the study.

It would be really helpful if you and your family would be part of the pilot.

WHAT WILL HAPPEN TO THE INFORMATION COLLECTED IN THE AGE 11 SURVEY PILOT?

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide in the pilot will be used to make sure we get the main Child of the New Century survey right.

WHAT WOULD WE LIKE YOU TO DO?

Where there are two parents (or a parent and their partner) living with the child, we would like to speak with both of you. We would like to interview one of you (usually Mum) for just over an hour.

The questions cover:

- Your family situation
- The things you do with your child
- Your child's education
- Their activities outside school
- Their health
- Your health
- Your employment
- Your income and housing

We would also like to interview the other parent (usually Dad) for 20-25 minutes. This will cover a smaller number of questions but on similar topics.

Both of you can miss out any questions you don't want to answer. For some questions, which might be more private, you will fill in the answers yourself on the interviewer's laptop.

It's really important that we interview both adults who live with the child, if possible, to get a complete understanding of family life.

WHAT WOULD WE LIKE YOUR CHILD TO DO?

We would like to ask your child to take part in a number of activities. These activities provide us with a full understanding of how children of their age are growing up today. We will ask them to:

- fill in a question booklet to tell us about their lives
- do some activities on a computer to help us understand how they think
- be measured, so we can understand how they are growing

The leaflet "What would we like your child to do?" provides more information.

WHO ELSE DO WE WANT TO GET INFORMATION FROM?

We would like to send a questionnaire to your child's class teacher to find out more about your child's education. We will only do this if you give your written permission and your child agrees. It will, of course, be up to your child's teacher to decide whether or not to complete the questionnaire. By giving us their name you do not commit them to taking part.

The questionnaire will cover various aspects of your child's education, including:

- what your child is like at school
- their friends
- how they get on in different subjects
- your involvement with the school

It also covers some details about your child's teacher, class groupings and the other children in your child's class. This information will provide a fuller picture of your child's education. It will take the teacher around 20 minutes to complete.

The questionnaire will be posted to the teacher at school within the next few months. The interviewer will ask you for the teacher's full name and the name and address of the school. We will also write to the head teacher to let them know this is happening. The information that the teacher gives about your child will be treated in strict confidence in accordance with the Data Protection Act.

This means that we cannot provide you with the information they give about your child. In the same way the teacher will not be told any of the information that we collect from you or your child.

WHO IS CARRYING OUT THE STUDY?

Child of the New Century is run by the Centre for Longitudinal Studies. This is a research centre in the Institute of Education at the University of London. It has been running this study since it began and runs other, similar studies. The UK is a world leader in studies of this kind.

The Age 11 Pilot Survey is being carried out by Ipsos MORI, an independent research organisation that is experienced in carrying out research with families.

Child of the New Century is paid for by the Economic and Social Research Council (ESRC) and government departments in all countries of the UK.

WHAT HAPPENS AFTER?

We hope to follow the Children of the New Century every few years as they grow up. If you are willing, we'd like to come back again shortly before the next survey takes place, to ask for you and your child's help with testing the next questionnaire. We don't know yet exactly when this might be. You can decide at the time whether or not you would like to help us again.

We would like to stay in touch with your child as well as your family, so that we can tell them about what we have found out about the children's lives.

We will ask you for your written permission for your child to share their mobile phone number and email address with us (if they have one). We will only use the information to tell your child about Child of the New Century and to let them know when we want to come and visit them and your family again. All information will be stored under the terms of the Data Protection Act. It will only be used by the Child of the New Century team and will not be shared with any other organisations.

HOW CAN I FIND OUT MORE... ...ABOUT THE SURVEY?

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

James Bill

Ipsos MORI
79-81 Borough Road
London
SE1 1FY

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

Email: childnc@ipsos.com

...ABOUT CHILD OF THE NEW CENTURY?

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

...GENERAL ADVICE?

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

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Thank you for your help
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CHILD OF THE NEW CENTURY

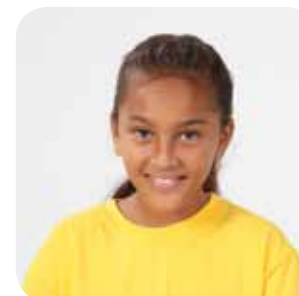


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- be measured, so we can understand how they are growing

The leaflet "What would we like your child to do?" provides more information.

PWY SY'N CYFLAWNI'R ASTUDIAETH?

Mae Plentyn y Ganrif Newydd yn cael ei redeg gan y Centre for Longitudinal Studies. Canolfan ymchwil yw hon yn y Sefydliad Addysg ym Mhrifysgol Llundain. Mae wedi bod yn cynnal yr astudiaeth hon ers ei dechrau ac mae'n rhedeg nifer o astudiaethau eraill tebyg. Mae'r Deyrnas Unedig yn arweinydd byd mewn astudiaethau o'r fath.

Mae'r Arolwg Peilot 11 Oed yn cael ei gyflawni gan Ipsos MORI, sefydliad ymchwil annibynnol sydd â phrofiad o gyflawni ymchwil gyda theuluoedd.

Y Cyngor Ymchwil Economaidd a Chymdeithasol (ESRC) ac adrannau llywodraeth ym mhob un o wledydd y Deyrnas Unedig sy'n talu am Plentyn y Ganrif Newydd.

BETH SY'N DIGWYDD WEDYN?

Rydym yn gobeithio dilyn Plant y Ganrif Newydd pob ychydig flynyddoedd wrth iddynt dyfu. Os ydych yn fodlon, hoffem ddychwelyd eto'n fuan cyn cynnal yr arolwg nesaf, i ofyn am eich cymorth chi a'ch plentyn i brofi'r holiadur nesaf. Ni wyddom ar hyn o bryd pryd fydd hyn. Gallwch benderfynu ar y pryd p'un a ydych am ein helpu eto neu beidio.

Hoffem gadw mewn cysylltiad â'ch plentyn yn ogystal â'ch teulu, er mwyn i ni allu rhoi gwybod iddynt beth ydym wedi dysgu am fywydau'r plant.

Byddwn yn gofyn i chi am eich caniatâd ysgrifenedig i'ch plentyn rannu eu rhif ffôn symudol a chyfeiriad e-bost gyda ni (os oes ganddynt un). Dim ond i roi gwybod i'ch plentyn am Blentyn y Ganrif Newydd ac i roi gwybod iddynt ein bod eisiau ymweld â nhw a'ch teulu eto fyddwn yn defnyddio'r wybodaeth. Bydd yr holl wybodaeth yn cael ei storio dan amodau'r Ddeddf Diogelu Data. Dim ond tîm Plentyn y Ganrif Newydd fydd yn ei defnyddio ac ni fydd yn cael ei rhannu gyda sefydliadau eraill.

**SUT YDW I'N CAEL GWYBOD MWY...
...YNGLŶN Â'R AROLWG?**

Os hoffech ragor o wybodaeth ynglŷn â'r arolwg peilot, cysylltwch ag Ipsos MORI isod:

James Bill

Ipsos MORI
79-81 Borough Road
Llundain
SE1 1FY

Rhadffôn 0808 238 5446 (gall costau o ffonau symudol amrywio, gwiriwch gyda'ch darparwr)

e-bost: childnc@ipsos.com

**...YNGLŶN Â PLENTYN Y GANRIF
NEWYDD?**

Am ragor o wybodaeth ynglŷn â'r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net.

...O GYNGOR CYFFREDINOL?

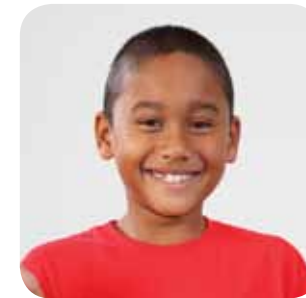
Os oes gennych bryderon am addysg eich plentyn, siaradwch ag athro neu brifathro eich plentyn. Os ydych yn pryderu am iechyd eich plentyn, siaradwch â'ch meddyg teulu.

Mae Family Lives yn cynnig cyngor, gwybodaeth neu gefnogaeth gyfrinachol ar ystod o faterion teuluol. Cysylltwch â Family Lives (www.familylives.org.uk) ar Radffôn 0800 800 222.

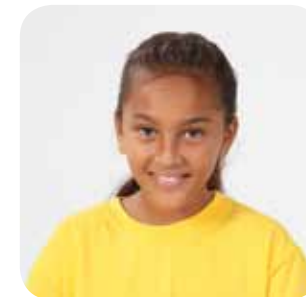
Gall eich Swyddfa Cyngor ar Bopeth (CAB) lleol gynnig cyngor annibynnol uniongyrchol ar ystod o faterion cyffredinol yn cynnwys dyledion tai a materion defnyddwyr. Gallwch ddysgu mwy, yn cynnwys ble mae'ch CAB agosaf, yn www.adviceguide.org.uk.

Diolch i chi am eich cymorth
Ipsos MORI

PLENTYN
Y GANRIF
NEWYDD

**PEILOT AROLWG 11 OED****BETH YW'R PEILOT 11 OED
PLENTYN Y GANRIF NEWYDD?**

Darllenwch ymlaen...



PAM FOD PLENTYN Y GANRIF NEWYDD YN BWYSIG?

Mae Plentyn y Ganrif Newydd yn astudiaeth newydd mawr sy'n dilyn bywydau miloedd o blant a aned ar ddechrau'r ganrif newydd. Fe ymwelom â nhw pan oeddynt yn fabanod, a phan oeddynt tua 3 oed, 5 oed a 7 oed.

Mae'r astudiaeth eisoes wedi dangos cryn dipyn am sut mae plant heddiw yn tyfu a datblygu, ynglŷn â'u hiechyd, eu haddysg a'u gweithgareddau. Mae gwyddonwyr wedi defnyddio'r wybodaeth i weld sut i wella bywydau plant. Mae llunwyr polisi yn ymddiried yn yr astudiaeth i'w tywys yn y dulliau gorau o gefnogi teuluoedd ac i geisio sicrhau iechyd a hapusrwydd plant yn y dyfodol.

Rydym nawr eisiau ailymweld â'r plant yn eu blwyddyn olaf o'r ysgol gynradd a cyn iddynt gyrraedd eu harddegau, i ganfod sut maent yn dod yn eu blaen, beth sydd dal yr un peth iddynt a beth sydd wedi newid.

A HOFFECH CHI HELPŪ YN Y PEILOŪ HWN?

Pob tro y byddwn yn ymweld â Phlant y Ganrif Newydd, rydym yn cyflawni astudiaeth beilot yn gyntaf i brofi ac ymarfer y cyfweiliadau. Rydym eisiau sicrhau bod y cwestiynau a gweithgareddau eraill yn gweithio fel y bwriedir, a'n bod yn casglu gwybodaeth dda. Mae hyn yn bwysig iawn i'r astudiaeth.

Byddai'n ddefnyddiol iawn pe gallech chi a'ch teulu fod yn rhan o'r peilot .

BETH FYDD YN DIGWYDD I'R WYBODAETH A GASGLWYD YN Y PEILOŪ AROLWG 11 OED?

Fe ddelir yn gwbl gyfrinachol â'ch atebion yn unol â'r Ddeddf Diogelu Data. Defnyddir yr wybodaeth yr ydych yn darparu yn y peilot i sicrhau'n bod yn cael prif arolwg Plentyn y Ganrif Newydd yn iawn.

BETH YDYM AM I CHI WNEUD?

Ble mae dau riant (neu riant a phartner) yn byw gyda'r plentyn, hoffem siarad â'r ddau ohonoch. Hoffem gyfweled un ohonoch (fel arfer y Fam) am ychydig dros awr.

Mae'r cwestiynau yn delio â:

- Sefyllfa eich teulu
- Y pethau fyddwch yn wneud gyda'ch plentyn
- Addysg eich plentyn
- Eu gweithgareddau tu allan i'r ysgol
- Eu hiechyd
- Eich iechyd chi
- Eich cyflogaeth
- Eich incwm a chartref

Hoffem hefyd gyfweled y partner arall (fel arfer y Tad) am 20-25 munud. Byddwn yn trafod llai o gwestiynau ond ar destunau tebyg.

Gall y ddau ohonoch basio unrhyw gwestiynau nad ydych am eu hateb. Ar gyfer rhai cwestiynau, allai fod yn fwy preifat, gallwch gwblhau'r atebion eich hun ar liniadur y cyfweilydd.

Mae'n bwysig iawn ein bod yn cyfweled y ddau oedolyn sy'n byw gyda'r plentyn, os yn bosibl, i gael dealltwriaeth gyflawn o fywyd y teulu.

BETH YDYM AM I'CH PLENTYN WNEUD?

Hoffem ofyn i'ch plentyn gymryd rhan mewn nifer o weithgareddau. Bydd y gweithgareddau hyn yn ein darparu â dealltwriaeth gyflawn o sut mae plant eu hoed nhw yn tyfu i fyny heddiw. Byddwn yn gofyn iddynt:

- gwblhau llyfryn cwestiynau i roi gwybod i ni am eu bywydau
- wneud rhai gweithgareddau ar gyfrifiadur i'n helpu i ddeall sut maent yn meddwl
- gael eu mesur, fel ein bod yn gallu deall sut maent yn tyfu

Mae'r daflen "Beth ydym am i'ch plentyn wneud?" yn darparu mwy o wybodaeth.

GAN BWY ARALL YDYM EISIAU CASGLU GWYBODAETH?

Hoffem anfon holiadur at athro dosbarth eich plentyn i gael gwybod mwy am addysg eich plentyn. Dim ond os ydych yn rhoi'ch caniatâd ysgrifenedig a bod eich plentyn yn cytuno y byddwn yn gwneud hyn. Wrth gwrs, athro'ch plentyn sydd i benderfynu p'un ai i gwblhau'r holiadur neu beidio. Trwy roi eu henw i ni, nid ydych yn eu hymrwymo i gymryd rhan.

Bydd yr holiadur yn delio ag amrywiol agweddau o addysg eich plentyn, yn cynnwys:

- sut mae'ch plentyn yn ymddwyn yr ysgol
- ei ffrindiau
- sut mae'n dod ymlaen mewn gwahanol bynciau
- eich cysylltiad â'r ysgol.

Mae hefyd yn delio â rhywfaint o fanylion am athro eich plentyn, grwpiau'r dosbarth a phlant eraill yn nosbarth eich plentyn. Bydd yr wybodaeth hon yn darparu gwell darlun o addysg eich plentyn. Bydd yn cymryd tua 20 munud i'r athro gwblhau'r arolwg.

Bydd yr holiadur yn cael ei bostio i'r athro yn yr ysgol o fewn y misoedd nesaf. Bydd y cyfweilydd yn gofyn i chi am enw llawn yr athro, ac enw a chyfeiriad yr ysgol. Byddwn hefyd yn ysgrifennu at y prifathro i roi gwybod iddynt fod hyn yn digwydd. Fe ddelir â'r holl wybodaeth fydd yr athro yn darparu am eich plentyn yn gwbl gyfrinachol ac yn unol â'r Ddeddf Diogelu Data.

Golyga hyn na allwn eich darparu â'r wybodaeth maent yn darparu am eich plentyn. Yn yr un modd, ni roddir gwybod i'r athro am unrhyw wybodaeth a gesglir gennych chi neu'ch plentyn.



«AddressName»

«AddressBlock»

Ref: «SerialNumber»/10-030358-01-01

Child of the New Century - Age 11 Survey Pilot

I would like to ask your help with the Child of the New Century Age 11 Survey Pilot. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. <<You have helped us before, when your child was a baby or when they were around 3 years, 5 years or 7 years old>>. <<We have found out about the children's lives and how they have changed by visiting their families when they were babies and when they were around 3 years, 5 years and 7 years old>>.

We will next visit the children when they are in their last year of primary school. The Age 11 Survey Pilot is a key part of our preparations and allows us to check that everything is working. This ensures that Child of the New Century gives accurate information. This information is used to understand and improve the lives of children in the UK.

The enclosed leaflets tell you more about the study and what we will be asking you and your child. Please read them before the interviewer arranges to visit so you know what is involved. We also enclose **a letter and a leaflet for your child** to help them decide whether they want to take part. We would like them to read these before the interviewer arranges to visit. <<You can choose to be interviewed in Welsh>>.

Where two parents (or a parent and their partner) are living with the child, we would like to interview both of you as well as your child.

The Age 11 Survey Pilot is being carried out by Ipsos MORI on our behalf. Ipsos MORI is an independent research organisation. All their interviewers are trained researchers. They carry an identification card with their photograph and the Ipsos MORI logo. The logo is at the top of this letter.

The interviewer named below will get in touch with you shortly to ask if you would be willing to take part. It is, of course, up to you whether or not to take part and the interviewer will be happy to discuss this with you. Your interviewer will contact you to arrange a convenient time to visit. You can also get in touch with them directly to arrange an appointment. Their phone number is at the bottom of this letter.

All the information you and your child give will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study or would prefer not to be contacted, please call James Bill at Ipsos MORI on **0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday).

Your interviewer on this study will be:

Contact number:.....

We very much hope that you will be able to help us <<again>> with this important study.

With kind regards,

A handwritten signature in black ink that reads 'Lucinda Platt'.

Professor Lucinda Platt, Study Director



Ipsos MORI

Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed

Hoffwn ofyn am eich cymorth gyda'r Peilot Arolwg Plentyn y Ganrif Newydd 11 Oed. Mae Plentyn y Ganrif Newydd yn astudiaeth genedlaethol fawr, yn dilyn bywydau 19,000 o blant dethol a aned yn 2000/2001. <<Rydych chi wedi'n helpu o'r blaen, pan oedd eich plentyn yn faban neu pan oedd tua 3 oed, 5 oed neu 7 oed.>> <<Rydym wedi dysgu am fywydau'r plant a sut maent wedi newid trwy ymweld â'u teuluoedd pan oeddych chi yn fabanod a phan oeddych chi tua 3 oed, 5 oed a 7 oed.>>

Nesaf byddwn yn ymweld â'r plant pan fyddant yn eu blwyddyn olaf yn yr ysgol gynradd. Mae'r Peilot Arolwg 11 Oed yn rhan allweddol o'n paratodau ac yn ein galluogi i wirio bod popeth yn gweithio. Mae hyn yn sicrhau bod Plentyn y Ganrif Newydd yn rhoi gwybodaeth gywir. Defnyddir yr wybodaeth i ddeall a gwella bywydau plant yn y Deyrnas Unedig.

Mae'r **taflenni amgaeedig** yn dweud mwy wrthyfych am yr astudiaeth a beth fyddwn yn ofyn i chi a'ch plentyn. Darllenwch nhw cyn i'r cyfwelydd drefnu ymweliad fel eich bod yn gwybod beth sydd dan sylw. Rydym hefyd yn amgáu **llythyr a thaflen i'ch plentyn** i'w helpu i benderfynu a ydynt eisiau cymryd rhan. Hoffem iddynt eu darllen cyn i'r cyfwelydd drefnu ymweliad. <<Gallwch ddewis cael eich cyfweld yn Gymraeg.>>

Os bydd dau riant (neu riant a phartner) yn byw gyda'r plentyn, hoffem gyfweld y ddau ohonoch, yn ogystal â'ch plentyn.

Mae'r Peilot Arolwg 11 Oed yn cael ei gyflawni gan Ipsos MORI ar ein rhan. Mae Ipsos MORI yn sefydliad ymchwil annibynnol. Mae pob un o'u cyfwelwyr yn ymchwilwyr cymwys. Maent yn cario cerdyn adnabod gyda'u llun a logo Ipsos MORI. Mae'r logo ar frig y llythyr hwn.

Bydd y cyfwelydd a enwir isod yn cysylltu â chi yn fuan i ofyn a ydych chi fodlon cymryd rhan. Wrth gwrs, chi sydd i ddewis p'un a ydych chi gymryd rhan neu beidio a bydd y cyfwelydd yn hapus i drafod hyn gyda chi. Bydd eich cyfwelydd yn cysylltu â chi i drefnu amser cyfleus i ymweld. Gallwch hefyd gysylltu â nhw yn uniongyrchol i drefnu apwyntiad. Mae'r rhif ffôn ar waelod y llythyr hwn.

Fe ddelir â'r holl wybodaeth fyddwch chi a'ch plentyn yn ddarparu yn gwbl gyfrinachol ac unol â'r Ddeddf Diogelu Data.

Os oes gennych unrhyw gwestiynau ynglŷn â'r astudiaeth neu os byddai'n well gennych pe na fyddem yn cysylltu, ffoniwch James Bill yn Ipsos MORI ar **0808 238 5446** rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Eich cyfwelydd yn ystod yr astudiaeth hon fydd:

Rhif Cyswllt:.....

Gobeithiwn yn fawr iawn y byddwch chi yn gallu'n helpu <<unwaith eto >>gyda'r astudiaeth bwysig hon.

Cofion cynnes,

Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth

What will happen after?

We would like to keep in touch with you and tell you about things we find out about the Children of the New Century. We hope to visit the children in the survey again in a few years to find out what has changed and what has stayed the same.

Who else is being asked to be in the survey?

As well as the things we are asking you to do, we are also asking the parent(s) you live with to talk to us. If you agree, we will also ask your class teacher to fill in a short booklet about you and your class. Your teacher doesn't have to take part if they don't want to.

What will happen to the information about me?

The interviewer will send your answers and measurements back to the company doing the survey. They will not have your name and address on, so no-one who sees them will know whose they are. They will be looked at along with the answers and measurements collected from the other children. You do not have to tell anyone your answers. It is up to you whether you want to tell your parents your answers.

What if I want to know more?

After you've done the survey the interviewer will give you a leaflet. The leaflet will tell you what you can do if you have questions about things in the survey. It will also give you some advice if you are worried about anything in the survey or about anything else in your life.

If you have any other questions about the survey, you can contact James at Ipsos MORI: at childnc@ipsos.com, or on Freephone 0808 238 5446 (calls from mobile phones may not be free).

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

The interviewer is looking forward to meeting you.
Thank you for helping us!
 Ipsos MORI

How can I help with Child of the New Century?



What is it?

Child of the New Century is an important survey of lots of children your age. The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

What's it for?

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from the Children of the New Century as they grow up will help to make things better for all children in the future.

Why me?

We are talking to a small number of children first to check the survey is working. You have been specially chosen to help us find out about the lives of children your age.

What will it be like?

We hope you will find it interesting! Children usually enjoy doing the survey. The interviewer will explain everything to you clearly so it is easy for you to understand what you have to do. You can skip any bits you don't want to do. You don't need to do anything beforehand.

Ipsos MORI



Answer some questions about my life.



30 minutes

The interviewer will give you a booklet of questions to fill in on your own. You can ask the interviewer for help if you find it difficult to do it on your own. You can also use headphones and have the questions read out to you. You do not have to show the interviewer or anyone else your answers.

The questions are about lots of different things. These things include your family and friends, school, the things you do outside school, the area you live in and how you feel. If there are any questions you don't want to answer, that is OK. You can just skip them. The booklet isn't a test. We just want to know what you think about things.



Be measured to find out how I am growing.



10 minutes

The interviewer will measure how tall you are. They will also see how much you weigh and how much of your body is made of fat. To do this they will use special scales. The interviewer will give you a copy of your measurements if you want. They will not tell anyone else your measurements.



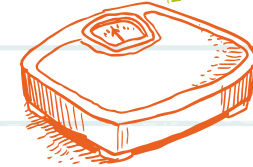
What if I have questions?



The interviewer will tell you more about these activities when they come to see you. They will ask you if you have any questions. They will also make sure you understand what you have to do before you start.

What will I have to do?

The interviewer will ask you to do some different things. You can decide whether or not you want to do each one.



Do three activities to find out how I think.



25 minutes

The interviewer will ask you to tell them how some words go together. They will also ask you to do two fun activities on a computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind.



Do I have to do these things?

You don't have to help us by doing these things if you don't want to. The interviewer will ask you about them one at a time and you can say yes or no to each. You can skip any questions you don't want to answer and can stop at any time.

Will I get anything for doing it?

The interviewer will give you a small thank you present. We will also send you a special certificate to show that you have taken part. It will show that you have helped us to make lives better for children in the future.



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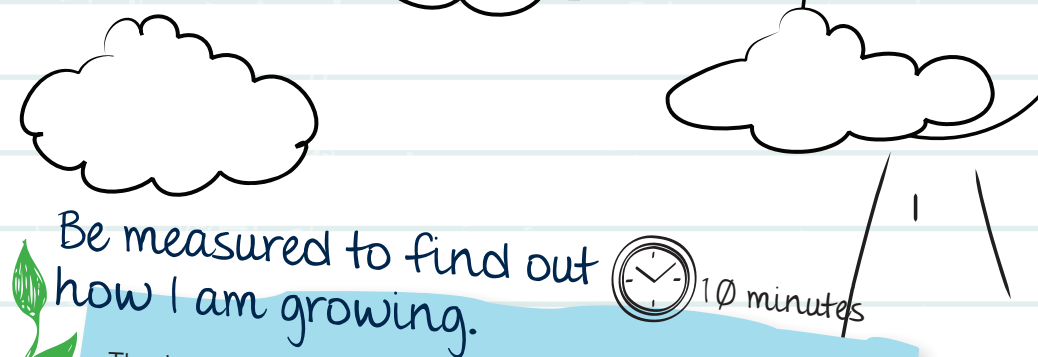
Ipsos MORI



Answer some questions about my life. 30 minutes

The interviewer will give you a booklet of questions to fill in on your own. You can ask the interviewer for help if you find it difficult to do it on your own. You can also use headphones and have the questions read out to you. You do not have to show the interviewer or anyone else your answers.

The questions are about lots of different things. These things include your family and friends, school, the things you do outside school, the area you live in and how you feel. If there are any questions you don't want to answer, that is OK. You can just skip them. The booklet isn't a test. We just want to know what you think about things.



Be measured to find out how I am growing. 10 minutes

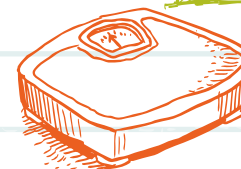
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What if I have questions? What will I have to do?

The interviewer will tell you more about these activities when they come to see you. They will ask you if you have any questions. They will also make sure you understand what you have to do before you start.

The interviewer will ask you to do some different things. You can decide whether or not you want to do each one.



Do three activities to find out how I think. 25 minutes

The interviewer will ask you to tell them how some words go together. They will also ask you to do two fun activities on a computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind.



Do I have to do these things?

You don't have to help us by doing these things if you don't want to. The interviewer will ask you about them one at a time and you can say yes or no to each. You can skip any questions you don't want to answer and can stop at any time.

Will I get anything for doing it?

The interviewer will give you a small thank you present. We will also send you a special certificate to show that you have taken part. It will show that you have helped us to make lives better for children in the future.



Beth fydd yn digwydd wedyn?

Hoffem gadw mewn cysylltiad gyda thi a rhoi gwybod i ti am bethau fyddwn yn dysgu o Plentyn y Ganrif Newydd. Rydym yn gobeithio ymweld â'r plant yn yr arolwg eto mewn ychydig flynyddoedd i weld beth sydd wedi newid a beth sydd wedi aros yr un peth.

Pwy arall sy'n cael cais i gymryd rhan yn yr arolwg?

Yn ogystal â'r pethau rydym yn gofyn i ti wneud, rydym hefyd yn gofyn i'r rhiant neu rieni sy'n byw gyda thi i siarad â ni. Os wyt ti'n cytuno, byddwn hefyd yn gofyn i dy athro dosbarth gwblhau llyfryn byr amdanat ti a dy ddosbarth. Does dim rhaid i dy athro gymryd rhan os nad yw eisiau.

Beth fydd yn digwydd i'r wybodaeth amdanaf?

Bydd y cyfwelydd yn anfon dy atebion a mesuriadau yn ôl at y cwmni sy'n gwneud yr arolwg. Ni fydd dy enw na chyfeiriad ar yr wybodaeth, felly fydd neb sy'n eu gweld yn gwybod i bwy mae'n perthyn. Byddant yn edrych arno ynghyd â'r atebion a mesuriadau a gesglir gan blant eraill. Nid oes rhaid i ti ddweud wrth neb beth oedd dy atebion. Ti sydd i benderfynu os wyt ti eisiau dweud wrth dy rieni beth oedd dy atebion.

Beth os ydw i eisiau gwybod mwy?

Wedi i ti wneud yr arolwg bydd y cyfwelydd yn rhoi llyfryn i ti. Bydd y daflen yn dweud beth all di wneud os oes gennyt gwestiynau am bethau yn yr arolwg. Bydd hefyd yn rhoi cyngor i ti os wyt ti'n poeni am unrhyw beth yn yr arolwg neu am unrhyw beth arall yn dy fywyd.

Os oes gennyt unrhyw gwestiynau eraill ynghlŷn â'r arolwg, galli gysylltu â James yn Ipsos MORI: ar childnc@ipsos.com, neu ar Rhadffôn 0808 238 5446 (efallai na fydd galwadau o fonau symudol am ddim).

Os wyt ti eisiau rhagor o wybodaeth ynghlŷn â Plentyn y Ganrif Newydd yn gyffredinol, galli edrych ar y wefan: www.childnc.net, ffonio 0800 092 1250 neu e-bost childnc@ioe.ac.uk.



Mae'r cyfwelydd yn edrych ymlaen at dy gyfarfod.
Diolch i ti am ein helpu!
Ipsos MORI

Sut ydw i'n gallu helpu gyda Plentyn y Ganrif Newydd?



Beth ydi e?

Mae Plentyn y Ganrif Newydd yn arolwg pwysig o lawer o blant dy oed di. Mae'r plant wedi bod yn yr arolwg hwn ers eu bod yn fabanod. Rydym nawr eisiau ymweld â'r plant i gyd eto a gweld beth maent yn wneud a sut fywydau sydd ganddynt.

Ar gyfer beth mae e?

Mae er mwyn gweld sut brofiad ydi hi i dyfu fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Mae Plentyn y Ganrif Newydd eisoes wedi dweud cryn dipyn wrthym ni ynghlŷn â sut i wneud bywydau plant yn well. Bydd dysgu mwy o Plentyn y Ganrif Newydd wrth iddynt dyfu yn ein helpu i wneud pethau'n well i blant yn y dyfodol.

Pam fi?

Rydym yn siarad â nifer fechan o blant yn gyntaf i wirio bod yr arolwg yn gweithio. Rwy'ti wedi dy ddewis yn arbennig i'n helpu i ddysgu am fywydau plant dy oed di.

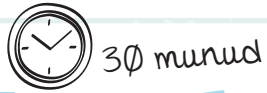
Sut beth fydd e?

Gobeithio y byddi di'n meddwl ei fod yn ddiddorol! Mae plant fel arfer yn mwynhau gwneud yr arolwg. Bydd y cyfwelydd yn esbonio popeth i ti'n glir fel ei bod yn hawdd i ti ddeall beth sy'n rhaid i ti wneud. Galli neidio unrhyw ddarnau ti ddim eisiau gwneud. Does dim rhaid i ti wneud dim byd o flaen llaw.

Ipsos MORI



Ateb ychydig gwestiynau am fy mywyd. 30 munud.



Bydd y cyfwelydd yn rhoi llyfryn o gwestiynau i ti eu hateb dy hun. Galli ofyn i'r cyfwelydd am help os yw'n anodd i ti ei wneud dy hun. Galli hefyd ddefnyddio clustffonau gyda rhywun yn darllen y cwestiynau i ti. Does dim rhaid i ti ddangos dy atebion i'r cyfwelydd na neb arall.

Mae'r cwestiynau yn trafod lot o bethau gwahanol. Mae'r rhain yn cynnwys dy deulu a ffrindiau, ysgol, y pethau ti'n wneud tu allan i'r ysgol, yr ardal ble rwyd yn byw a sut wyt ti'n teimlo. Os oes unrhyw gwestiynau nad wyt ti eisiau ateb, mae hynny'n iawn. Galli fynd ymlaen i'r nesaf. Nid prawf yw'r llyfryn. Rydym eisiau gwybod dy farn ar bethau.



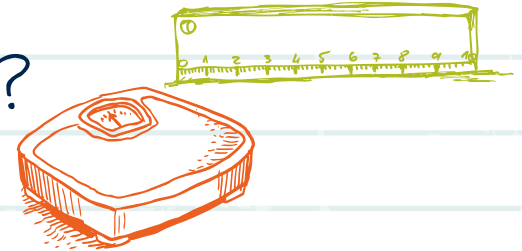
Beth os bydd gennyf gwestiynau?

Bydd y cyfwelydd yn siarad mwy am y gweithgareddau hyn pan fydd yn dod i dy weld. Bydd yn gofyn a oes gennyf unrhyw gwestiynau. Bydd hefyd yn gwneud yn siŵr dy fod yn deall beth sy'n rhaid i ti wneud cyn cychwyn.



Beth fydd rhaid i mi wneud?

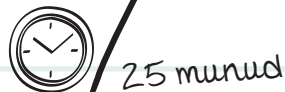
Bydd y cyfwelydd yn gofyn i ti wneud pethau gwahanol. Galli benderfynu os wyt ti eisiau gwneud pob un neu beidio.



Oes rhaid i mi wneud y pethau hyn?

Does dim rhaid i ti ein helpu trwy wneud y pethau hyn os nad wyt ti eisiau. Bydd y cyfwelydd yn gofyn i ti amdanynt un ar y tro a galli ddweud ie neu na i bob un. Galli adael unrhyw gwestiynau nad wyt ti eisiau ateb ar unrhyw adeg.

Gwneud tri gweithgaredd i weld sut ydwi i'n meddwl am bethau.



Bydd y cyfwelydd yn gofyn i ti ddweud sut mae rhai geiriau yn mynd gyda'i gilydd. Byddant hefyd yn gofyn i ti wneud dau weithgaredd difyr ar gyfrifiadur. Bydd y gweithgaredd cyfrifiadurol cyntaf yn dangos pa mor dda wyt ti'n cofio pethau. Mae'r ail ynglŷn â sut wyt ti'n gwneud penderfyniadau.



Fyddda i'n cael unrhyw beth am ei wneud?

Bydd y cyfwelydd yn rhoi anrheg bach i ddiolch i ti. Byddwn hefyd yn anfon tystysgrif arbennig i ddangos dy fod wedi cymryd rhan. Bydd yn dangos dy fod wedi'n helpu i wneud bywydau'n well i blant yn y dyfodol.





Ref: [serial number]/ 10-030358-01-01

[child first name] [child surname]

Will you help us with the Child of the New Century?

Dear [child first name],

I am writing to ask for your help with an important survey called 'Child of the New Century'. The survey involves visiting children and their parents to find out what it is like to be a child of your age growing up today. We have been visiting the Children of the New Century since they were babies. The Child of the New Century has told us a lot about how to make children's lives better.

You and your family have helped us before, a few years ago. We would be really grateful if you could help us again this time.

We would be really grateful if you could help us.

An interviewer will come to your home to do the survey with you. They will ask you to answer some questions on your own, to do some activities, and they will take some measurements.

I've included a leaflet which tells you more about what it will be like. **Please read the leaflet** to help you decide whether to take part. You don't have to take part if you don't want to. And you don't have to do all the different things. You can choose which ones you do and don't do. You can choose to take part in either English or Welsh.

If you and your family are OK to take part, the interviewer who will arrange to come to see you is a man/woman called

The interviewer works for a company called Ipsos MORI. This company does lots of surveys with different people. This survey is for a university called the Institute of Education.

I hope you will help us with this important survey.

A handwritten signature in black ink that reads 'Lucinda Platt'.

Professor Lucinda Platt
Survey Director, Institute of Education

MCS5_DR_Child Letter_MASTER_FINAL



Ipsos MORI

Ref: [serial number]/ 10-030358-01-01

[child first name] [child surname]

A wnei di ein helpu gyda Plentyn y Ganrif Newydd?

Annwyl

Rwy'n ysgrifennu i ofyn am dy help gydag arolwg pwysig o'r enw 'Plentyn y Ganrif Newydd'. Mae'r arolwg yn golygu ymweld â phlant a'u rhieni i wedi sut brofiad ydi hi i fod yn blentyn dy oed di yn tyfu fyny heddiw. Rydym wedi bod yn ymweld â Phlant y Ganrif Newydd ers eu bod yn fabanod. Mae Plentyn y Ganrif Newydd wedi dweud cryn dipyn wrthym ni ynglŷn â sut i wneud bywydau plant yn well.

Rwyt ti a dy deulu wedi'n helpu o'r blaen, ychydig flynyddoedd yn ôl. Byddem yn ddiolchgar iawn pe byddet yn gallu'n helpu eto y tro yma.

Byddem yn ddiolchgar iawn pe gallet ein helpu.

Bydd cyfwelydd yn dod i dy gartref i wneud yr arolwg gyda thi. Bydd yn gofyn i ti ateb ychydig gwestiynau dy hun, gwneud rhai gweithgareddau, ac yn cymryd mesuriadau.

Rydw i wedi cynnwys taflen sy'n dweud mwy am y profiad. Darllen y daflen i dy helpu i ddewis os wyt ti am gymryd rhan. Does dim rhaid i ti gymryd rhan os nad wyt ti eisiau. A does dim rhaid i ti wneud yr holl bethau gwahanol. Gallu ddewis pa un wyt ti eisiau gwneud a pheidio. Gallu ddewis cymryd rhan yn Gymraeg neu Saesneg.

Os wyt ti a dy deulu yn hapus i gymryd rhan, y cyfwelydd fydd yn trefnu dod i dy weld yw dyn/menyw o'r enw

Mae'r cyfwelydd yn gweithio i gwmni o'r enw Ipsos MORI. Mae'r cwmni yn gwneud lot o arolygon gyda gwahanol bobl. Mae'r arolwg ar gyfer prifysgol o'r enw'r Institute of Education.

Gobeithio y byddi'n ein helpu gyda'r arolwg pwysig hwn.

Yr Athro Lucinda Platt

Cyfarwyddwr Arolwg

Institute of Education



Child of the New Century Age 11 Survey Pilot

Ipsos MORI

Further to our recent conversation, I am writing to confirm that I have arranged to visit your family for the Child of the New Century Age 11 Survey Pilot

onat

It would be helpful if before I visit, you and your child could read the leaflets sent previously.

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

Name:Contact number



Child of the new Century

Peilot Arolwg 11 Oed Plentyn y Ganrif Newydd

Ipsos MORI

Yn dilyn ein sgwrs ddiweddar, rwy'n ysgrifennu i gadarnhau fy mod wedi trefnu i ymweld â'ch teulu ar gyfer Arolwg Peilot 11 Oed Plentyn y Ganrif Newydd

arat

Byddai'n ddefnyddiol pe gallech chi a'ch plentyn ddarllen y taflenni a anfonwyd yn flaenorol cyn i mi ymweld.

Os ydych angen aildrefnu'r apwyntiad, cysylltwch â mi ar y rhif isod.

Enw: Rhif cyswllt:

HOW DO WE MEASURE YOUR CHILD?

We would like to measure your child's height, weight and body fat percentage. Our interviewers are specially trained in doing this. It is important that all the children in the survey are measured in a standard way so we can compare results across children. The measurements will take around 10 minutes.

Your child will be offered a record of their measurements to keep if they would like it.

We would like you to be present while taking the measurements as the interviewer will need your help with measuring their height.

Height and weight are used to calculate the child's Body Mass Index which can be used to identify children who are overweight or obese. Body fat percentage is a measure of fat distribution in the body. The height measurement will be taken using a measuring device called a stadiometer. The interviewer will need to hold your child's head in a particular position in order to make sure that your child's maximum height is measured. For the weight and body fat percentage measurements the interviewer will ask your child to stand on a special set of scales. The scales measure body fat by sending a weak electrical current around the body from one foot to the other. The electrical current is safe and painless. It cannot be felt at all.

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

WHAT IF MY CHILD HAS QUESTIONS AFTERWARDS?

After your child has taken part in the survey, they may have questions about some of the topics covered, or wish to seek advice. The interviewer will give your child a leaflet thanking them for helping in the survey and telling them how they can get advice, by talking to their parents or other adults. You may wish to discuss what they thought about taking part in the survey with your child, particularly if you think that your child is worried about something.

HOW CAN I FIND OUT MORE.... ...ABOUT THE SURVEY?

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

James Bill
Ipsos MORI
79-81 Borough Road
London
SE1 1FY

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

Email: childnc@ipsos.com

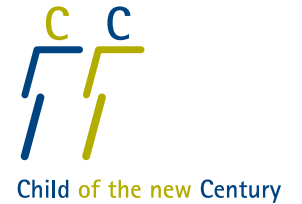
...ABOUT CHILD OF THE NEW CENTURY?

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

Thank you for your help
Ipsos MORI

CHILD OF THE NEW CENTURY

AGE 11 SURVEY PILOT



WHAT WOULD WE LIKE YOUR CHILD TO DO?

WE WOULD LIKE YOUR CHILD TO:

- Fill in a question booklet
- Complete three assessments of learning
- Be weighed and measured

We would like your child to do all these things, but they can choose to do some and not others. Even if they only do some of these things, we would still like them to take part.

The interviewer will ask for your written permission to ask your child to do these things and will ask your child if they agree to do them.

The rest of this leaflet tells you more about what we want your child to do.



WHAT DOES THE QUESTION BOOKLET INVOLVE?

We would like to ask your child to answer some questions on their own by filling in a question booklet. This will take around 30 minutes.

The questions are about a lot of different things, including:

- Their family and friends
- School
- The activities they do outside school
- How they feel
- What they think about things

The interviewer can show you a blank questionnaire so that you can see the questions your child will be answering.

The interviewer will explain to your child how to complete the questionnaire and tell them that they can miss out any questions they don't want to answer. They will be able to help if your child has difficulty understanding the questions, or is unable to fill it in on their own. They can give your child headphones and the questions will be read out.

To ensure the information collected is accurate and can be used to help children in the future, it is important that children feel they can answer the questions honestly. Some children may not answer honestly if they think that their parents or someone else in their family will see their answers. Therefore your child will be asked to put the completed questionnaire in an envelope and to give it back directly to the interviewer without showing it to anyone else. The interviewer will not look at your child's answers or show them to anyone, and will tell your child that they do not have to show or tell their answers to anyone, including their parents.

We hope children find the questions interesting and enjoy filling out the questionnaire. Most questions will be relevant to all children of their age. However, some of the questions are about things that not all children of this age will have done. It is still important that all children answer these questions so we know how many children of this age have done these things.

We have tried to make the questionnaire suitable for children of this age, but it is possible that a question might make a child feel anxious or sad. This is more likely to happen if the child is already worried or upset about something. And sometimes they don't tell their parents everything. The interviewer will give your child a further information leaflet at the end of the visit. This will encourage them to talk to someone if they have questions or concerns.



WHAT ASSESSMENTS DO WE DO?

We would like to measure your child's progress using a set of assessments. Our interviewers are specially trained in carrying out these assessments. It is important that all the children in the survey are assessed in a standard way so we can compare results across children.

There are three assessments that measure different aspects of their progress. One of the assessments is taken from the British Ability Scales, which are well respected and widely used by educational psychologists. The other two assessments done on a computer are developed by Cambridge Cognition who are leading experts in this area. The three assessments will take around 25 minutes.

Ideally, the assessments should be carried out in a quiet, well-lit room, away from distractions and disruptions. If possible the interviewer would like to sit at a table with your child to carry out the assessments. For the second and third tasks, your child will need to touch the screen of the interviewer's laptop computer. The accuracy of the assessments depends on your child being able to respond quickly, so it is important that they can reach the screen easily.



First assessment (Verbal similarities)

This measures children's verbal ability. Your child will be read three words and be asked to state how the three things are similar or go together. The assessment is expected to get harder as it goes along. We just want to see how far they can get.

Second assessment (Memory)

This measures your child's memory and their ability to work out ways to solve a problem. Your child will be shown a number of coloured boxes on the computer screen which they have to open to find hidden tokens.

Third assessment (Decision-making)

This measures your child's ability to make decisions. Your child will be presented with a row of boxes across the top of the computer screen. Some will be red and some will be blue. They will be asked to decide whether they think a yellow token has been hidden in either a red box or a blue box. Your child will start off with a certain number of points. Each time they answer they will need to decide how many of their points they are willing to risk.

You are welcome to be present during these assessments. However, in order to get a true reflection of your child's ability, we would ask you to avoid interrupting the assessment or prompting your child so that the response we record is truly their own. Our interviewers cannot give specific feedback about how your child is performing. This is because rather than measuring the ability of each individual child, these assessments are designed to measure the range of skills that all children of this age have.

SUT FYDDWN NI'N MESUR EICH PLENTYN?

Hoffem fesur taldra, pwysau a chanran braster corff eich plentyn. Mae ein cyfswelwyr wedi eu hyfforddi'n arbennig i wneud hyn. Mae'n bwysig bod pob plentyn yn yr arolwg yn cael ei fesur mewn modd safonol er mwyn i ni allu cymharu canlyniadau ledled y plant. Bydd y mesuriadau yn cymryd tua 10 munud.

Fe gynigir cofnod o'r mesuriadau i'ch plentyn os yw am eu cadw.

Hoffem i chi fod yn bresennol wrth gymryd y mesuriadau gan y bydd y cyfswelwyr angen eich cymorth i fesur taldra.

Defnyddir taldra a phwysau i gyfrifo Mynegai Mas y Corff y plentyn a ellir ei ddefnyddio i nodi plant sy'n pwyso gormod neu'n ordew. Mae canran braster corff yn fesur o ddosbarthiad braster yn y corff. Cymerir y mesur taldra yn defnyddio dyfais fesur a elwir yn stadiometer. Bydd y cyfswelwyr angen dal pen eich plentyn mewn safle penodol er mwyn sicrhau y mesurir uchafswm taldra eich plentyn. Ar gyfer y mesuriadau pwysau a chanran braster y corff, bydd y cyfswelwyr yn gofyn i'ch plentyn sefyll ar glorian arbennig. Mae'r glorian yn mesur braster y corff trwy anfon cerrynt trydanol gwan o amgylch y corff o un droed i'r llall. Mae'r cerrynt trydanol yn ddiogel a di-boen. Ni ellir ei deimlo o gwbl.

Ar gyfer y mesuriadau taldra a phwysau, rhaid tynnu esgidiau a sanau, ac ar gyfer y mesuriadau pwysau, dylai'ch plentyn dynnu unrhyw ddillad trwm neu eitemau yn eu pocedi.

Diolch i ti am ein helpu!
Ipsos MORI

BETH OS OES GAN FY MHLENTYN GWESTIYNAU WEDYN?

Wedi i'ch plentyn gymryd rhan yn yr arolwg, efallai y bydd ganddynt gwestiynau am rai o'r pynciau a drafodwyd, neu fod eisiau cyngor. Bydd y cyfswelwyr yn rhoi taflen i'ch plentyn i ddiolch am helpu yn yr arolwg ac i roi gwybod iddynt sut y gallant gael cyngor, trwy siarad â'u rhieni neu oedolion eraill. Efallai yr hoffech drafod beth oeddynt yn feddwl am gymryd rhan yn yr arolwg gyda'ch plentyn, yn arbennig os ydych yn meddwl bod eich plentyn yn pryderu am rywbeth.

SUT YDW I'N CAEL GWYBOD MWY...YNGLYN Â'R AROLWG?

Os hoffech ragor o wybodaeth ynglŷn â'r arolwg peilot, cysylltwch ag Ipsos MORI isod:

James Bill
Ipsos MORI
79-81 Borough Road
Llundain
SE1 1FY

Rhadffôn 0808 238 5446 (gall costau o ffonau symudol amrywio, gwiriwch gyda'ch darparwr)

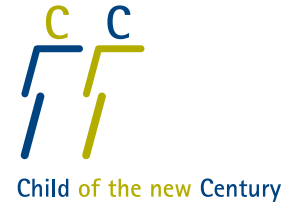
E-bost: childnc@ipsos.com

...YNGLYN Â PLENTYN Y GANRIF NEWYDD?

Am ragor o wybodaeth ynglŷn â'r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost i childnc@ioe.ac.uk neu fynd i wefan yr astudiaeth: www.childnc.net.

PLENTYN Y GANRIF NEWYDD

PEILOT AROLWG 11 OED



BETH YDYM AM I'CH PLENTYN WNEUD?

HOFFEM I'CH PLENTYN:

- Gwblhau llyfryn holiadur
- Gyflawni tri asesiad dysgu
- Gael eu mesur a phwysu

Hoffem i'ch plentyn wneud pob un o'r pethau hyn, ond gall ddewis peidio gwneud rhai. Hyd yn oed os mai dim ond rhai o'r pethau hyn fydd eich plentyn yn fodlon gwneud, byddem yn dal i hoffi iddo/iddi gymryd rhan.

Bydd y cyfswelwyr yn gofyn i chi am ganiatâd ysgrifenedig i ofyn i'ch plentyn wneud y pethau hyn a bydd yn gofyn i'ch plentyn os yw'n cytuno i'w gwneud.

Mae gweddill y daflen hon yn rhoi mwy o wybodaeth i chi am beth ydym am i'ch plentyn wneud.



BETH MAE'R LLYFRYN HOLIADUR YN GYNNWYS?

Hoffem ofyn i'ch plentyn ateb ambell gwestiwn ar ei ben neu ar ei phen ei hun trwy gwblhau'r llyfryn holiadur. Bydd hyn yn cymryd tua 30 munud.

Mae'r cwestiynau yn trafod lot o bethau gwahanol, yn cynnwys:

- eu teulu a ffrindiau
- ysgol
- y gweithgareddau maent yn wneud tu allan i'r ysgol
- sut maent yn teimlo
- beth maent yn feddwl am bethau

Gall y cyfwelydd ddangos holiadur gwag i chi er mwyn i chi weld y cwestiynau fydd eich plentyn yn ateb.

Bydd y cyfwelydd yn esbonio i'ch plentyn sut i gwblhau'r holiadur ac yn rhoi gwybod iddynt y gallant adael unrhyw gwestiwn nad ydynt eisiau ateb. Byddant yn gallu helpu os yw'ch plentyn yn cael anhawster deall y cwestiynau, neu os nad yw'n gallu ei gwblhau ei hun. Gallant roi clustffonau i'ch plentyn a bydd y cwestiynau yn cael eu darllen iddynt.



I sicrhau bod yr wybodaeth a gesglir yn gywir ac y gellir ei ddefnyddio i helpu plant yn y dyfodol, mae'n bwysig bod plant yn teimlo y gallant ateb y cwestiynau yn onest. Ni fydd rhai plant yn ateb yn onest os ydynt yn credu y bydd eu rhieni neu rywun arall yn eu teulu yn gweld yr atebion. Felly fe ofynnir i'ch plentyn roi'r holiadur wedi ei gwblhau mewn amlen a'i roi yn ôl yn syth i'r cyfwelydd heb ei ddangos i neb. Ni fydd y cyfwelydd yn edrych ar atebion eich plentyn na'u dangos i neb, a bydd yn dweud wrth eich plentyn nad oes rhaid iddo neu iddi ddangos yr atebion i neb, yn cynnwys y rhieni.

Gobeithiwn y bydd y cwestiynau yn eich diddori ac y byddwch yn mwynhau cwblhau'r holiadur. Bydd y rhan fwyaf o gwestiynau yn berthnasol i bob plentyn eu hoed. Fodd bynnag, mae rhai o'r cwestiynau am bethau nad yw pob plentyn o'r oed hwn wedi gwneud. Mae'n dal yn bwysig bod pob plentyn yn ateb y cwestiynau hyn fel ein bod yn gwybod faint o blant yr oed hwn sydd wedi gwneud y pethau hyn.

Rydym wedi ceisio gwneud yr holiadur yn addas i blant o'r oed hwn, ond mae'n bosibl y bydd cwestiwn yn gwneud i blentyn deimlo'n ofidus neu drist. Mae hyn yn fwy tebygol o ddigwydd os yw'r plentyn eisoes yn poeni neu wedi cynhyrfu am rywbeth. Ac weithiau nid ydynt yn dweud popeth wrth eu rhieni. Bydd y cyfwelydd yn rhoi taflen gwybodaeth bellach i'ch plentyn ar ddiwedd yr ymweliad. Bydd hyn yn eu hannog i siarad â rhywun os oes ganddynt gwestiynau neu bryderon.

PA ASESIADAU YDYM NI'N CYFLAWNI?

Hoffem fesur cynnydd eich plentyn yn defnyddio cyfres o asesiadau. Mae ein cyfwelwyr wedi eu hyfforddi yn arbennig i gyflawni'r asesiadau hyn. Mae'n bwysig bod pob plentyn yn yr arolwg yn cael eu hasesu mewn modd safonol er mwyn i ni allu cymharu canlyniadau ledled y plant.

Mae yna dri asesiad sy'n mesur gwahanol agweddau o'u cynnydd. Cymerir un asesiad o Glorian Gallu Prydain, sy'n fawr eu bri ac yn cael defnydd helaeth ymysg seicolegwyr addysg. Mae'r ddau asesiad arall a wneir ar gyfrifiadur wedi eu datblygu gan Cambridge Cognition sy'n arweinwyr arbenigol yn y maes hwn. Bydd y tri asesiad yn cymryd tua 25 munud.

Yn ddelfrydol, dylid cyflawni'r asesiadau mewn ystafell dawel, olau, oddi wrth wrthduniadau ac ymyriadau. Os yn bosibl fe hoffai'r cyfwelydd eistedd wrth fwrdd gyda'ch plentyn i gyflawni'r asesiadau. Ar gyfer yr ail a thrydedd tasg, bydd angen i'ch plentyn gyffwrdd sgrin gliniadur y cyfwelydd. Mae cywirdeb yr asesiadau yn ddibynnol ar allu'ch plentyn i ymateb yn gyflym, felly mae'n bwysig eu bod yn gallu cyrraedd y sgrin yn hwylyus.



Asesiad cyntaf (Tebygrwydd geiriol)

Mae hyn yn mesur gallu geiriol plant. Darllenir tri gair allan i'ch plentyn a gofynnir iddynt ddatgan sut mae'r tri yn debyg neu'n cyd-fynd. Disgwylir i'r asesiad fynd yn anoddach wrth fynd ymlaen. Dim ond eisiau gweld pa mor bell y gallant fynd fyddwn ni.

Ail asesiad (Cof)

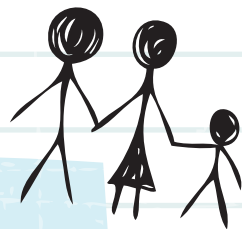
Mae hyn yn mesur cof eich plentyn a'u gallu i feddwl sut i ddatrys problem. Dangosir nifer o flychau lliw i'ch plentyn ar sgrin cyfrifiadur y mae'n rhaid iddynt agor i ganfod tocynnau cudd.

Trydydd asesiad (Gwneud penderfyniadau)

Mae hyn yn mesur gallu eich plentyn i wneud penderfyniadau. Cyflwynir eich plentyn â rhes o flychau ar draws brig y sgrin gyfrifiadurol. Bydd rhai yn goch a rhai yn las. Gofynnir iddynt benderfynu os yw tocyn melyn wedi ei guddio naill ai mewn blwch coch neu flwch glas. Bydd eich plentyn yn cychwyn gyda nifer o bwyntiau. Pob tro byddant yn ateb bydd angen iddynt benderfynu faint o'u pwyntiau maent yn fodlon mentro.

Mae croeso i chi fod yn bresennol yn ystod yr asesiadau hyn. Fodd bynnag, er mwyn cael adlewyrchiad cywir o allu'ch plentyn, hoffem ofyn i chi osgoi amharu ar yr asesiad neu ysgogi'ch plentyn fel bod yr ymateb a gofnodir yn ymateb gwirioneddol y plentyn. Ni all ein cyfwelwyr roi adborth penodol am berfformiad eich plentyn. Mae hyn am fod yr asesiadau hyn, yn hytrach na mesur gallu unigol pob plentyn, wedi eu cynllunio i fesur yr ystod o sgiliau sydd gan bob plentyn o'r oed hwn.

I've helped with Child of the New Century - What now?



What if I want to talk to someone about the things in the survey?

We hope you enjoyed taking part in the survey. But if you are worried, upset or have questions about anything in the survey or anything else in your life, the first person to talk to is one of your parents.

If you can't or don't want to speak to your mum or dad, you can talk to an older brother or sister, any other grown-up in your family, a teacher, someone else at school, or any other adult you trust.

You can also contact ChildLine about anything. No problem is too big or too small. This is a special helpline for children to ring if they want to talk about something or need help. You can phone them on 0800 1111. If you're deaf, hard of hearing or speech impaired textphone 0800 400 222. Calls are free from landline phones and mobile phones. You can phone at any time of the day or night. You can also look at their website: www.childline.org.uk

Ipsos MORI



How can I find out more?



About the survey

If you have any other questions about the survey, you can contact James at Ipsos MORI: at childnc@ipsos.com, or on Freephone 0808 238 5446 (calls from mobile phones may not be free).

About Child of the New Century

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



What will happen to the information about me?

The interviewer will send your answers and measurements back to the company doing the survey. They will not have your name and address on, so no-one who sees them will know whose they are. They will be looked at along with the answers and measurements collected from the other children. You do not have to tell anyone your answers. It is up to you whether you want to tell your parents your answers.

Will we be coming back?

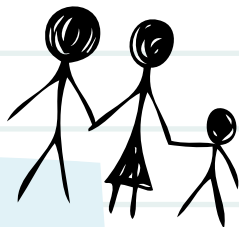
We hope to visit the children in the survey again in a few years. We'd like to ask you to help us again then. It is really important for us to speak to the same children to find out what has changed for them and what is the same. You can decide when we come back whether or not you want to help with the next survey.

Thank you very much for your help!

By taking part in the Child of the New Century you have helped to make things better for children in the future



Rydw i wedi helpu gyda Plentyn y Ganrif Newydd - Beth nesaf?



Beth os ydwi i eisiau siarad gyda rhywun am y pethau yn yr arolwg?

Gobeithio dy fod wedi mwynhau cymryd rhan yn yr arolwg. Ond os wyt ti'n poeni, gofidio neu os oes gennyt gwestiynau am unrhyw beth yn yr arolwg neu unrhyw beth arall yn dy fywyd, dylet droi at un o dy rieni yn gyntaf.

Os nad wyt ti'n gallu neu os nad wyt ti eisiau siarad â dy fam neu dy dad, galli siarad â brawd neu chwaer hyn, unrhyw oedolyn arall yn dy deulu, athro, rhywun arall yn dy ysgol, neu oedolyn arall yr wyt yn ymddiried ynddo.

Galli hefyd gysylltu â ChildLine ynglŷn ag unrhyw beth. Does dim un broblem rhy fawr neu fach. Mae hon yn llinell gymorth arbennig i blant ffonio os ydynt eisiau siarad am ryw beth neu angen help. Galli eu ffonio ar 0800 1111. Os wyt ti'n fyddar, yn drwm dy glyw neu gyda nam lleferydd, y rhif ffôn testun yw 0800 400 222. Mae galwadau am ddim o linellau sefydlog a ffonau symudol. Galli ffonio ar unrhyw adeg o'r dydd neu'r nos. Galli hefyd edrych ar eu gwefan: www.childline.org.uk

Ipsos MORI



Sut ydwi i'n cael rhagor o wybodaeth?

Ynglŷn â'r arolwg

Os oes gennyt unrhyw gwestiynau eraill ynglŷn â'r arolwg, galli gysylltu â James yn Ipsos MORI: yn childnc@ipsos.com, neu ar rif Rhadffôn 0808 238 5446 (efallai na fydd galwadau o ffonau symudol am ddim).



Ynglŷn â Plentyn y Ganrif Newydd

Os wyt ti eisiau rhagor o wybodaeth ynglŷn â Plentyn y Ganrif Newydd yn gyffredinol, galli edrych ar y wefan: www.childnc.net, ffonio 0800 092 1250 neu e-bost childnc@ioe.ac.uk



Beth fydd yn digwydd i'r wybodaeth amdanaf?

Bydd y cyfweilydd yn anfon dy atebion a mesuriadau yn ôl at y cwmni sy'n gwneud yr arolwg. Ni fydd dy enw na chyfeiriad ar yr wybodaeth, felly fydd neb sy'n eu gweld yn gwybod i bwy mae'n perthyn. Byddant yn edrych arno ynghyd â'r atebion a mesuriadau a gesglir gan blant eraill. Nid oes rhaid i ti ddweud wrth neb beth oedd dy atebion. Ti sydd i benderfynu os wyt ti eisiau dweud wrth dy rieni beth oedd dy atebion.

A fyddwn ni'n dod yn ôl?

Rydym yn gobeithio ymweld â phlant yn yr arolwg eto mewn ychydig o flynyddoedd. Fe hoffem ofyn i ti ein helpu eto bryd hynny. Mae'n bwysig iawn i ni siarad â'r un plant i weld beth sydd wedi newid iddynt a beth sydd yr un peth. Galli benderfynu pan fyddwn yn dod yn ôl os wyt ti eisiau helpu gyda'r arolwg nesaf.

Diolch yn fawr iawn am dy help!

Trwy gymryd rhan yn Plentyn y Ganrif Newydd rwyd ti wedi helpu gwneud pethau'n well i blant yn y dyfodol.



Ipsos MORI

Child of the New Century - Age 11 Survey Pilot

Date:

Dear

A short while ago, I sent you and your partner some information about the Child of the New Century Age 11 Pilot Survey. Today I have been carrying out the survey with your partner and child.

I would very much like to speak to you too. The interview will only last around 25 minutes. It is very important for this study that we speak to both parents (or both adults living with the child) whenever possible. It is only by interviewing both of you that we can build up a full picture of the lives of children of this age.

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

The leaflets I sent you and your partner tell you more about the study.

If you want any further information please call James Bill at Ipsos MORI. James can be contacted on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). You can also let him know if you would prefer not to be contacted.

I hope you can help with this important study.

Best wishes,

.....

Phone number:



Ipsos MORI

Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed

Dyddiad:

Annwyl

Ychydig amser yn ôl, fe anfonais wybodaeth atoch chi a'ch partner ynglŷn ag Arolwg Peilot 11 Oed Plentyn y Ganrif Newydd. Heddiw rwyf wedi bod yn cyflawni'r arolwg gyda'ch partner a phlentyn.

Hoffwn yn fawr iawn i gael siarad gyda chi hefyd. Bydd y cyfweiliad yn cymryd tua 25 munud yn unig. Mae'n bwysig iawn ar gyfer yr astudiaeth hon ein bod yn siarad â'r ddau riant (neu'r ddau oedolyn sy'n byw gyda'r plentyn) ble fo'n bosibl. Dim ond trwy gyfweled y ddau ohonoch y gallwch greu darlun llawn o fywydau plant yr oed hwn.

Gallaf drefnu eich cyfweled ar amser sy'n gyfleus i chi. Byddaf yn ffonio yn ôl i drefnu amser. Pe byddai'n well gennych fy ffonio i drefnu amser, cysylltwch â mi ar y rhif isod.

Mae'r taflenni yr wyf wedi eu hanfon atoch chi a'ch partner yn dweud mwy wrthyich am yr astudiaeth.

Os ydych angen rhagor o wybodaeth, ffoniwch James Bill yn Ipsos MORI. Gellir cysylltu â James ar 0808 238 5446 rhwng 9:30 am a 5:30 pm (Llun i Wener). Gallwch hefyd roi gwybod iddo pe byddai'n well gennych i ni beidio cysylltu â chi.

Gobeithio y gallwch helpu gyda'r astudiaeth bwysig hon.

Dymuniadau gorau,


.....

Rhif Ffôn:



Field materials

Sample Point: 1

Child Questionnaire




#000000012# 100





Sample Point: 1

Child Questionnaire




#000000012# 100





Sample Point: 1

Child Questionnaire




#000000012# 100





Sample Point: 1


Child Questionnaire





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Child Consent





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Child Consent





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Child Consent





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Child Consent



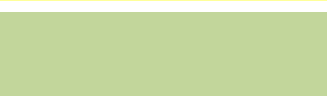
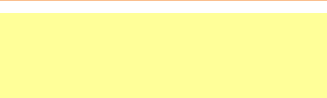
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Child Elements Consent





#000000012# 100




Child Elements Consent





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Child Elements Consent





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Child Elements Consent



#000000012# 100



Parent Consent



000000012

Parent Consent



000000012

Parent Consent



000000012

Parent Consent



000000012

Partner Consent



000000012

Partner Consent



000000012

Partner Consent



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Partner Consent



000000012

2005	J	F	M	A	M	J	J	A	S	O	N	D
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2006	J	F	M	A	M	J	J	A	S	O	N	D
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2007	J	F	M	A	M	J	J	A	S	O	N	D
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2008	J	F	M	A	M	J	J	A	S	O	N	D
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2009	J	F	M	A	M	J	J	A	S	O	N	D
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2010	J	F	M	A	M	J	J	A	S	O	N	D
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2011	J	F	M	A	M	J	J	A	S	O	N	D
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CHILD OF THE NEW CENTURY

THE DECISION-MAKING TASK (CGT)

ADMINISTRATION SCRIPT

DECISION ONLY PHASE: 4 TRIALS

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

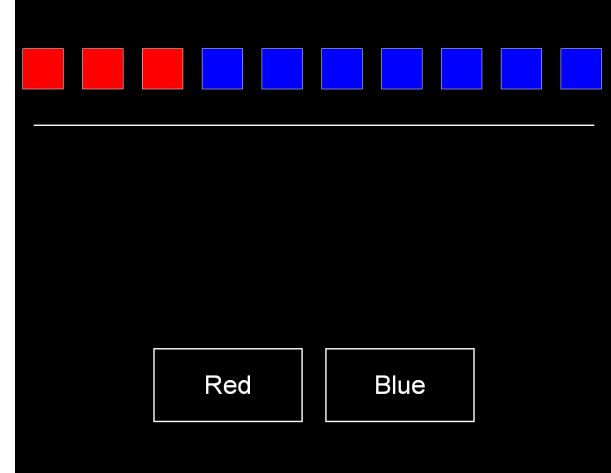
IMAGE 1 SHOWS THE FIRST TASK SCREEN. WHEN YOU SEE THIS SCREEN PLEASE READ:

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

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

Now you try. You get three turns to practise.

Image 1



ASCENDING TRAINING PHASE: 4 TRIALS

AFTER THE CHILD HAS COMPLETED DECISION ONLY TRIAL 4 THE SCREEN DISPLAYS Please Wait. A SMALL TRIANGLE IS DISPLAYED AT THE BOTTOM RIGHT HAND CORNER OF THE SCREEN, POINTING UPWARDS \triangle , TO INDICATE THAT THE NEXT STAGE IS AN ASCENDING STAGE [IMAGE 2].

SAY TO THE CHILD:

On the next screen you will be given 100 points to start with. After you choose red or blue, you have to risk a certain amount of points on your decision.

The first number of points you will be shown will be small, but as you wait, the number of points gets larger, so you can choose how many you want to risk.

PRESS [SPACE] TO START THE NEXT STAGE AND DEMONSTRATE BY SAYING:

So first of all, I'll decide that it is in the RED box. TOUCH THE “RED” SQUARE. POINT TO THE POINTS BOX. Now you get offered points to risk in this square. [SEE IMAGE 3]

THE POINTS IN THE BOX INCREASE AT 2 SECOND INTERVALS. SAY TO THE CHILD:

To decide how many points you want to risk just touch the points box like this. TOUCH THE POINTS BOX. If you win, those points get added to your score, and if you lose they get taken away. That time I won <XXX> points, so now I have a total of <XXX>. The idea is to build up as many points as you can. Try not to let your score get as low as 1 point, because then you will lose the game.

WHEN THE SCREEN DISPLAYS THE START OF THE NEXT TRIAL, SAY TO THE CHILD:

Now you try. You get three turns to practise.

EMPHASISE TO CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM INCREASING.

Image 2

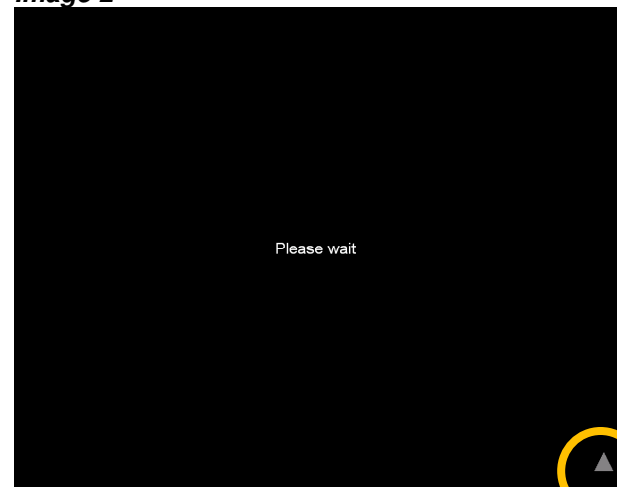
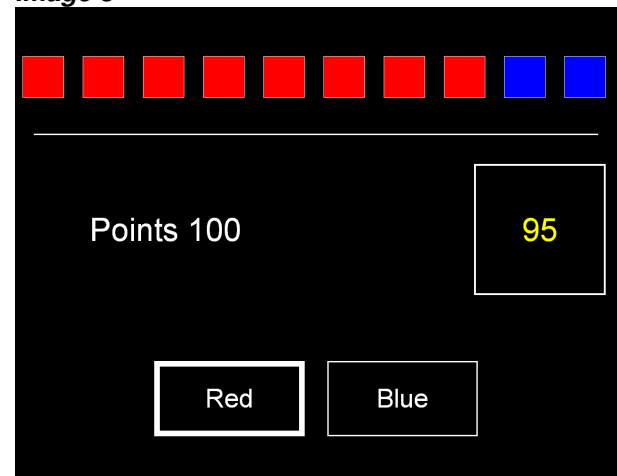


Image 3



ASCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS Please Wait WITH AN UPWARDS POINTING TRIANGLE△ IN THE BOTTOM RIGHT HAND CORNER.

SAY TO THE CHILD:

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

PRESS [SPACE] TO START THE TEST STAGE – 2 BLOCKS OF 9 TRIALS.

AT THE END OF EACH BLOCK THE SCREEN DISPLAYS THE FINAL SCORE. THE POINTS SCORE IS RESET TO 100 POINTS AT THE END OF EACH BLOCK. PRESS [SPACE] TO START NEW BLOCK.

AT THE FINAL SCORE SCREEN IN BETWEEN THE BLOCKS, YOU CAN USE THE FOLLOWING PROMPTS:

Well done!

That was good.

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

IF A CHILD'S SCORE GOES TOO LOW, THE BLOCK WILL END EARLY. YOU CAN SAY:

Hard luck!

DESCENDING TRAINING PHASE: 4 TRIALS

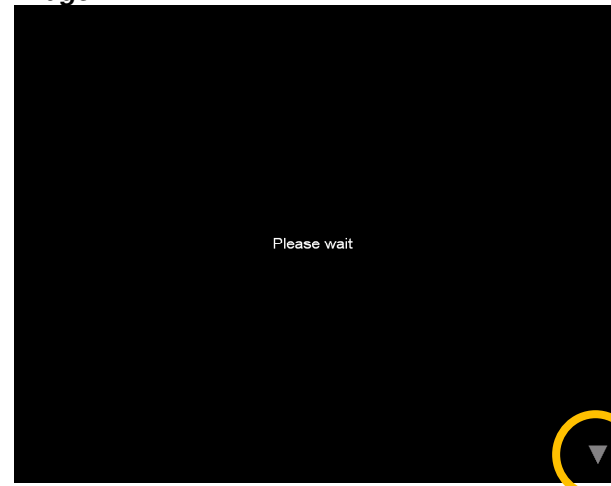
AT THE END OF THE ASCENDING ASSESSED PHASE THE SCREEN DISPLAYS Please Wait. WITH A DOWNWARDS POINTING TRIANGLE ▽ IN THE BOTTOM RIGHT HAND CORNER, TO ALERT YOU THAT YOU HAVE REACHED THE DESCENDING TRAINING STAGE [SEE IMAGE 4].

SAY TO THE CHILD:

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

PRESS [SPACE] TO START THE DESCENDING TRAINING STAGE. EMPHASISE TO CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM DECREASING.

Image 4



DESCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS Please Wait WITH A DOWNWARDS POINTING TRIANGLE ▽ IN THE BOTTOM RIGHT HAND CORNER.

SAY TO THE CHILD:

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

PRESS [SPACE] TO START THE TEST STAGE – 2 BLOCKS OF 9 TRIALS.

AT THE END OF EACH BLOCK THE SCREEN DISPLAYS THE FINAL SCORE. THE POINTS SCORE IS RESET TO 100 POINTS AT THE END OF EACH BLOCK. PRESS [SPACE] TO START NEW BLOCK.

AT THE FINAL SCORE SCREEN IN BETWEEN THE BLOCKS, YOU CAN USE THE FOLLOWING PROMPTS:

Well done!

That was good.

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

IF A CHILD'S SCORE GOES TOO LOW, THE BLOCK WILL END EARLY. YOU CAN SAY:

Hard luck!

AT THE END OF THE 2ND BLOCK THE TEST ENDS.

CHILD OF THE NEW CENTURY

THE DECISION-MAKING TASK (CGT)

ADMINISTRATION SCRIPT

DECISION ONLY PHASE: 4 TRIALS

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

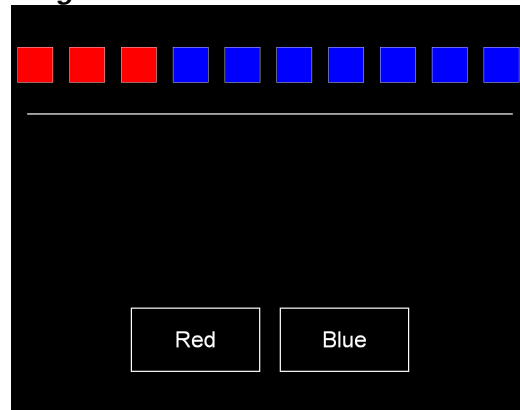
IMAGE 1 SHOWS THE FIRST TASK SCREEN. WHEN YOU SEE THIS SCREEN PLEASE READ:

Galli weld rhes o flychau ar draws top y sgrin. Ar hyn o bryd mae yna 3 o flychau coch a 7 o flychau glas. Mae'r cyfrifiadur wedi cuddio tocyn melyn dan un o'r blychau. Yr oll sydd rhaid i ti wneud yw penderfynu a wyt ti'n meddwl ei fod wedi cuddio dan flwch coch neu glas a chyffwrdd y sgwâr "Coch" neu "Glas" ar waelod y sgrin. Y tro yma dwi'n meddwl ei fod mewn blwch GLAS, felly dwi am gyffwrdd y sgwâr "Glas".

TOUCH THE "BLUE" SQUARE AND GET "YOU WIN" DISPLAYED. SAY TO THE CHILD:

Dy dro di nesaf. Fe gei di dri tro i ymarfer.

Image 1



ASCENDING TRAINING PHASE: 4 TRIALS

AFTER THE CHILD HAS COMPLETED DECISION ONLY TRIAL 4 THE SCREEN DISPLAYS Please Wait. A SMALL TRIANGLE IS DISPLAYED AT THE BOTTOM RIGHT HAND CORNER OF THE SCREEN, POINTING UPWARDS, TO INDICATE THAT THE NEXT STAGE IS AN ASCENDING STAGE [IMAGE 2].

SAY TO THE CHILD:

Ar y sgrin nesaf byddi'n cael 100 o bwyntiau i gychwyn. Ar ôl i ti ddewis coch neu glas, rhaid i ti risgio nifer penodol o bwyntiau ar dy benderfyniad.

Bydd y swm cyntaf o bwyntiau a weli yn isel, ond wrth i ti aros, bydd y nifer o bwyntiau yn cynyddu, felly galli ddewis faint wyt ti eisiau risgio.

PRESS [SPACE] TO START THE NEXT STAGE AND DEMONSTRATE BY SAYING:

Felly yn gyntaf, mi fydda i'n penderfynu ei fod yn y blwch COCH. TOUCH THE "RED" SQUARE. POINT TO THE POINTS BOX. Nawr fe gynigir pwyntiau i ti eu risgio yn y sgwâr hwn. [SEE IMAGE 3]

THE POINTS IN THE BOX INCREASE AT 2 SECOND INTERVALS. SAY TO THE CHILD:

I benderfynu faint o bwyntiau wyt ti am risgio, cyffwrdd y blwch pwyntiau fel hyn. TOUCH THE POINTS BOX. Os wyt ti'n ennill, mae'r pwyntiau hynny yn cael eu hychwanegu i dy sgôr, ac os wyt ti'n colli maent yn cael eu tynnu. Y tro yma fe enillais <XXX> o bwyntiau, felly nawr mae gen i gyfanswm o <XXX>. Y syniad yw i adeiladu cymaint o bwyntiau ag y galli. Ceisia beidio gadael i dy sgôr fynd mor isel ag 1 pwynt, neu mi fyddi wedi colli'r gêm.

WHEN THE SCREEN DISPLAYS THE START OF THE NEXT TRIAL, SAY TO THE CHILD:

Dy dro di nesaf. Fe gei di dri tro i ymarfer.

EMPHASISE TO CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM INCREASING.

Image 2

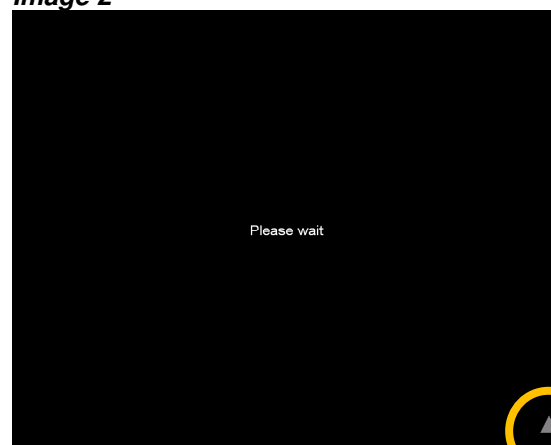
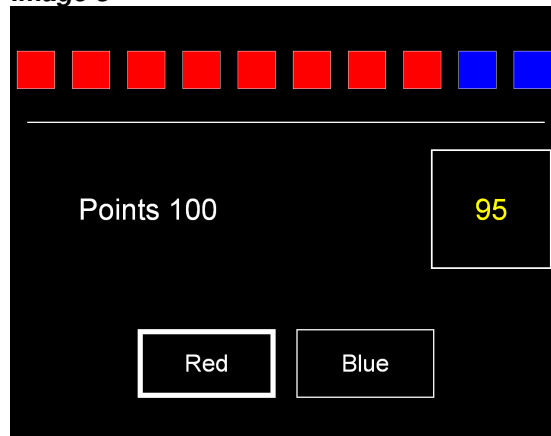


Image 3



ASCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS Please Wait WITH AN UPWARDS POINTING TRIANGLE ▲ IN THE BOTTOM RIGHT HAND CORNER.

SAY TO THE CHILD:

Nawr rydym am wneud mwy o bosau fel hyn. Ceisia wneud cymaint ohonynt â phosibl.

PRESS [SPACE] TO START THE TEST STAGE – 2 BLOCKS OF 9 TRIALS.

AT THE END OF EACH BLOCK THE SCREEN DISPLAYS THE FINAL SCORE. THE POINTS SCORE IS RESET TO 100 POINTS AT THE END OF EACH BLOCK. PRESS [SPACE] TO START NEW BLOCK.

AT THE FINAL SCORE SCREEN IN BETWEEN THE BLOCKS, YOU CAN USE THE FOLLOWING PROMPTS:

Da iawn!

Roedd hynny'n dda.

Nawr mi wyt ti am gychwyn gyda 100 o bwyntiau eto a bydd angen i ti geisio adeiladu cymaint o bwyntiau â phosibl.

IF A CHILD'S SCORE GOES TOO LOW, THE BLOCK WILL END EARLY. YOU CAN SAY:

Anlwcus!

DESCENDING TRAINING PHASE: 4 TRIALS

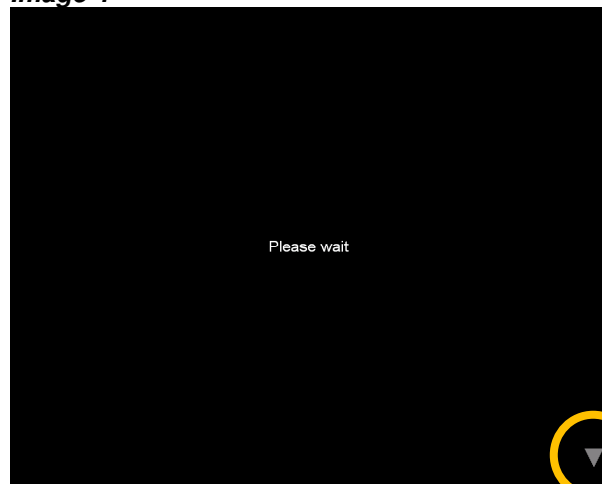
AT THE END OF THE ASCENDING ASSESSED PHASE THE SCREEN DISPLAYS Please Wait. WITH A DOWNWARDS POINTING TRIANGLE ▼ IN THE BOTTOM RIGHT HAND CORNER, TO ALERT YOU THAT YOU HAVE REACHED THE DESCENDING TRAINING STAGE [SEE IMAGE 4].

SAY TO THE CHILD:

Y tro yma, mae'r ffordd yr wyt yn dewis faint o bwyntiau i risgio ychydig yn wahanol. Bydd y nifer cyntaf o bwyntiau y gweli di yn uchel ac yna bydd yn raddol leihau. Rho gynnig arni i ymarfer.

PRESS [SPACE] TO START THE DESCENDING TRAINING STAGE. EMPHASISE TO CHILD THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM DECREASING.

Image 4



DESCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS Please Wait WITH A DOWNWARDS POINTING TRIANGLE ▼ IN THE BOTTOM RIGHT HAND CORNER.

SAY TO THE CHILD:

Nawr rydym am wneud mwy o bosau fel hyn. Ceisia wneud cymaint ohonynt â phosibl.

PRESS [SPACE] TO START THE TEST STAGE – 2 BLOCKS OF 9 TRIALS.

AT THE END OF EACH BLOCK THE SCREEN DISPLAYS THE FINAL SCORE. THE POINTS SCORE IS RESET TO 100 POINTS AT THE END OF EACH BLOCK. PRESS [SPACE] TO START NEW BLOCK.

AT THE FINAL SCORE SCREEN IN BETWEEN THE BLOCKS, YOU CAN USE THE FOLLOWING PROMPTS:

Da iawn!

Roedd hynny'n dda.

Nawr mi wyt ti am gychwyn gyda 100 o bwyntiau eto a bydd angen i ti geisio adeiladu cymaint o bwyntiau â phosibl.

IF A CHILD'S SCORE GOES TOO LOW, THE BLOCK WILL END EARLY. YOU CAN SAY:

Anlwcus!

AT THE END OF THE 2ND BLOCK THE TEST ENDS.

CHILD OF THE NEW CENTURY

THE MEMORY TASK (SWM)

ADMINSTRATION SCRIPT

DEMONSTRATION TRIAL

WITH THE MEMORY TASK (SWM) START SCREEN DISPLAYED, PRESS [SPACE] TO DISPLAY IMAGE 1.

IMAGE 1 SHOWS THE FIRST TASK SCREEN. WHEN YOU SEE THIS SCREEN PLEASE READ:

For this test you will see some coloured boxes on the screen. What you have to do on each go is to look for a blue token that the computer has hidden inside one of the boxes. Only one token will be hidden at a time. You have to collect enough blue tokens to fill the black hole ("home") on the right side of the screen. To look inside a box, all you have to do is touch it like this.

TOUCH THE BOX IN THE MIDDLE OF THE SCREEN AND SAY: This box does not have a blue token inside it, so I will try a different box.

TOUCH THE BOX AT THE TOP OF THE SCREEN AND SAY: This box has a blue token inside it and now I am going to move it over here to fill the black hole. [IMAGE 2]

TOUCH THE BLACK HOLE ON THE RIGHT HAND SIDE OF THE SCREEN.

THE FOLLOWING INSTRUCTION IS OF CRUCIAL IMPORTANCE AND MUST BE STRONGLY EMPHASISED.

Now I have found a blue token in this box [POINT TO THE TOP BOX] there will never be one in there again, so I must not go back to it. There are two more blue tokens to find, but the computer never uses the same box twice for the blue token, so I must touch another one.

TOUCH THE BOTTOM BOX.

There is no blue token inside this box, so I will try another.

[IMAGE 3] TOUCH THE MIDDLE BOX TO REVEAL A BLUE TOKEN AND THEN TOUCH THE RIGHT HAND SIDE OF THE SCREEN AND SAY:

Now I have found two tokens the last one must be in here.

TOUCH THE BOTTOM BOX WHERE YOU HAVE NOT YET FOUND A TOKEN. TOUCH THE RIGHT HAND SIDE OF THE SCREEN AND SAY:

Now I have found all three tokens I have finished because I have filled up the black hole completely with blue tokens.

[IMAGE 4] THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR

Image 1

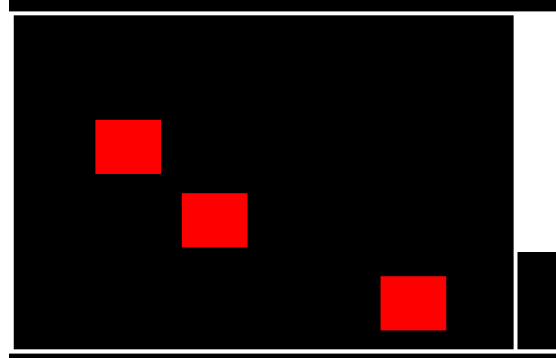


Image 2

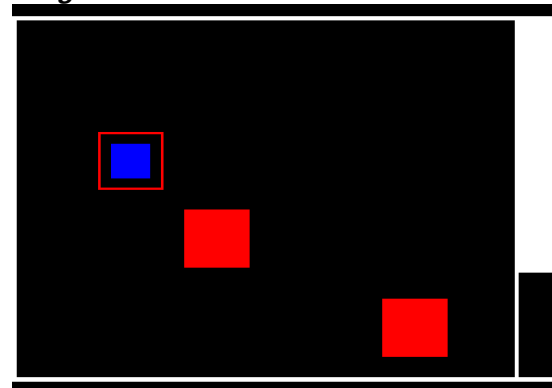


Image 3

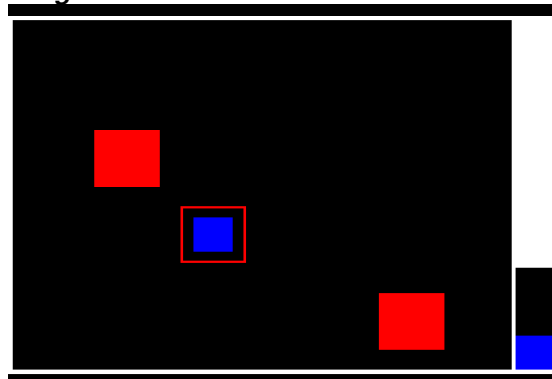
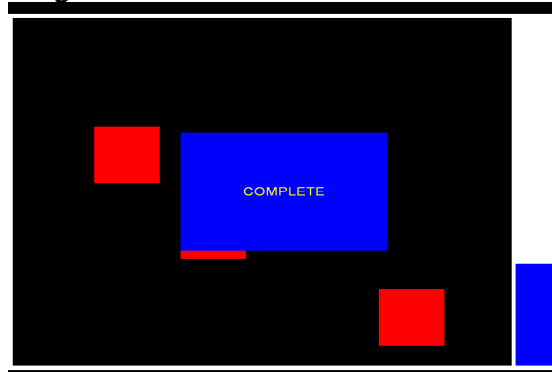


Image 4



PRACTICE PHASE: 3 SETS OF 3 BOXES

NOW SAY:

Now you try please.

PRESS [SPACE] AND 3 YELLOW BOXES WILL APPEAR [IMAGE 5]. THIS IS PRACTICE TRIAL 1.

PRACTICE TRIAL 2 = 3 GREEN BOXES

PRACTICE TRIAL 3 = 3 PINK BOXES [IMAGE 6]

AFTER EACH PRACTICE TRIAL THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR. PRESS [SPACE] TO GO ON TO THE NEXT PRACTICE TRIAL.

LET THE CHILD WORK THROUGH THE PROBLEMS, PROVIDING ENCOURAGEMENT IF THEY TOUCH THE CORRECT BOX. IF THEY TOUCH THE WRONG BOX PROVIDE FEEDBACK AND REMIND THEM OF THE RULES IF NECESSARY.

FOR THE PRACTICE PHASE ONLY YOU CAN USE ANY OF THE OPTIONAL PROMPTS BELOW.

Touch one of the boxes to search for a blue token.

Now you have found a blue token you must look for another one, but remember that it will be in a different box this time.

Try another box.

Now put the token in the black hole.

Remember not to return to a box where you found a blue token, as the computer will never hide it in that box again.

That box is empty, try another one.

Image 5

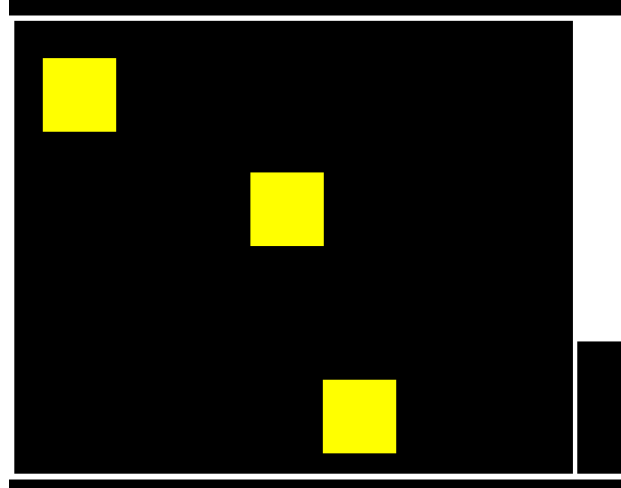
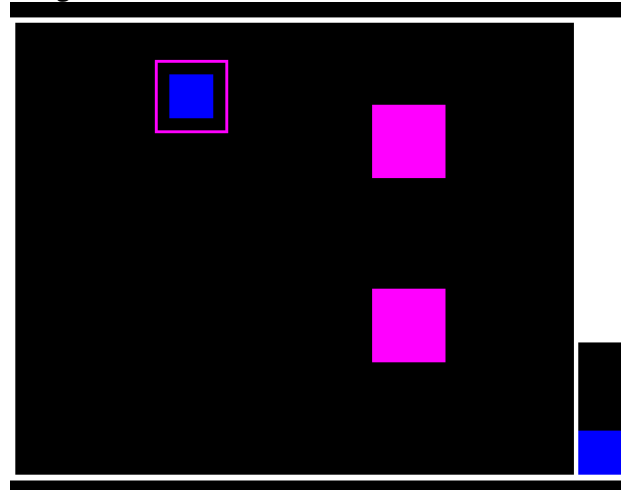


Image 6



ASSESSED PHASE: 4 of 4 BOXES / 4 of 6 BOXES / 4 of 8 BOXES

AFTER THE CHILD HAS COMPLETED PRACTICE TRIAL 3 (THE 3 PINK BOXES) THE ASSESSED PHASE WILL BEGIN.

AFTER PRESSING [SPACE] 4 LIGHT BLUE BOXES WILL APPEAR (SCREEN 7). THIS IS ASSESSED TRIAL 1.

ASSESSED TRIALS 1-4 = 4 BOXES

ASSESSED TRIALS 5-8 = 6 BOXES

ASSESSED TRIALS 9-12 = 8 BOXES

AT THE START OF EACH TRIAL READ OUT THE FOLLOWING INSTRUCTION, ADDING IN THE NUMBER OF BOXES THAT ARE DISPLAYED.

Now there are [4, 6 or 8] boxes and [4, 6 or 8] blue tokens to find.

AFTER THE FIRST BLUE TOKEN HAS BEEN FOUND SAY:

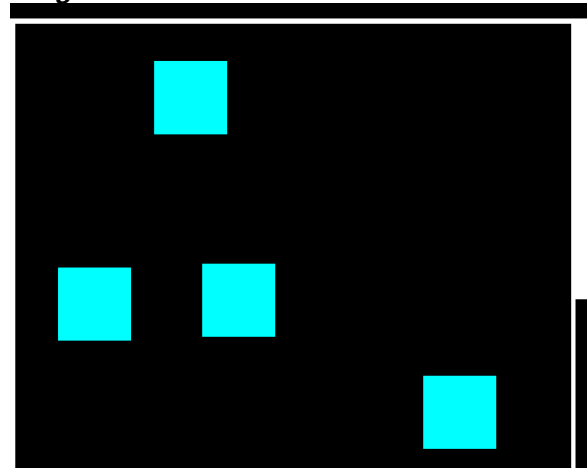
You have [3, 5 or 7] more to find.

IF THE CHILD APPEARS CONFUSED SAY:

Put it on the right/home. OR Look for another one.

ASSESSMENT ENDS AFTER TRIAL DISPLAYING 8 RED BOXES.

Image 7



CHILD OF THE NEW CENTURY

THE MEMORY TASK (SWM)

ADMINISTRATION SCRIPT

DEMONSTRATION TRIAL

WITH THE MEMORY TASK (SWM) START SCREEN DISPLAYED, PRESS [SPACE] TO DISPLAY IMAGE 1.

IMAGE 1 SHOWS THE FIRST TASK SCREEN. WHEN YOU SEE THIS SCREEN PLEASE READ:

Ar gyfer y brawf hon byddi'n gweld blychau lliw ar y sgrin. Beth sydd rhaid i ti wneud yw chwilio am docyn glas mae'r cyfrifiadur wedi cuddio yn un o'r blychau. Dim ond un tocyn fydd wedi ei guddio ar y tro. Rhaid i ti gasglu digon o docynnau glas i llenwi'r twll du ("Hafan") ar dde y sgrin. I edrych yn y blwch, mae angen i ti ei gyffwrdd fel hyn.

TOUCH THE BOX IN THE MIDDLE OF THE SCREEN AND SAY:

Does dim tocyn glas yn y blwch hwn, felly byddaf yn rhoi cynnig ar flwch arall.

TOUCH THE BOX AT THE TOP OF THE SCREEN AND SAY:

Mae yna docyn glas yn y blwch hwn a nawr rydw i am ei symud draw i fan hyn i lenwi'r twll du. [IMAGE 2]

TOUCH THE BLACK HOLE ON THE RIGHT HAND SIDE OF THE SCREEN.

THE FOLLOWING INSTRUCTION IS OF CRUCIAL IMPORTANCE AND MUST BE STRONGLY EMPHASISED.

Nawr fy mod wedi dod o hyd i docyn glas yn y blwch hwn [POINT TO THE TOP BOX] fyth yna fyth un arall yno, felly ddylwn i ddim mynd yn ôl iddo. Mae dau docyn glas arall i'w canfod, ond fydd y cyfrifiadur byth yn defnyddio yr un blwch ddwywaith ar gyfer y tocyn glas, felly rhaid i fi gyffwrdd un arall.

TOUCH THE BOTTOM BOX.

Does dim tocyn glas yn y blwch hwn, felly dwi am drïo un arall.

[IMAGE 3] TOUCH THE MIDDLE BOX TO REVEAL A BLUE TOKEN AND THEN TOUCH THE RIGHT HAND SIDE OF THE SCREEN AND SAY:

Gan fy mod wedi dod o hyd i ddau docyn, rhaid bod yr olaf yma.

TOUCH THE BOTTOM BOX WHERE YOU HAVE NOT YET FOUND A TOKEN. TOUCH THE RIGHT HAND SIDE OF THE SCREEN AND SAY:

Nawr fy mod wedi dod o hyd i'r tri tocyn, dwi wedi gorffen oherwydd fy mod wedi llenwi'r twll du yn llwyr gyda'r tocynnau glas.

[IMAGE 4] THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR

Image 1

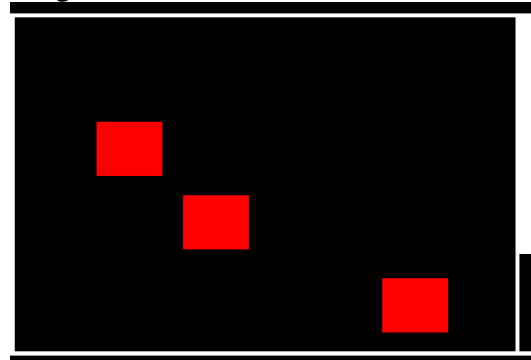


Image 2

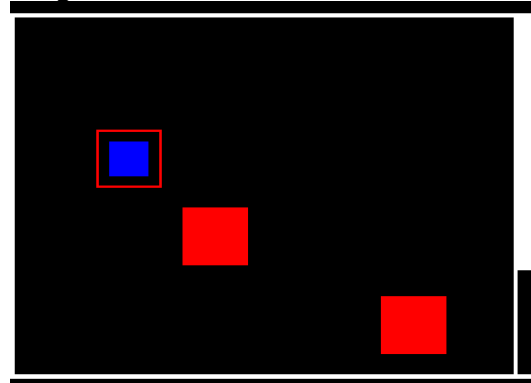


Image 3

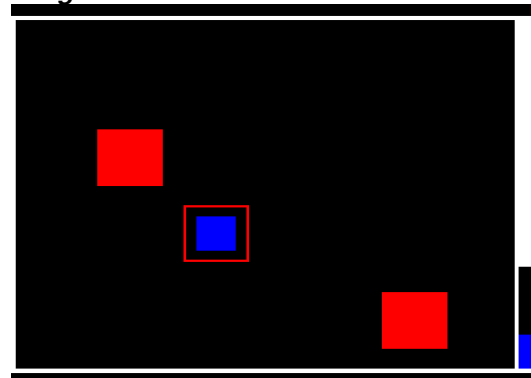
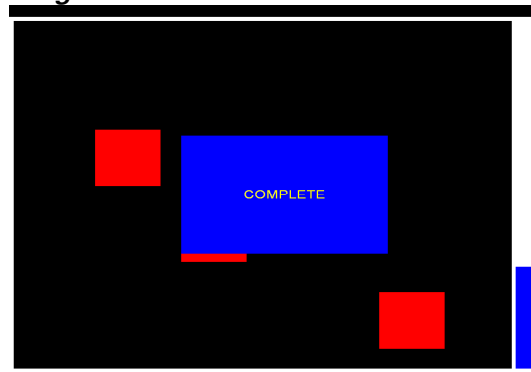


Image 4



PRACTICE PHASE: 3 SETS OF 3 BOXES

NOW SAY:

Dy gynnig di nawr.

PRESS [SPACE] AND 3 YELLOW BOXES WILL APPEAR [IMAGE 5]. THIS IS PRACTICE TRIAL 1.

PRACTICE TRIAL 2 = 3 GREEN BOXES

PRACTICE TRIAL 3 = 3 PINK BOXES [IMAGE 6]

AFTER EACH PRACTICE TRIAL THE COMPUTER WILL DISPLAY Complete AND PLAY A SHORT TUNE. AFTER A PAUSE THE WORDS New Set WILL APPEAR. PRESS [SPACE] TO GO ON TO THE NEXT PRACTICE TRIAL.

LET THE CHILD WORK THROUGH THE PROBLEMS, PROVIDING ENCOURAGEMENT IF THEY TOUCH THE CORRECT BOX. IF THEY TOUCH THE WRONG BOX PROVIDE FEEDBACK AND REMIND THEM OF THE RULES IF NECESSARY.

FOR THE PRACTICE PHASE ONLY YOU CAN USE ANY OF THE OPTIONAL PROMPTS BELOW.

Cyffwrdd un o'r blychau i chwilio am docyn glas.

Nawr dy fod wedi dod o hyd i docyn glas, rhaid chwilio am un arall, ond cofia y bydd mewn blwch gwahanol y tro hwn.

Rho gynnig ar flwch arall.

Nawr rho'r tocyn yn y twll du.

Cofia beidio dychwelyd at flwch ble daethost o hyd i docyn glas, gan na fydd y cyfrifiadur yn ei guddio yn y blwch hwnnw eto.

Mae'r blwch yna'n wag, rhowch gynnig ar un arall.

Image 5

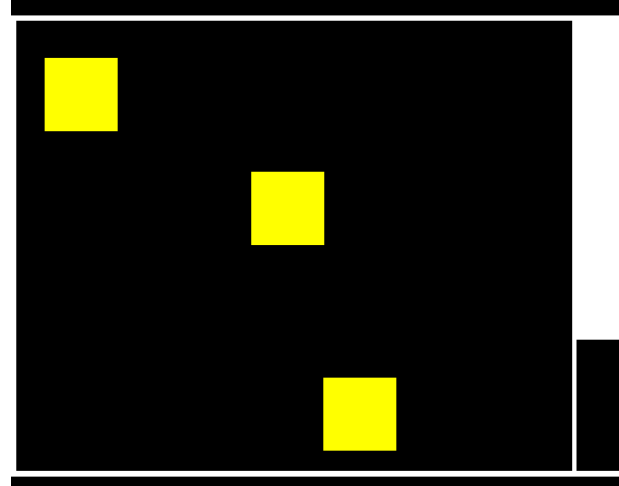
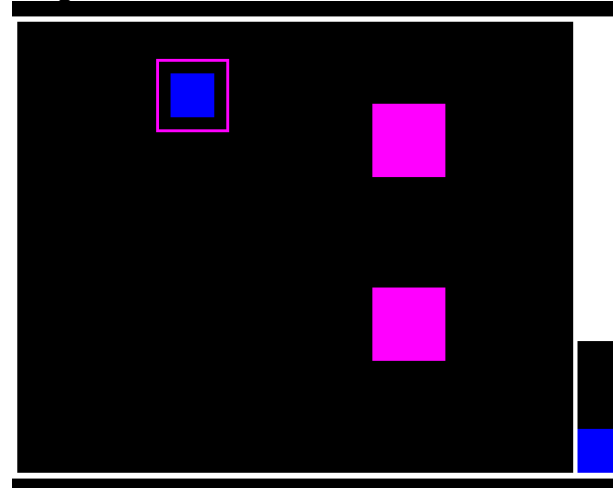


Image 6



ASSESSED PHASE: 4 of 4 BOXES / 4 of 6 BOXES / 4 of 8 BOXES

AFTER THE CHILD HAS COMPLETED PRACTICE TRIAL 3 (THE 3 PINK BOXES) THE ASSESSED PHASE WILL BEGIN.

AFTER PRESSING [SPACE] 4 LIGHT BLUE BOXES WILL APPEAR (SCREEN 7). THIS IS ASSESSED TRIAL 1.

ASSESSED TRIALS 1-4 = 4 BOXES

ASSESSED TRIALS 5-8 = 6 BOXES

ASSESSED TRIALS 9-12 = 8 BOXES

AT THE START OF EACH TRIAL READ OUT THE FOLLOWING INSTRUCTION, ADDING IN THE NUMBER OF BOXES THAT ARE DISPLAYED.

Nawr mae yna [4, 6 neu 8] o flychau a [4, 6 neu 8] o docynnau glas i'w canfod.

AFTER THE FIRST BLUE TOKEN HAS BEEN FOUND SAY:

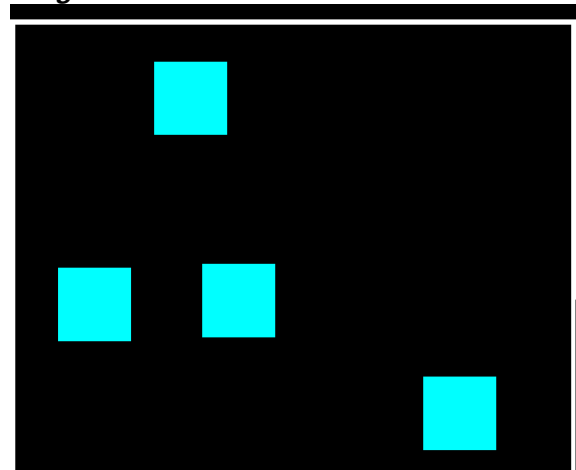
Rwyt ti angen dod o hyd i [3, 5 neu 7] arall.

IF THE CHILD APPEARS CONFUSED SAY:

Rho'r tocyn ar y dde/yn yr hafan. NEU Chwilia am un arall.

ASSESSMENT ENDS AFTER TRIAL DISPLAYING 8 RED BOXES.

Image 7

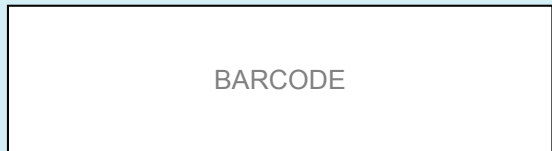
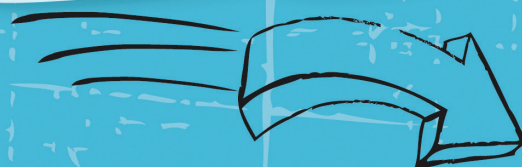


Ipsos MORI

Child of the New Century



Question booklet



ABOUT THIS BOOKLET OF QUESTIONS

PLEASE READ THIS PAGE AND THE NEXT PAGE BEFORE YOU START

The questions in this booklet are about different things in your life. They are for you to read and answer on your own. We hope that you find the questions interesting and enjoy answering them.

Please try to answer all of the questions. Read everything carefully and take your time to answer each question as honestly and accurately as you can. There are no right or wrong answers. It is not a test. We just want to find out what you think about things.

Not all the questions will be about things that you have done. For the survey to be accurate, it is important that all children, even those who have done these things, answer honestly.

The interviewer will give you an envelope when they give you this booklet. When you get to the end, please put the booklet inside the envelope, seal it and then hand it back to the interviewer. The interviewer will not look at your answers or tell them to anyone else.

You do not have to show or tell your answers to anyone, including your parent(s). **Your name and address are not on this booklet so no-one who sees it will know whose answers they are.** If you come to a question that you don't want to answer or can't answer, you can miss it out and move on to the next question.

If there are any words that you can't read or don't understand, please ask the interviewer to explain them to you.

If you find it difficult to read and answer the questions on your own, please tell the interviewer and they will help you. They can also give you some headphones and the questions will be read out to you.

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Example Questions

Most of the questions can be answered by putting a tick in the box next to your answer, as in Example **1** shown below. Please try to make sure your tick is inside the box as this makes sure we read your answers correctly.

1 Have you ever been to a live sports event such as a football match or a tennis match?

TICK ONE BOX ONLY

Yes

No

Sometimes you have to write a number in a box, like this:

2 How old were you when you first went to a live sports event?

WRITE THE AGE IN THE BIG BOX

I was years old

If you make a mistake just fill in the box with the wrong answer, and put a tick in the box next to the right answer, like this:

3 Do you like watching sport on TV?

TICK ONE BOX ONLY

Yes

No

Thank you very much for your help.

About what you do

1 How often do you listen to or play music, not at school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

2 How often do you draw, paint or make things, not at school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

3 How often do you play sports or active games inside or outside, not at school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

4 How often do you read for enjoyment, not for school?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

5 How often do you play games on a computer or games console such as a Wii, Nintendo D-S, X-Box or Play Station, not at school?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

6 How often do you use the internet, not for school?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

7 How often do you use the internet for school work?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

8 How often do you exchange messages with friends on the internet using instant messaging, such as MSN, or email, such as hotmail?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

9 How often do you visit a social networking website on the internet, such as Facebook or Bebo?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

About you

10 On a scale of 1 to 7 where '1' means completely happy and '7' means not at all happy, how do you feel about the following parts of your life?

TICK ONE BOX ON EVERY ROW

	Completely happy			Not at all happy			
	1	2	3	4	5	6	7
a How do you feel about your school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b How do you feel about the way you look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c How do you feel about your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d How do you feel about your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e How do you feel about the school you go to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f How do you feel about your life as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 How much do you agree or disagree with the following statements about you?

TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a On the whole, I am satisfied with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I am a person of value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e I feel good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You and your friends

12 How many of your friends live in the same area as you?

TICK ONE BOX ONLY

- All of them
- Most of them
- Some of them
- None of them
- Don't have any friends

13 How many of your friends go to a different school than you?

TICK ONE BOX ONLY

- All of them
- Most of them
- Some of them
- None of them
- Don't have any friends

14 Are your friends mostly boys, mostly girls or a mixture of boys and girls?

TICK ONE BOX ONLY

Mostly boys

Mostly girls

A mixture of boys and girls

Don't have any friends

15 How many of your friends are from the same ethnic group as you?

TICK ONE BOX ONLY

All of them

Most of them

Some of them

None of them

Don't have any friends

16 How often do you argue or fall out with your friends?

TICK ONE BOX ONLY

Most days

At least once a week

At least once a month

Less often than once a month

Never

Don't have any friends

17 When you are not at school, how often do you spend time with your friends?

TICK ONE BOX ONLY

Most days

At least once a week

At least once a month

Less often than once a month

Never

Don't have any friends

18 How often do you spend time with your friends, but without adults or older children, doing things like playing in the park, going to the shops or just 'hanging out' at the weekend?

TICK ONE BOX ONLY

- Most weekends
- At least once a month
- Less often than once a month
- Never
- Don't have any friends

19 How often do you spend time with your friends, but without adults or older children, doing things like playing in the park, going to the shops or just 'hanging out' in the afternoon after school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never
- Don't have any friends

You and your family

20 Do you get pocket money regularly?

TICK ONE BOX ONLY

- Yes
- No

21 Compared to your friends, is your family...TICK ONE BOX ONLYRicher Poorer About the same Don't know **22** How much do you agree or disagree with the following statements about you?TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a I wish my family could afford to buy me more of what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I like clothing with popular labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c It bothers me if my friends have things I don't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The area you live in**23** How safe is it to walk, play or hang out in this area during the day?TICK ONE BOX ONLYVery safe Safe Not very safe Not at all safe

24 Are there any parks or playgrounds in this area where children your age can play outdoors?

TICK ONE BOX ONLY

Yes

No

Things you may have done

PLEASE READ: Not all children will have done these things. For the survey to be accurate, it is important that all children, including any who have done these things, answer honestly.

25 Have you ever been noisy or rude in a public place so that people complained or got you into trouble?

TICK ONE BOX ONLY

Yes

No

26 Have you ever taken something from a shop without paying for it?

TICK ONE BOX ONLY

Yes

No

27 Have you ever written things or sprayed paint on a building, fence or train or anywhere else where you shouldn't have?

TICK ONE BOX ONLY

Yes

No

- 28** Have you ever on purpose damaged anything in a public place that didn't belong to you, for example by burning, smashing or breaking things like cars, bus shelters and rubbish bins?

TICK ONE BOX ONLY

Yes

No

About school

- 29** How much do you like school?

TICK ONE BOX ONLY

A lot

A bit

Not at all

- 30** How much do you like English?

TICK ONE BOX ONLY

A lot

A bit

Not at all

31 How much do you like Maths?

TICK ONE BOX ONLY

A lot

A bit

Not at all

32 How much do you like Science?

TICK ONE BOX ONLY

A lot

A bit

Not at all

33 How much do you like PE?

TICK ONE BOX ONLY

A lot

A bit

Not at all

34 How often do you try your best at school?

TICK ONE BOX ONLY

All of the time

Most of the time

Some of the time

Never

35 How often do you find school interesting?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

36 How often do you feel unhappy at school?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

37 How often do you get tired at school?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

38 How often do you feel school is a waste of time?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

39 How often do you misbehave or cause trouble in class?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

40 How often do other children misbehave or cause trouble in class?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

41 How often do your parents take an interest in your school work?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

42 How much do you like your class teacher?

TICK ONE BOX ONLY

- A lot
- A bit
- Not at all

43 How often do you think your class teacher is getting at you?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

44 Have you ever missed school without your parents' permission even if only for half a day or a single lesson?

TICK ONE BOX ONLY

- Yes
- No

45 How much do you agree or disagree with each of the following statements about you?

TICK ONE BOX ON EVERY ROW

		Strongly Agree	Agree	Disagree	Strongly Disagree
a	I am good at English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I am good at Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	I am good at Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary school

46 How much are you looking forward to going to secondary school next year?

TICK ONE BOX ONLY

A lot

A bit

Not at all

Not going to secondary school next year

47 How many of your friends are going to the same secondary school as you?

TICK ONE BOX ONLY

All of them

Most of them

Some of them

None of them

Don't have any friends

Not going to secondary school next year

What you think

48 How wrong do you think it is for someone your age to start a fight with someone?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

49 How wrong do you think it is for someone your age to write things or spray paint on a building, fence or train?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

50 How wrong do you think it is for someone your age to take something from a shop without paying for it?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

51 How wrong do you think it is for someone your age to copy or download music, games or films without paying for them, when they should have done?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

52 To what extent do you agree or disagree with the statements below?

TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a Men and women should do the same jobs around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b It is less important for women to go out to work than it is for men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About other children

PLEASE READ: Not all children will have done these things and not all children will have had these things done to them. For the survey to be accurate, it is important that all children answer honestly.

53 How often do your brothers or sisters hurt you or pick on you on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never
- Don't have brothers or sisters

54 How often do you hurt or pick on your brothers or sisters on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never
- Don't have brothers or sisters

55 How often do other children hurt you or pick on you on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never

56 How often do you hurt or pick on other children on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never

Things some children try

PLEASE READ: Not all children will have tried these things. For the survey to be accurate, it is important that all children, including any who have tried these things, answer honestly.

57 How many of your friends smoke cigarettes?

TICK ONE BOX ONLY

None of them

Some of them

Most of them

All of them

Don't know

58 Have you ever tried a cigarette, even if it was only a single puff?

TICK ONE BOX ONLY

Yes

No

59 How many of your friends drink alcohol?

TICK ONE BOX ONLY

None of them

Some of them

Most of them

All of them

Don't know

60 Have you ever had an alcoholic drink? That is more than a few sips.

TICK ONE BOX ONLY

Yes → Answer questions **61** to **68**
on pages 22 and 23

No → Go to question **69** on page 24

PLEASE READ THIS TO TELL
YOU WHAT QUESTION TO
ANSWER NEXT!

ONLY ANSWER THE SECTION "DRINKING ALCOHOL" BELOW (QUESTIONS 61 TO 68) IF YOU HAVE EVER HAD AN ALCOHOLIC DRINK.

IF YOU HAVE NEVER HAD AN ALCOHOLIC DRINK, SKIP TO SECTION "MORE ABOUT WHAT YOU THINK" (QUESTION 69 ON PAGE 24).

Drinking alcohol

61 How old were you when you first had an alcoholic drink?

WRITE THE AGE IN THE BIG BOX

I was years old

62 How many times have you had an alcoholic drink in the last 12 months?

TICK ONE BOX ONLY

- Never
- 1-2 times
- 3-5 times
- 6-9 times
- 10-19 times
- 20-39 times
- 40 or more times

63 How many times have you had an alcoholic drink in the last four weeks?

TICK ONE BOX ONLY

- Never
- 1-2 times
- 3-5 times
- 6-9 times
- 10-19 times
- 20-39 times
- 40 or more times

64 Have you ever drunk enough to feel drunk?

TICK ONE BOX ONLY

Yes

No

65 How old were you when you first drank enough to feel drunk?

WRITE THE AGE IN THE BIG BOX
(TICK THE SMALL BOX IF YOU HAVE NEVER FELT DRUNK)

I was years old

Never felt drunk

66 Have you ever had five or more alcoholic drinks at a time? A drink is half a pint of lager, beer or cider, one alcopop, a small glass of wine, or a measure of spirits.

TICK ONE BOX ONLY

Yes

No

67 How old were you when you first had five or more alcoholic drinks at a time?

WRITE THE AGE IN THE BIG BOX
(TICK THE SMALL BOX IF YOU HAVE NEVER HAD FIVE OR MORE ALCOHOLIC DRINKS AT A TIME)

I was years old

Never had five or more alcoholic drinks at a time

68 How many times have you had five or more alcoholic drinks at a time?

TICK ONE BOX ONLY

Never

Once

Twice

3 to 5 times

6 to 9 times

10 or more times

More about what you think

****EVERYONE ANSWER THE NEXT QUESTIONS****

- 69** How much do you agree or disagree with each of the following statements? Even though you may not have drunk alcohol, we are still interested in what you think.

TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a Drinking beer, wine, or spirits is a way to make friends with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Drinking alcohol makes people worry less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c It is easier to open up and talk about one's feelings after a few drinks of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Drinking alcohol gets in the way of school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Drinking alcohol makes people happier with themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Drinking alcohol makes it hard to get along with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g If I drank alcohol without my parents' permission I would be caught and punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 70** How much do you think people risk harming themselves if they try one or two alcoholic drinks?

TICK ONE BOX ONLY

No risk

Slight risk

Some risk

Great risk

71 How much do you think people risk harming themselves if they drink one or two alcoholic drinks nearly every day?

TICK ONE BOX ONLY

- No risk
- Slight risk
- Some risk
- Great risk

72 How much do you think people risk harming themselves if they drink four or five alcoholic drinks almost every day?

TICK ONE BOX ONLY

- No risk
- Slight risk
- Some risk
- Great risk

How you feel

73 In the last 4 weeks, how often did you feel happy?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

74 In the last 4 weeks, how often did you get worried about what would happen to you?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

75 In the last 4 weeks, how often did you feel sad?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

76 In the last 4 weeks, how often did you feel afraid or scared?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

77 In the last 4 weeks, how often did you laugh?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

78 In the last 4 weeks, how often did you get angry?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

79 What do you do if you are worried about something?TICK AS MANY BOXES AS YOU NEED

- Keep it to myself
- Tell a friend
- Tell someone at home
- Tell a teacher
- Tell someone else

80 How true is each of these statements about you?TICK ONE BOX ON EVERY ROW

		Not at all true	Somewhat true	Very true	Definitely true
a	I care about how well I do at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I feel bad or guilty when I have done something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	I do not show my emotions to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	I am concerned about the feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your future**81** Do you want to stay on at school or college full-time when you are 16?TICK ONE BOX ONLY

- Yes
- No
- Don't know

82 When you grow up what would you like to be?

WRITE YOUR ANSWER IN THE BOX BELOW

83 By the time you are 30, which one of the following would you most like to have achieved?

TICK ONE BOX ONLY

- Owning your own home
- Having a good car
- Earning a lot of money
- Having a worthwhile job
- Having children
- Having a partner / being married
- Being famous / making a name for yourself
- Having a personal achievement in sport / the arts / travel etc

THIS IS THE END OF THE QUESTION BOOKLET.

**THANK YOU VERY MUCH FOR FILLING IT IN!
PLEASE PUT IT IN THE ENVELOPE THE INTERVIEWER GAVE YOU,
SEAL IT, AND GIVE IT BACK TO THEM**

Ipsos MORI

Child of the New Century



Question booklet



BARCODE

ABOUT THIS BOOKLET OF QUESTIONS

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The questions in this booklet are about different things in your life. They are for you to read and answer on your own. We hope that you find the questions interesting and enjoy answering them.

Please try to answer all of the questions. Read everything carefully and take your time to answer each question as honestly and accurately as you can. There are no right or wrong answers. It is not a test. We just want to find out what you think about things.

Not all the questions will be about things that you have done. For the survey to be accurate, it is important that all children, even those who have done these things, answer honestly.

The interviewer will give you an envelope when they give you this booklet. When you get to the end, please put the booklet inside the envelope, seal it and then hand it back to the interviewer. The interviewer will not look at your answers or tell them to anyone else.

You do not have to show or tell your answers to anyone, including your parent(s). **Your name and address are not on this booklet so no-one who sees it will know whose answers they are.** If you come to a question that you don't want to answer or can't answer, you can miss it out and move on to the next question.

If there are any words that you can't read or don't understand, please ask the interviewer to explain them to you.

If you find it difficult to read and answer the questions on your own, please tell the interviewer and they will help you. They can also give you some headphones and the questions will be read out to you.

PLEASE READ THIS PAGE BEFORE YOU START

Example Questions

Most of the questions can be answered by putting a tick in the box next to your answer, as in Example **1** shown below. Please try to make sure your tick is inside the box as this makes sure we read your answers correctly.

1 Have you ever been to a live sports event such as a football match or a tennis match?

TICK ONE BOX ONLY

Yes

No

Sometimes you have to write a number in a box, like this:

2 How old were you when you first went to a live sports event?

WRITE THE AGE IN THE BIG BOX

I was years old

If you make a mistake just fill in the box with the wrong answer, and put a tick in the box next to the right answer, like this:

3 Do you like watching sport on TV?

TICK ONE BOX ONLY

Yes

No

Thank you very much for your help.

About what you do

1 How often do you listen to or play music, not at school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

2 How often do you draw, paint or make things, not at school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

3 How often do you play sports or active games inside or outside, not at school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

4 How often do you read for enjoyment, not for school?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

5 How often do you play games on a computer or games console such as a Wii, Nintendo D-S, X-Box or Play Station, not at school?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

6 How often do you use the internet, not for school?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

7 How often do you use the internet for school work?TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

8 How often do you exchange messages with friends on the internet using instant messaging, such as MSN, or email, such as hotmail?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

9 How often do you visit a social networking website on the internet, such as Facebook or Bebo?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never

About you

10 On a scale of 1 to 7 where '1' means completely happy and '7' means not at all happy, how do you feel about the following parts of your life?

TICK ONE BOX ON EVERY ROW

	Completely happy			Not at all happy			
	1	2	3	4	5	6	7
a How do you feel about your school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b How do you feel about the way you look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c How do you feel about your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d How do you feel about your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e How do you feel about the school you go to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f How do you feel about your life as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 How much do you agree or disagree with the following statements about you?

TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a On the whole, I am satisfied with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I am a person of value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e I feel good about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You and your friends

12 How many of your friends live in the same area as you?

TICK ONE BOX ONLY

- All of them
- Most of them
- Some of them
- None of them
- Don't have any friends

13 How many of your friends go to a different school than you?

TICK ONE BOX ONLY

- All of them
- Most of them
- Some of them
- None of them
- Don't have any friends

14 Are your friends mostly boys, mostly girls or a mixture of boys and girls?

TICK ONE BOX ONLY

- Mostly boys
- Mostly girls
- A mixture of boys and girls
- Don't have any friends

15 How many of your friends are from the same ethnic group as you?

TICK ONE BOX ONLY

- All of them
- Most of them
- Some of them
- None of them
- Don't have any friends

16 How often do you argue or fall out with your friends?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never
- Don't have any friends

17 When you are not at school, how often do you spend time with your friends?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never
- Don't have any friends

18 How often do you spend time with your friends, but without adults or older children, doing things like playing in the park, going to the shops or just 'hanging out' at the weekend?

TICK ONE BOX ONLY

- Most weekends
- At least once a month
- Less often than once a month
- Never
- Don't have any friends

19 How often do you spend time with your friends, but without adults or older children, doing things like playing in the park, going to the shops or just 'hanging out' in the afternoon after school?

TICK ONE BOX ONLY

- Most days
- At least once a week
- At least once a month
- Less often than once a month
- Never
- Don't have any friends

You and your family

20 Do you get pocket money regularly?

TICK ONE BOX ONLY

- Yes
- No

21 Compared to your friends, is your family...TICK ONE BOX ONLY

- Richer
- Poorer
- About the same
- Don't know

22 How much do you agree or disagree with the following statements about you?TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a I wish my family could afford to buy me more of what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I like clothing with popular labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c It bothers me if my friends have things I don't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The area you live in**23** How safe is it to walk, play or hang out in this area during the day?TICK ONE BOX ONLY

- Very safe
- Safe
- Not very safe
- Not at all safe

24 Are there any parks or playgrounds in this area where children your age can play outdoors?

TICK ONE BOX ONLY

Yes

No

Things you may have done

PLEASE READ: Not all children will have done these things. For the survey to be accurate, it is important that all children, including any who have done these things, answer honestly.

25 Have you ever been noisy or rude in a public place so that people complained or got you into trouble?

TICK ONE BOX ONLY

Yes

No

26 Have you ever taken something from a shop without paying for it?

TICK ONE BOX ONLY

Yes

No

27 Have you ever written things or sprayed paint on a building, fence or train or anywhere else where you shouldn't have?

TICK ONE BOX ONLY

Yes

No

- 28** Have you ever on purpose damaged anything in a public place that didn't belong to you, for example by burning, smashing or breaking things like cars, bus shelters and rubbish bins?

TICK ONE BOX ONLY

Yes

No

About school

- 29** How much do you like school?

TICK ONE BOX ONLY

A lot

A bit

Not at all

- 30** How much do you like English?

TICK ONE BOX ONLY

A lot

A bit

Not at all

- 31** How much do you like Welsh?

TICK ONE BOX ONLY

A lot

A bit

Not at all

32 How much do you like Maths?

TICK ONE BOX ONLY

A lot

A bit

Not at all

33 How much do you like Science?

TICK ONE BOX ONLY

A lot

A bit

Not at all

34 How much do you like PE?

TICK ONE BOX ONLY

A lot

A bit

Not at all

35 How often do you try your best at school?

TICK ONE BOX ONLY

All of the time

Most of the time

Some of the time

Never

36 How often do you find school interesting?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

37 How often do you feel unhappy at school?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

38 How often do you get tired at school?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

39 How often do you feel school is a waste of time?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

40 How often do you misbehave or cause trouble in class?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

41 How often do other children misbehave or cause trouble in class?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

42 How often do your parents take an interest in your school work?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

43 How much do you like your class teacher?

TICK ONE BOX ONLY

- A lot
- A bit
- Not at all

44 How often do you think your class teacher is getting at you?

TICK ONE BOX ONLY

- All of the time
- Most of the time
- Some of the time
- Never

45 Have you ever missed school without your parents' permission even if only for half a day or a single lesson?

TICK ONE BOX ONLY

- Yes
- No

46 How much do you agree or disagree with each of the following statements about you?

TICK ONE BOX ON EVERY ROW

		Strongly Agree	Agree	Disagree	Strongly Disagree
a	I am good at English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I am good at Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	I am good at Welsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	I am good at Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary school

47 How much are you looking forward to going to secondary school next year?

TICK ONE BOX ONLY

A lot

A bit

Not at all

Not going to secondary school next year

48 How many of your friends are going to the same secondary school as you?

TICK ONE BOX ONLY

All of them

Most of them

Some of them

None of them

Don't have any friends

Not going to secondary school next year

What you think

49 How wrong do you think it is for someone your age to start a fight with someone?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

50 How wrong do you think it is for someone your age to write things or spray paint on a building, fence or train?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

51 How wrong do you think it is for someone your age to take something from a shop without paying for it?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

52 How wrong do you think it is for someone your age to copy or download music, games or films without paying for them, when they should have done?

TICK ONE BOX ONLY

Very wrong

A bit wrong

Not wrong

Don't know

53 To what extent do you agree or disagree with the statements below?

TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a Men and women should do the same jobs around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b It is less important for women to go out to work than it is for men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About other children

PLEASE READ: Not all children will have done these things and not all children will have had these things done to them. For the survey to be accurate, it is important that all children answer honestly.

54 How often do your brothers or sisters hurt you or pick on you on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never
- Don't have brothers or sisters

55 How often do you hurt or pick on your brothers or sisters on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never
- Don't have brothers or sisters

56 How often do other children hurt you or pick on you on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never

57 How often do you hurt or pick on other children on purpose?

TICK ONE BOX ONLY

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never

Things some children try

PLEASE READ: Not all children will have tried these things. For the survey to be accurate, it is important that all children, including any who have tried these things, answer honestly.

58 How many of your friends smoke cigarettes?

TICK ONE BOX ONLY

None of them

Some of them

Most of them

All of them

Don't know

59 Have you ever tried a cigarette, even if it was only a single puff?

TICK ONE BOX ONLY

Yes

No

60 How many of your friends drink alcohol?

TICK ONE BOX ONLY

None of them

Some of them

Most of them

All of them

Don't know

61 Have you ever had an alcoholic drink? That is more than a few sips.

TICK ONE BOX ONLY

Yes → Answer questions **62** to **69**
on pages 22 and 23

No → Go to question **70** on page 24

PLEASE READ THIS TO TELL
YOU WHAT QUESTION TO
ANSWER NEXT!

ONLY ANSWER THE SECTION "DRINKING ALCOHOL" BELOW (QUESTIONS 62 TO 69) IF YOU HAVE EVER HAD AN ALCOHOLIC DRINK.

IF YOU HAVE NEVER HAD AN ALCOHOLIC DRINK, SKIP TO SECTION "MORE ABOUT WHAT YOU THINK" (QUESTION 70 ON PAGE 24).

Drinking alcohol

62 How old were you when you first had an alcoholic drink?

WRITE THE AGE IN THE BIG BOX

I was years old

63 How many times have you had an alcoholic drink in the last 12 months?

TICK ONE BOX ONLY

- Never
- 1-2 times
- 3-5 times
- 6-9 times
- 10-19 times
- 20-39 times
- 40 or more times

64 How many times have you had an alcoholic drink in the last four weeks?

TICK ONE BOX ONLY

- Never
- 1-2 times
- 3-5 times
- 6-9 times
- 10-19 times
- 20-39 times
- 40 or more times

65 Have you ever drunk enough to feel drunk?

TICK ONE BOX ONLY

Yes

No

66 How old were you when you first drank enough to feel drunk?

WRITE THE AGE IN THE BIG BOX
(TICK THE SMALL BOX IF YOU HAVE NEVER FELT DRUNK)

I was years old

Never felt drunk

67 Have you ever had five or more alcoholic drinks at a time? A drink is half a pint of lager, beer or cider, one alcopop, a small glass of wine, or a measure of spirits.

TICK ONE BOX ONLY

Yes

No

68 How old were you when you first had five or more alcoholic drinks at a time?

WRITE THE AGE IN THE BIG BOX
(TICK THE SMALL BOX IF YOU HAVE NEVER HAD FIVE OR MORE ALCOHOLIC DRINKS AT A TIME)

I was years old

Never had five or more alcoholic drinks at a time

69 How many times have you had five or more alcoholic drinks at a time?

TICK ONE BOX ONLY

Never

Once

Twice

3 to 5 times

6 to 9 times

10 or more times

More about what you think

****EVERYONE ANSWER THE NEXT QUESTIONS****

- 70** How much do you agree or disagree with each of the following statements? Even though you may not have drunk alcohol, we are still interested in what you think.

TICK ONE BOX ON EVERY ROW

	Strongly Agree	Agree	Disagree	Strongly Disagree
a Drinking beer, wine, or spirits is a way to make friends with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Drinking alcohol makes people worry less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c It is easier to open up and talk about one's feelings after a few drinks of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Drinking alcohol gets in the way of school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Drinking alcohol makes people happier with themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Drinking alcohol makes it hard to get along with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g If I drank alcohol without my parents' permission I would be caught and punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 71** How much do you think people risk harming themselves if they try one or two alcoholic drinks?

TICK ONE BOX ONLY

- No risk
- Slight risk
- Some risk
- Great risk

72 How much do you think people risk harming themselves if they drink one or two alcoholic drinks nearly every day?

TICK ONE BOX ONLY

- No risk
- Slight risk
- Some risk
- Great risk

73 How much do you think people risk harming themselves if they drink four or five alcoholic drinks almost every day?

TICK ONE BOX ONLY

- No risk
- Slight risk
- Some risk
- Great risk

How you feel

74 In the last 4 weeks, how often did you feel happy?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

75 In the last 4 weeks, how often did you get worried about what would happen to you?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

76 In the last 4 weeks, how often did you feel sad?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

77 In the last 4 weeks, how often did you feel afraid or scared?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

78 In the last 4 weeks, how often did you laugh?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

79 In the last 4 weeks, how often did you get angry?

TICK ONE BOX ONLY

- Never
- Almost never
- Sometimes
- Often
- Almost always

80 What do you do if you are worried about something?

TICK AS MANY BOXES AS YOU NEED

- Keep it to myself
- Tell a friend
- Tell someone at home
- Tell a teacher
- Tell someone else

81 How true is each of these statements about you?

TICK ONE BOX ON EVERY ROW

		Not at all true	Somewhat true	Very true	Definitely true
a	I care about how well I do at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I feel bad or guilty when I have done something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	I do not show my emotions to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	I am concerned about the feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your future

82 Do you want to stay on at school or college full-time when you are 16?

TICK ONE BOX ONLY

Yes

No

Don't know

83 When you grow up what would you like to be?

WRITE YOUR ANSWER IN THE BOX BELOW

84 By the time you are 30, which one of the following would you most like to have achieved?

TICK ONE BOX ONLY

Owning your own home

Having a good car

Earning a lot of money

Having a worthwhile job

Having children

Having a partner / being married

Being famous / making a name for yourself

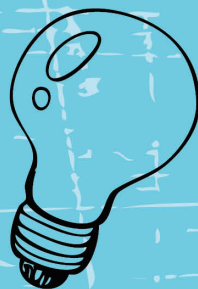
Having a personal achievement in sport / the arts / travel etc

THIS IS THE END OF THE QUESTION BOOKLET.

**THANK YOU VERY MUCH FOR FILLING IT IN!
PLEASE PUT IT IN THE ENVELOPE THE INTERVIEWER GAVE YOU,
SEAL IT, AND GIVE IT BACK TO THEM**

Ipsos MORI

Plentyn Y Ganrif Newydd



Llyfryn cwestiynau



BARCODE

YNGLŶN Â'R LLYFRYN HWN O GWESTIYNAU

DARLLENA'R DUDALEN HON A'R DUDALEN NESAF CYN I TI GYCHWYN

Mae'r cwestiynau yn y llyfryn hwn yn sôn am wahanol bethau yn dy fywyd. Maen nhw yna i ti eu darllen ac ateb dy hun. Gobeithio y bydd y cwestiynau yn ddiddorol ac y byddi'n mwynhau eu hateb.

Ceisio ateb pob un o'r cwestiynau. Darllena popeth yn ofalus a chymer dy amser i ateb pob cwestiwn mor onest a chywir â phosibl. Does yna ddim atebion cywir nac anghywir. Nid prawf yw hwn. Rydym eisiau gwybod beth wyt ti'n feddwl am bethau.

Ni fydd pob un o'r cwestiynau am bethau yr wyt wedi eu gwneud. I'r arolwg fod yn gywir, mae'n bwysig bod y plant i gyd, hyd yn oed y rhai sydd wedi gwneud y pethau hyn, yn ateb yn onest.

Bydd y cyfwelydd yn rhoi amlen i ti pan fydd yn rhoi'r llyfryn hwn i ti. Pan fyddi'n cyrraedd y diwedd, rho'r llyfryn yn yr amlen, ei selio ac yna ei roi yn ôl i'r cyfwelydd. Ni fydd y cyfwelydd yn edrych ar dy atebion na dweud wrth neb arall beth oeddynt.

Does dim rhaid i ti ddangos na dweud dy atebion wrth neb, yn cynnwys dy rieni. **Dydy dy enw a chyfeiriad ddim ar y llyfryn hwn felly fydd neb sy'n ei weld yn gwybod atebion pwy ydyn nhw.** Os byddi di'n cyrraedd cwestiwn nad wyt ti eisiau ei ateb neu nad wyt ti'n gallu ateb, galli ei adael allan a symud ymlaen i'r cwestiwn nesaf.

Os oes yna unrhyw eiriau nad wyt ti'n gallu eu darllen neu ddeall, gofynna i'r cyfwelydd eu hesbonio i ti.

Os wyt ti'n ei chael yn anodd darllen ac ateb y cwestiynau ar dy ben dy hun, dywed wrth y cyfwelydd a bydd yn gallu dy helpu. Gallant hefyd roi clustffonau i ti a bydd y cwestiynau yn cael eu darllen i ti.

DARLLENA'R DUDALEN HON CYN CYCHWYN

Cwestiynau Enghreifftiol

Gellir ateb y rhan fwyaf o'r cwestiynau trwy roi tic yn y blwch nesaf at dy ateb, fel yn Enghraifft **1** a welir isod. Ceisia sicrhau bod y tic tu fewn i'r blwch gan fod hyn yn sicrhau ein bod yn darllen dy atebion yn gywir.

1 Wyt ti erioed wedi bod i ddigwyddiad chwaraeon byw fel gêm bêl droed neu gêm tennis?

TICIA UN BLWCH YN UNIG

Do

Naddo

Weithiau mae'n rhaid i ti ysgrifennu rhif mewn blwch, fel hyn:

2 Faint oedd dy oed y tro cyntaf i ti fynd i ddigwyddiad chwaraeon byw?

RHO'R OED YN Y BLWCH MAWR

Roeddwn yn Oed

Os wyt ti'n gwneud camgymeriad, llenwa'r blwch gyda'r ateb anghywir a rhoi tic yn y blwch nesaf at yr ateb cywir, fel hyn:

3 Wyt ti'n hoffi gwyllo chwaraeon ar y teledu?

TICIA UN BLWCH YN UNIG

Ydw

Nac ydw

Diolch yn fawr iawn am dy help

Ynglŷn â beth wyt ti'n wneud

1 Pa mor aml wyt ti'n gwrando ar neu chwarae cerddoriaeth, heb fod yn yr ysgol?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

2 Pa mor aml wyt ti'n tynnu llun, peintio neu wneud pethau, heb fod yn yr ysgol?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

3 Pa mor aml wyt ti'n chwarae chwaraeon neu gemau egniol tu fewn neu du allan, heb fod yn yr ysgol?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

4 Pa mor aml wyt ti'n darllen i fwynhau, heb fod yn yr ysgol?TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

5 Pa mor aml wyt ti'n chwarae gemau ar gyfrifiadur neu gonsol gemau fel Wii, Nintendo D-S, X-Box neu Play Station, heb fod yn yr ysgol?TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

6 Pa mor aml wyt ti'n defnyddio'r rhyngrwyd, heb fod yn yr ysgol?TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

7 Pa mor aml wyt ti'n defnyddio'r rhyngrwyd ar gyfer gwaith ysgol?TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

8 Pa mor aml wyt ti'n cyfnewid negeseuon gyda ffrindiau ar y rhyngwrdd yn defnyddio negeseuon gwib, fel MSN, neu e-bost, megis Hotmail?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

9 Pa mor aml wyt ti'n ymweld â gwefan rhwydweithio cymdeithasol ar y rhyngwrdd, fel Facebook neu Bebo?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth

Amdanat ti

10 Ar raddfa o 1 i 7, ble mae '1' yn golygu cwbl hapus a '7' yn golygu ddim yn hapus o gwbl, sut wyt ti'n teimlo am y rhannau canlynol o dy fywyd?

TICIA UN BLWCH AR GYFER POB RHES

	Cwbl hapus						Ddim yn hapus o gwbl
	1	2	3	4	5	6	7
a Sut wyt ti'n teimlo am dy waith ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Sut wyt ti'n teimlo am y ffordd wyt ti'n edrych?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Sut wyt ti'n teimlo am dy deulu?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Sut wyt ti'n teimlo am dy ffrindiau?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Sut wyt ti'n teimlo am yr ysgol wyt ti'n mynd iddi?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Sut wyt ti'n teimlo am dy fywyd yn gyffredinol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Faint wyt ti'n cytuno neu'n anghytuno gyda'r datganiadau canlynol amdanat ti?

TICIA UN BLWCH AR GYFER POB RHES

	Cytuno'n gryf	Cytuno	Anghytu no	Anghytu no'n gryf
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a Ar y cyfan rydw i'n hapus gyda fi fy hun

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b Rydw i'n teimlo bod gen i nifer o rinweddau da

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

c Rydw i'n gallu gwneud pethau cystal â'r rhan fwyaf o bobl

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

d Rydw i'n rhywun o werth

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

e Rydw i'n teimlo'n dda amdanaf fi fy hun

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Ti a dy ffrindiau

12 Faint o dy ffrindiau sy'n byw yn yr un ardal â thi?

TICIA UN BLWCH YN UNIG

Pob un ohonynt

Y rhan fwyaf ohonynt

Rhai ohonynt

Dim un ohonynt

Does gen i ddim ffrindiau

13 Faint o dy ffrindiau sy'n mynd i ysgol wahanol i ti?

TICIA UN BLWCH YN UNIG

Pob un ohonynt

Y rhan fwyaf ohonynt

Rhai ohonynt

Dim un ohonynt

Does gen i ddim ffrindiau

14 A yw dy ffrindiau yn fechgyn yn bennaf, merched yn bennaf neu'n gymysgedd o fechgyn a merched?

TICIA UN BLWCH YN UNIG

- Bechgyn yn bennaf
- Merched yn bennaf
- Cymysgedd o fechgyn a merched
- Does gen i ddim ffrindiau

15 Faint o dy ffrindiau sydd o'r un grŵp ethnig â thi?

TICIA UN BLWCH YN UNIG

- Pob un ohonynt
- Y rhan fwyaf ohonynt
- Rhai ohonynt
- Dim un ohonynt
- Does gen i ddim ffrindiau

16 Pa mor aml wyt ti'n ffraeo neu'n dadlau gyda dy ffrindiau?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth
- Does gen i ddim ffrindiau

17 Pam na fyddi di yn yr ysgol, pa mor aml wyt ti'n treulio amser gyda dy ffrindiau?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth
- Does gen i ddim ffrindiau

18

Pa mor aml wyt ti'n treulio amser gyda dy ffrindiau, ond heb oedolion neu blant hŷn, yn gwneud pethau fel chwarae yn y parc, mynd i'r siopau neu fod gyda dy ffrindiau ar y penwythnos?

TICIA UN BLWCH YN UNIG

- Bron pob penwythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth
- Does gen i ddim ffrindiau

19

Pa mor aml wyt ti'n treulio amser gyda dy ffrindiau, ond heb oedolion neu blant hŷn, yn gwneud pethau fel chwarae yn y parc, mynd i'r siopau neu fod gyda dy ffrindiau yn y prynhawn ar ôl ysgol?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- O leiaf unwaith yr wythnos
- O leiaf unwaith y mis
- Llai aml nag unwaith y mis
- Byth
- Does gen i ddim ffrindiau

Ti a dy deulu

20

Wyt ti'n cael arian poced yn rheolaidd?

TICIA UN BLWCH YN UNIG

- Ydw
- Nac ydw

21 O gymharu â dy ffrindiau, mae dy deulu yn...TICIA UN BLWCH YN UNIGFwy cyfoethog Fwy tlawd Tua'r un peth Dim syniad **22** Faint wyt ti'n cytuno neu'n anghytuno gyda'r datganiadau canlynol amdanat ti?TICIA UN BLWCH AR GYFER POB RHES

	Cytuno'n gryf	Cytuno	Anghytu no	Anghytu no'n gryf
--	---------------	--------	------------	-------------------

a	Mi hoffwn i petai fy nheulu yn gallu fforddio prynu mwy o'r pethau dwi eisiau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Dwi'n hoffi dillad gyda labeli poblogaidd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Mae'n fy mhoeni os oes gan fy ffrindiau bethau nad oes gen i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yr ardal ble rwyd ti'n byw**23** Pa mor ddiogel ydi hi i gerdded, chwarae neu dreulio amser yn yr ardal hon yn ystod y dydd?TICIA UN BLWCH YN UNIGDiogel iawn Diogel Dim yn ddiogel iawn Ddim yn ddiogel o gwbl

24 A oes unrhyw barciau neu gaeau chwarae yn yr ardal hon ble gall plant dy oed di chwarae tu allan?

TICIA UN BLWCH YN UNIG

Oes

Nac oes

Pethau mae'n bosibl dy fod wedi eu gwneud

DARLLENA OS GWELI DI'N DDA: Fydd pob plentyn ddim wedi gwneud y pethau yma. I'r arolwg fod yn gywir, mae'n bwysig bod y plant i gyd, yn cynnwys y rhai sydd wedi gwneud y pethau hyn, yn ateb yn onest.

25 Wyt ti erioed wedi bod yn swnllyd neu ddigywilydd mewn man cyhoeddus fel bod pobl yn achwyn neu i ti fynd i drwbl?

TICIA UN BLWCH YN UNIG

Do

Naddo

26 Wyt ti erioed wedi cymryd unrhyw beth o siop heb dalu amdano?

TICIA UN BLWCH YN UNIG

Do

Naddo

27 Wyt ti erioed wedi ysgrifennu pethau neu chwistrellu paent ar adeilad, ffens neu drên neu unrhyw le arall ble na ddylet wneud?

TICIA UN BLWCH YN UNIG

Do

Naddo

- 28** Wyt ti erioed wedi difrodi unrhyw beth mewn man cyhoeddus nad oedd yn perthyn i ti, er enghraifft, trwy losgi, malurio neu dorri pethau fel ceir, cysgodfeydd bws a biniau sbwriel?

TICIA UN BLWCH YN UNIG

Do

Naddo

Am yr ysgol

- 29** Faint wyt ti'n hoffi'r ysgol?

TICIA UN BLWCH YN UNIG

Yn fawr iawn

Ychydig

Ddim o gwbl

- 30** Faint wyt ti'n hoffi Saesneg?

TICIA UN BLWCH YN UNIG

Yn fawr iawn

Ychydig

Ddim o gwbl

- 31** Faint wyt ti'n hoffi Cymraeg?

TICIA UN BLWCH YN UNIG

Yn fawr iawn

Ychydig

Ddim o gwbl

32 Faint wyt ti'n hoffi Mathemateg?TICIA UN BLWCH YN UNIGYn fawr iawn Ychydig Ddim o gwbl **33 Faint wyt ti'n hoffi Gwyddoniaeth?**TICIA UN BLWCH YN UNIGYn fawr iawn Ychydig Ddim o gwbl **34 Faint wyt ti'n hoffi Addysg Gorfforol?**TICIA UN BLWCH YN UNIGYn fawr iawn Ychydig Ddim o gwbl **35 Pa mor aml wyt ti'n gwneud dy orau yn yr ysgol?**TICIA UN BLWCH YN UNIGPob amser Gan amlaf Weithiau Byth

36 Pa mor aml wyt ti'n meddwl bod yr ysgol yn ddiddorol?TICIA UN BLWCH YN UNIGPob amser Gan amlaf Weithiau Byth **37 Pa mor aml wyt ti'n teimlo'n anhapus yn yr ysgol?**TICIA UN BLWCH YN UNIGPob amser Gan amlaf Weithiau Byth **38 Pa mor aml wyt ti'n teimlo'n flinedig yn yr ysgol?**TICIA UN BLWCH YN UNIGPob amser Gan amlaf Weithiau Byth **39 Pa mor aml wyt ti'n teimlo bod yr ysgol yn wastraff amser?**TICIA UN BLWCH YN UNIGPob amser Gan amlaf Weithiau Byth

40 Pa mor aml wyt ti'n camymddwyn neu'n achosi trafferth yn y dosbarth?

TICIA UN BLWCH YN UNIG

Pob amser

Gan amlaf

Weithiau

Byth

41 Pa mor aml mae plant eraill yn camymddwyn neu'n achosi trafferth yn y dosbarth?

TICIA UN BLWCH YN UNIG

Pob amser

Gan amlaf

Weithiau

Byth

42 Pa mor aml mae dy rieni yn cymryd diddordeb yn dy waith ysgol?

TICIA UN BLWCH YN UNIG

Pob amser

Gan amlaf

Weithiau

Byth

43 Faint wyt ti'n hoffi dy athro dosbarth?

TICIA UN BLWCH YN UNIG

Yn fawr iawn

Ychydig

Ddim o gwbl

44 Pa mor aml wyt ti'n meddwl bod dy athro dosbarth yn tynnu arnat?

TICIA UN BLWCH YN UNIG

Pob amser

Gan amlaf

Weithiau

Byth

45 Wyt ti erioed wedi colli'r ysgol heb ganiatâd dy rieni hyd yn oed os mai dim ond ar gyfer hanner diwrnod neu un wers?

TICIA UN BLWCH YN UNIG

Do

Naddo

46 Faint wyt ti'n cytuno neu'n anghytuno gyda phob un o'r datganiadau canlynol amdanat ti?

TICIA UN BLWCH AR GYFER POB RHES

		Cytuno'n gryf	Cytuno	Anghytu no	Anghytu no'n gryf
a	Dwi'n dda ar Saesneg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Dwi'n dda ar Fathemateg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Dwi'n dda ar Gymraeg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Dwi'n dda ar Wyddoniaeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ysgol uwchradd

47 Faint wyt ti'n edrych ymlaen at fynd i'r ysgol uwchradd y flwyddyn nesaf?

TICIA UN BLWCH YN UNIG

Yn fawr iawn

Ychydig

Ddim o gwbl

Ddim yn mynd i'r ysgol uwchradd
flwyddyn nesaf

48 Faint o dy ffrindiau sy'n mynd i'r un ysgol uwchradd â thi?

TICIA UN BLWCH YN UNIG

Pob un ohonynt

Y rhan fwyaf ohonynt

Rhai ohonynt

Dim un ohonynt

Does gen i ddim ffrindiau

Ddim yn mynd i'r ysgol uwchradd
flwyddyn nesaf

Beth wyt ti'n feddwl

49 Pa mor ddrwg wyt ti'n meddwl ydi hi i rywun dy oed di gychwyn ymladd efo rhywun?

TICIA UN BLWCH YN UNIG

Drwg iawn

Ychydig yn ddrwg

Ddim yn ddrwg

Dim syniad

50 Pa mor ddrwg wyt ti'n meddwl ydi hi i rywun dy oed di ysgrifennu pethau neu chwistrellu paent ar adeilad, ffens neu drên?

TICIA UN BLWCH YN UNIG

Drwg iawn

Ychydig yn ddrwg

Ddim yn ddrwg

Dim syniad

51 Pa mor ddrwg wyt ti'n meddwl ydi hi i rywun dy oed di gymryd rhywbeth o siop heb dalu amdano?

TICIA UN BLWCH YN UNIG

Drwg iawn

Ychydig yn ddrwg

Ddim yn ddrwg

Dim syniad

52 Pa mor ddrwg wyt ti'n meddwl ydi hi i rywun dy oed di gopïo neu lawrlwytho cerddoriaeth, gemau neu ffilmiau heb dalu amdanynt, pan ddylent fod wedi talu?

TICIA UN BLWCH YN UNIG

Drwg iawn

Ychydig yn ddrwg

Ddim yn ddrwg

Dim syniad

53 I ba raddau wyt ti'n cytuno neu'n anghytuno gyda'r datganiadau isod?

TICIA UN BLWCH AR GYFER POB RHES

	Cytuno'n gryf	Cytuno	Anghytuno	Anghytuno'n gryf
a Dylai dynion a menywod wneud yr un gwaith tŷ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Mae'n llai pwysig i fenywod fynd allan i weithio na dynion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ynglŷn â phlant eraill

DARLLENA OS GWELI DI'N DDA: Ni fydd pob plentyn wedi gwneud y pethau hyn ac ni fydd pob plentyn wedi cael gwneud y pethau hyn iddynt. I'r arolwg fod yn gywir, mae'n bwysig bod pob plentyn yn ateb yn onest.

54 Pa mor aml mae dy frodyr neu chwiorydd yn dy frifo neu'n pigo arnat ti ar bwrpas?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- Tua unwaith yr wythnos
- Tua unwaith y mis
- Pob ychydig fisoedd
- Llai aml
- Byth
- Does gen i ddim brodyr na chwiorydd

55 Pa mor aml wyt ti'n brifo neu'n pigo ar dy frodyr neu chwiorydd ar bwrpas?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- Tua unwaith yr wythnos
- Tua unwaith y mis
- Pob ychydig fisoedd
- Llai aml
- Byth
- Does gen i ddim brodyr na chwiorydd

56 Pa mor aml mae plant eraill yn dy frifo neu'n pigo arnat ti ar bwrpas?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- Tua unwaith yr wythnos
- Tua unwaith y mis
- Pob ychydig fisoedd
- Llai aml
- Byth

57 Pa mor aml wyt ti'n brifo neu'n pigo ar blant eraill ar bwrpas?

TICIA UN BLWCH YN UNIG

- Bron bob dydd
- Tua unwaith yr wythnos
- Tua unwaith y mis
- Pob ychydig fisoedd
- Llai aml
- Byth

Pethau mae rhai plant yn profi

DARLLENA OS GWELI DI'N DDA: Fydd pob plentyn ddim wedi profi'r pethau yma. I'r arolwg fod yn gywir, mae'n bwysig bod y plant i gyd, yn cynnwys y rhai sydd wedi profi'r pethau hyn, yn ateb yn onest.

58 Faint o dy ffrindiau sy'n ysmygu sigarêts?

TICIA UN BLWCH YN UNIG

- Dim un ohonynt
- Rhai ohonynt
- Y rhan fwyaf ohonynt
- Pob un ohonynt
- Dim syniad

59 Wyt ti erioed wedi trio sigarét, hyd yn oed os mai dim ond am un pwff?

TICIA UN BLWCH YN UNIG

- Do
- Naddo

60 Faint o dy ffrindiau sy'n yfed alcohol?

TICIA UN BLWCH YN UNIG

- Dim un ohonynt
- Rhai ohonynt
- Y rhan fwyaf ohonynt
- Pob un ohonynt
- Dim syniad

61 Wyt ti erioed wedi cael diod alcoholig? Hynny yw, mwy nag ambell lymaid.

TICIA UN BLWCH YN UNIG

- Do → Ateb cwestiynau **62** i **69**
dudalennau 22 a 23
- Naddo → Cer i gwestiwn **70** ar dudalen
24

**DARLLENA HWN I DDWEUD
WRTHOT TI PA GWESTIWN I
ATEB NESAF!**

DIM OND OS WYT TI WEDI CAEL DIOD ALCOHOLIG Y DYLET TI ATEB YR ADRAN "YFED ALCOHOL" ISOD (CWESTIYNAU 62 I 69).

OS NAD WYT TI ERIOED WEDI CAEL DIOD ALCOHOLIG, CER YMLAEN I'R ADRAN "MWY AM BETH WYT TI'N FEDDWL" (CWESTIWN 70 AR DUDALEN 24).

Yfed alcohol

62 Faint oedd dy oed pan gefaist dy ddiod alcoholig cyntaf?

RHO'R OED YN Y BLWCH MAWR

Roeddwn yn Oed

63 Sawl gwaith wyt ti wedi cael diod alcoholig yn y 12 mis diwethaf?

TICIA UN BLWCH YN UNIG

- Byth
- 1-2 o weithiau
- 3-5 o weithiau
- 6-9 o weithiau
- 10-19 o weithiau
- 20-39 o weithiau
- 40 neu fwy o weithiau

64 Sawl gwaith wyt ti wedi cael diod alcoholig yn y pedair wythnos diwethaf?

TICIA UN BLWCH YN UNIG

- Byth
- 1-2 o weithiau
- 3-5 o weithiau
- 6-9 o weithiau
- 10-19 o weithiau
- 20-39 o weithiau
- 40 neu fwy o weithiau

65 Wyt ti erioed wedi yfed digon i deimlo'n feddw?TICIA UN BLWCH YN UNIGDo Naddo **66 Faint oedd dy oed pan yfaist ti ddigon i deimlo'n feddw gyntaf?**RHO'R OEDRAN YN Y BLWCH MAWR
(TICIA'R BLWCH BACH OS NAD WYT TI ERIOED WEDI TEIMLO'N FEDDW)Roeddwn yn OedErioed wedi teimlo'n feddw **67 Wyt ti erioed wedi cael pum diod alcoholig neu fwy ar un achlysur? Mae diod yn hanner peint o gwrw neu seidr, un alcopop, gwydr bach o win, neu'n fesur o wirodydd.**TICIA UN BLWCH YN UNIGDo Naddo **68 Faint oedd dy oed y tro cyntaf i ti gael pum diod alcoholig neu fwy ar un achlysur?**RHO'R OEDRAN YN Y BLWCH MAWR
(TICIA'R BLWCH BACH OS NAD WYT TI ERIOED WEDI CAEL PUM DIOD ALCOHOLIG
NEU FWY AR UN ACHLYSUR)Roeddwn yn OedErioed wedi cael pum diod
alcoholig neu fwy ar un achlysur **69 Sawl gwaith wyt ti wedi cael pum diod alcoholig neu fwy ar un achlysur?**TICIA UN BLWCH YN UNIGByth Unwaith Dwywaith 3 i 5 o weithiau 6 i 9 o weithiau 10 neu fwy o weithiau

Mwy am beth wyt ti'n feddwl

****DYLAI PAWB ATEB Y CWESTIYNAU NESAF****

70 Faint wyt ti'n cytuno neu'n anghytuno gyda phob un o'r datganiadau canlynol? Hyd yn oed os nad wyt ti wedi yfed alcohol, rydym dal eisiau gwybod beth wyt ti'n feddwl.

		TICIA <u>UN</u> BLWCH AR GYFER <u>POB</u> RHES			
		Cytuno'n gryf	Cytuno	Anghytu no	Anghytu no'n gryf
a	Mae yfed cwrw, gwin neu wirodydd yn ffordd o wneud ffrindiau gyda phobl eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Mae yfed alcohol yn gwneud i bobl boeni llai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Mae'n haws bod yn agored am eich teimladau ar ôl cael ambell ddiod o alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Mae yfed alcohol yn amharu ar waith ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Mae yfed alcohol yn gwneud pobl yn hapusach ynddynt eu hunain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Mae yfed alcohol yn ei gwneud yn anodd tynnu ymlaen gyda ffrindiau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Pe byddwn yn yfed alcohol heb ganiatâd fy rheini byddwn yn cael fy nal a'm cosbi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

71 Faint wyt ti'n meddwl y mae pobl yn risgio niweidio eu hunain os ydynt yn trio diod alcoholig neu ddau?

TICIA UN BLWCH YN UNIG

- Dim risg
- Risg bychan
- Rhywfaint o risg
- Risg mawr

72 Faint wyt ti'n meddwl y mae pobl yn risgio niweidio eu hunain os ydynt yn yfed diod alcoholig neu ddau bron pob dydd?

TICIA UN BLWCH YN UNIG

Dim risg

Risg bychan

Rhywfaint o risg

Risg mawr

73 Faint wyt ti'n meddwl y mae pobl yn risgio niweidio eu hunain os ydynt yn yfed pedwar neu pum diod alcoholig bron pob dydd?

TICIA UN BLWCH YN UNIG

Dim risg

Risg bychan

Rhywfaint o risg

Risg mawr

Sut wyt ti'n teimlo

74 Yn y 4 wythnos diwethaf, pa mor aml oeddet ti'n teimlo'n hapus?

TICIA UN BLWCH YN UNIG

Byth

Bron byth

Weithiau

Yn aml

Bron o hyd

75 Yn y 4 wythnos diwethaf, pa mor aml oeddet ti'n poeni am beth fyddai'n digwydd i ti?

TICIA UN BLWCH YN UNIG

Byth

Bron byth

Weithiau

Yn aml

Bron o hyd

76 Yn y 4 wythnos diwethaf, pa mor aml oeddet ti'n teimlo'n drist?

TICIA UN BLWCH YN UNIG

- Byth
- Bron byth
- Weithiau
- Yn aml
- Bron o hyd

77 Yn y 4 wythnos diwethaf, pa mor aml oeddet ti'n teimlo'n ofnus?

TICIA UN BLWCH YN UNIG

- Byth
- Bron byth
- Weithiau
- Yn aml
- Bron o hyd

78 Yn y 4 wythnos diwethaf, pa mor aml wyt ti wedi chwerthin?

TICIA UN BLWCH YN UNIG

- Byth
- Bron byth
- Weithiau
- Yn aml
- Bron o hyd

79 Yn y 4 wythnos diwethaf, pa mor aml wyt ti wedi gwylltio?TICIA UN BLWCH YN UNIG

- Byth
- Bron byth
- Weithiau
- Yn aml
- Bron o hyd

80 Beth wyt ti'n wneud os wyt ti'n poeni am rywbeth?TICIAU FAIN BYNNAG O FLYCHAU AG SYDD ANGEN

- Cadw pethau i mi fi fy hun
- Dweud wrth ffrind
- Dweud wrth rywun adref
- Dweud wrth athro
- Dweud wrth rywun arall

81 Pa mor wir yw pob un o'r datganiadau hyn amdanat ti?TICIA UN BLWCH AR GYFER POB RHES

	Ddim yn wir o gwbl	Eithaf gwir	Gwir iawn	Yn hollol wir
a Dwi'n poeni am wneud yn dda yn yr ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Dwi'n teimlo'n ddrwg neu'n euog pan fydda i wedi gwneud rhywbeth o'i le	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Dwi ddim yn dangos fy nheimpladau i eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Dwi'n poeni am deimpladau pobl eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dy ddyfodol

82 Wyt ti eisiau aros yn yr ysgol neu goleg yn llawn amser pan fyddi'n 16 oed?

TICIA UN BLWCH YN UNIG

Ydw

Nac ydw

Ddim yn gwybod

83 Pan fyddi wedi tyfu i fyny beth wyt ti eisiau bod?

YSGRIFENNA DY ATEB YN Y BLWCH ISOD

84 Erbyn dy fod yn 30 oed, pa un o'r canlynol fyddet ti'n hoffi dy fod wedi cyflawni fwyaf?

TICIA UN BLWCH YN UNIG

Berchen ar dy gar dy hun

Cael car da

Ennill lot o arian

Mewn swydd gwerth chweil

Wedi cael plant

Gyda phartner / yn briod

Yn enwog / dod yn adnabyddus

Gyda chyflawniad personol mewn chwaraeon / y celfyddydau / teithio ac ati

DYMA DDIWEDD Y LLYFRYN CWESTIYNAU.

**DIOLCH YN FAWR IAWN I TI AM EI GWBLHAU!
RHO'R LLYFRYN YN YR AMLLEN A RODDODD Y CYFWELYDD I TI,
EI SELIO, A'I ROI YN ÔL IDDYNT**

5. Approaching the child's teacher ("Who is being asked to be in the survey")

READ OUT: We'd like to send a question booklet to your class teacher. This will tell us more about you and your class. It will take them about 20 minutes to fill in. Your teacher doesn't have to fill in the booklet if they don't want to.

Are you OK for us to contact your teacher?

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

INTERVIEWER CHECK: Ensure that the child understands that it's ok not to contact their teacher if they don't want us to. Ensure that the child has asked any questions they want to.

6. Keeping in touch ("What will happen after?")

READ OUT: We would like to tell you about things we find out about the Children of the New Century. We hope to visit the children in the survey again in a few years to find out what has changed and what has stayed the same. We would like to keep in touch with you by text or email. We will keep your phone number and email address safe and will not give them to anyone else.

Are you OK for us to have your phone number and email address to stay in touch?

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

Phone number.....

Email address.....

INTERVIEWER CHECK: Ensure that the child understands that it's ok not to give their phone number or email address if they don't want to. Ensure that the child has asked any questions they want to.

Interviewer confirmation

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

Name of interviewer (print).....

Signed by interviewer.....

Date.....



Child of the New Century – Age 11 Survey Pilot

Consent Form

CONSENT FROM CHILD

WRITE IN: NAME OF CHILD (PRINT)

INSTRUCTIONS FOR COMPLETION

PARENTAL CONSENT: must be gained prior to asking the child’s consent for any aspect.

SECTION 1 (Overall consent to participation): This must be completed before you ask the child’s consent to take part in any individual element

SECTIONS 2-6 (Child consent to individual child elements): These can be completed in any order, and at different times, but before you carry out the relevant element.

EACH SECTION OF THE CONSENT FORM: should be administered in conjunction with the relevant section of the child leaflet. (For ease of reference, relevant leaflet sections are indicated in brackets)

FOR YOUR INFORMATION, BEFORE PROCEEDING WITH THE FIRST STAGE OF CHILD CONSENT, CHECK IF THE CHILD HAS READ THE LEAFLET (“How can I help with Child of the New Century?”) IN ADVANCE.

Interviewer use only:
Consent 3

BARCODE

Interviewer number:

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1. Overall consent to participation

YOU MUST MAKE SURE THAT THE CHILD UNDERSTANDS AND AGREES TO THE FOLLOWING POINTS BEFORE YOU START THE FIRST CHILD ELEMENT:

i) What the survey is for and what it involves as a whole, specifically...

- a) That the survey is to help understand what it is like to be a child of your age growing up, and it will help improve things for children in the future (*LEAFLET SECTION: "What is it?," "What's it for?"*)

READ OUT:

Before we start, I want to tell you about this survey.

It is an important survey of lots of children of your age. The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from you as you grow up will help to make things better for children in the future.

- b) That we want the child's help to test the study today
(*LEAFLET SECTION: "Why me?"*)

READ OUT: **You have been specially chosen to help us find out about the lives of children of your age. We are talking to a small number of children first to check the survey is working. This will make the survey better at finding out what it's like to be someone your age in England, Scotland, Wales and Northern Ireland today.**

- c) That we will be finding out about them by asking them to fill in some questions and do some different activities, and by asking some questions to their parents and possibly their teacher
(*LEAFLET SECTION: "What will it be like?" "Who is being asked to be in the survey?" and "What will I have to do?"*)

READ OUT: **We want to understand what it is like to be you. I will ask you to do some different activities. You can decide whether or not to do each one - I will explain everything to you clearly so it is easy for you to understand. If you want to ask any questions or if you don't understand anything then you can tell me as we go through.**

We will also ask your parent(s) some questions. We also want to ask your class teacher some questions, if you are OK with that.

ii) That participation is voluntary (*LEAFLET SECTION: "Do I have to do these things?"*)

READ OUT:

If there is an activity that you do not want to do, you can just tell me, and we won't do it. And that's ok. Even though your (mum/dad) said you would be allowed to do the survey, you still do not have to do something if you do not want to.

You can also skip any questions that you don't want to answer or stop at any time. It's ok to change your mind once you have started too, you can just tell me and we will stop.

iii) That data will be kept confidentially (*LEAFLET SECTION: "What will happen to the information about me?"*)

READ OUT:

The interviewer will send your answers and measurements back to the people doing the survey. They will not have your name and address on them, so no-one who sees them will know whose they are. They will be looked at along with the answers and measurements collected from the other children. You do not have to tell anyone your answers. It is up to you whether you want to tell your parents your answers.

2. Child questionnaire (“Answer some questions about your life”)

READ OUT: Now I am going to give you a booklet of questions to fill in on your own. The questions are about lots of different things. These things include your family and friends, school, the things you do outside school, the area you live in and how you feel. If there are any questions you don't want to answer, that is OK. You can just skip them. The booklet isn't a test. We just want to know what you think about things.

I will explain how to fill the booklet in. I can help you if you find it difficult to do it on your own. I can give you some headphones and the questions will be read out to you.

When you have finished the booklet you will put it into an envelope so I can't see your answers or show them to anyone. I will send it to the people doing the survey. When they get your booklet, it will not have your name and address on it. So no-one who sees it will know whose answers they are. You don't have to show or tell your answers to anyone, including your parents.

You can take as long as you need to fill it out but it usually takes about 30 minutes.

Are you OK to fill in the question booklet answering some questions about your life?

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

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to answer. Ensure that the child has asked any questions they want to.

3. Child assessments (“Do some activities to find out how you think”)

READ OUT: Now I'm going to ask you to do some activities to find out how you think. You and I will sit down together with my computer. I will ask you to tell me how some words go together. I will also ask you to do two fun activities on the computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind. For these two activities you will need to sit near to the computer and touch the screen – I'll explain everything as we go along.

This will take about 25 minutes.

Are you OK to do these three activities with me?

Verbal similarities	Memory task	Decision making task	N/A – no parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

4. Child measurements (“Be measured to find out how you are growing”)

READ OUT: Now I will measure how tall you are and your mum or dad will need to help me with this. I will also find out how much you weigh and how much of your body is made of fat using special scales. I can give you a copy of your measurements if you want but you don't have to have a copy if you don't want.

This will take about 10 minutes.

Are you OK for me to measure your height and weight and how much of your body is made of fat?

Height	Weight	Body fat	N/A – no parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

5. Keeping in touch (“What will happen after?”)

READ OUT: We would like to tell you about things we find out about the Children of the New Century. We hope to visit the children in the survey again in a few years to find out what has changed and what has stayed the same. We would like to keep in touch with you by text or email. We will keep your phone number and email address safe and will not give them to anyone else.

Are you OK for us to have your phone number and email address to stay in touch?

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

Phone number.....

Email address.....

INTERVIEWER CHECK: Ensure that the child understands that it’s ok not to give their phone number or email address if they don’t want to. Ensure that the child has asked any questions they want to.

Interviewer confirmation

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

Name of interviewer (print).....

Signed by interviewer.....

Date.....



Child of the New Century – Age 11 Survey Pilot

Consent Form

CONSENT FROM CHILD

WRITE IN: NAME OF CHILD (PRINT)

INSTRUCTIONS FOR COMPLETION

PARENTAL CONSENT: must be gained prior to asking the child's consent for any aspect.

SECTION 1 (Overall consent to participation): This must be completed before you ask the child's consent to take part in any individual element.

SECTIONS 2-5 (Child consent to individual child elements): These can be completed in any order, and at different times, but before you carry out the relevant element.

EACH SECTION OF THE CONSENT FORM: should be administered in conjunction with the relevant section of the child leaflet. (For ease of reference, relevant leaflet sections are indicated in brackets).

FOR YOUR INFORMATION, BEFORE PROCEEDING WITH THE FIRST STAGE OF CHILD CONSENT, CHECK IF THE CHILD HAS READ THE LEAFLET ("How can I help with Child of the New Century?") IN ADVANCE.

Interviewer use only:
Consent 3

ARCODE

Interviewer number:

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1. Overall consent to participation

YOU MUST MAKE SURE THAT THE CHILD UNDERSTANDS AND AGREES TO THE FOLLOWING POINTS BEFORE YOU START THE FIRST CHILD ELEMENT:

i) What the survey is for and what it involves as a whole, specifically....

- a) That the survey is to help understand what it is like to be a child of your age growing up, and it will help improve things for children in the future (*LEAFLET SECTION: "What is it?," "What's it for?"*)

READ OUT:

Before we start, I want to tell you about this survey.

It is an important survey of lots of children of your age. The children have been in the survey since they were babies. We now want to visit all the children again and find out what they do and what their lives are like.

It's to find out what it's like to be growing up in England, Scotland, Wales and Northern Ireland today. Child of the New Century has already told us a lot about how to make children's lives better. Finding out more from you as you grow up will help to make things better for children in the future.

- b) That we want the child's help to test the study today
(*LEAFLET SECTION: "Why me?"*)

READ OUT: **You have been specially chosen to help us find out about the lives of children of your age. We are talking to a small number of children first to check the survey is working. This will make the survey better at finding out what it's like to be someone your age in England, Scotland, Wales and Northern Ireland today.**

- c) That we will be finding out about them by asking them to fill in some questions and do some different activities, and by asking some questions to their parents and possibly their teacher
(*LEAFLET SECTION: "What will it be like?" "Who is being asked to be in the survey?" and "What will I have to do?"*)

READ OUT: **We want to understand what it is like to be you. I will ask you to do some different activities. You can decide whether or not to do each one - I will explain everything to you clearly so it is easy for you to understand. If you want to ask any questions or if you don't understand anything then you can tell me as we go through.**

We will also ask your parent(s) some questions.

ii) That participation is voluntary (*LEAFLET SECTION: "Do I have to do these things?"*)

READ OUT:

If there is an activity that you do not want to do, you can just tell me, and we won't do it. And that's ok. Even though your (mum/dad) said you would be allowed to do the survey, you still do not have to do something if you do not want to.

You can also skip any questions that you don't want to answer or stop at any time. It's ok to change your mind once you have started too, you can just tell me and we will stop.

iii). That data will be kept confidentially (*LEAFLET SECTION: "What will happen to the information about me?"*)

READ OUT:

The interviewer will send your answers and measurements back to the people doing the survey. They will not have your name and address on them, so no-one who sees them will know whose they are. They will be looked at along with the answers and measurements collected from the other children. You do not have to tell anyone your answers. It is up to you whether you want to tell your parents your answers.

2. Child questionnaire (“Answer some questions about your life”)

READ OUT: Now I am going to give you a booklet of questions to fill in on your own. The questions are about lots of different things. These things include your family and friends, school, the things you do outside school, the area you live in and how you feel. If there are any questions you don't want to answer, that is OK. You can just skip them. The booklet isn't a test. We just want to know what you think about things.

I will explain how to fill the booklet in. I can help you if you find it difficult to do it on your own. I can give you some headphones and the questions will be read out to you.

When you have finished the booklet you will put it into an envelope so I can't see your answers or show them to anyone. I will send it to the people doing the survey. When they get your booklet, it will not have your name and address on it. So no-one who sees it will know whose answers they are. You don't have to show or tell your answers to anyone, including your parents.

You can take as long as you need to fill it out but it usually takes about 30 minutes.

Are you OK to fill in the question booklet answering some questions about your life?	Yes	No	N/A – no parent consent given
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to answer. Ensure that the child has asked any questions they want to.

3. Child assessments (“Do some activities to find out how you think”)

READ OUT: Now I'm going to ask you to do some activities to find out how you think. You and I will sit down together with my computer. I will ask you to tell me how some words go together. I will also ask you to do two fun activities on the computer. The first computer activity will see how well you can remember things. The second is about how you make up your mind. For these two activities you will need to sit near to the computer and touch the screen – I'll explain everything as we go along.

This will take about 25 minutes.

Are you OK to do these three activities with me?	Verbal similarities	Memory task	Decision making task	N/A – no parent consent given
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

4. Child measurements (“Be measured to find out how you are growing”)

READ OUT: Now I will measure how tall you are and your mum or dad will need to help me with this. I will also find out how much you weigh and how much of your body is made of fat using special scales. I can give you a copy of your measurements if you want but you don't have to have a copy if you don't want.

This will take about 10 minutes.

Are you OK for me to measure your height and weight and how much of your body is made of fat?	Height	Weight	Body fat	N/A – no parent consent given
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEWER CHECK: Ensure that the child understands that they can change their mind once they've started or skip any bits they don't want to do. Ensure that the child has asked any questions they want to.

5. Cysylltu ag athro'r plentyn ("Pwy arall sy'n cael cais i gymryd rhan yn yr arolwg?")

DARLLENWCH: Hoffem anfon llyfryn cwestiynau ar dy athro dosbarth. Bydd hyn yn rhoi gwybod mwy i ni amdanat ti a dy ddosbarth. Bydd yn cymryd tua 20 munud i'w lenwi. Does dim rhaid i dy athro lenwi'r llyfryn os nad yw eisiau.

Wyt ti'n hapus i ni gysylltu â dy athro?

Ydw

Na

Amh – heb gael caniatâd rhiant

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall ei bod yn iawn i beidio cysylltu â'u hathro os nad yw eisiau. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau.

6. Cadw mewn cysylltiad ("Beth fydd yn digwydd wedyn?")

DARLLENWCH: Hoffem roi gwybod i ti am bethau fyddwn yn dysgu o Plentyn y Ganrif Newydd. Rydym yn gobeithio ymweld â'r plant yn yr arolwg eto mewn ychydig flynyddoedd i weld beth sydd wedi newid a beth sydd wedi aros yr un peth. Hoffem gadw mewn cysylltiad â thi drwy neges testun neu e-bost. Byddwn yn cadw dy rif ffôn a chyfeiriad e-bost yn ddiogel ac ni fyddwn yn eu rhoi i neb arall.

Wyt ti'n hapus i ni gael dy rif ffôn a chyfeiriad e-bost i gadw mewn cysylltiad?

Ydw

Na

Amh – heb gael caniatâd rhiant

Rhif ffôn.....

Cyfeiriad E-bost.....

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall ei bod yn iawn i beidio rhoi ei rif ffôn a chyfeiriad e-bost os nad yw eisiau. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau.

Cadarnhad y cyfwelydd

Rwy'n cadarnhau bod y plentyn yn deall beth sydd dan sylw wrth gwblhau'r arolwg; ei fod ef neu ei bod hi wedi gofyn yr holl gwestiynau sydd ganddo/ganddi ynglŷn â'r arolwg a fy mod wedi eu hateb i foddhad y plentyn; bod y plentyn yn ymwybodol mai dim ond y gweithgareddau mae eisiau wneud sy'n rhaid iddo/iddi eu cwblhau; a bod y plentyn yn ymwybodol y gall stopio cymryd rhan a newid ei feddwl/meddwl ar unrhyw adeg.

Enw'r cyfwelydd (printiwch).....

Llofnodwyd gan y cyfwelydd.....

Dyddiad.....



Ipsos MORI

Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed

Ffurflen Caniatâd

CANIATÂD GAN BLENTYN

YSGRIFENNWCH: ENW'R PLENTYN (PRINTIWCH)

CYFARWYDDIADAU AR GYFER CWBLHAU

CANIATÂD RHIANT: rhaid ei gael cyn gofyn am ganiatâd y plentyn ar gyfer unrhyw agwedd.

ADRAN 1 (Caniatâd cyffredinol i gymryd rhan): Rhaid cwblhau hyn cyn i chi ofyn am ganiatâd y plentyn i gymryd rhan mewn unrhyw elfen unigol.

ADRANNAU 2-6 (Caniatâd plentyn i elfennau unigol y plentyn): Gellir cwblhau'r rhain mewn unrhyw drefn, ac ar adegau gwahanol, ond cyn i chi gyflawni'r elfen berthnasol.

POB ADRAN O'R FFURFLEN GANIATÂD: dylid ei gweinyddu yn unol ag adran berthnasol taflen y plentyn. (I hwyluso cyfeirio, mae adrannau taflen berthnasol wedi eu cynodi mewn cromfachau)

ER GWYBODAETH, CYN MYND YMLAEN Â CHAM CYNTAF CANIATÂD Y PLENTYN, GWIRIWCH A YW'R PLENTYN WEDI DARLLEN Y DAFLEN ("Sut ydw i'n gallu helpu gyda Plentyn y Ganrif Newydd?") O FLAEN LLAW.

Defnydd y cyfwelydd yn unig:

Caniatâd 3

ARCODE

Rhif cvfweldd:

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1. Caniatâd cyffredinol i gymryd rhan

RHAID I CHI SICRHAU BOD Y PLENTYN YN DEALL A CHYTUNO I'R PWYNTIAU CANLYNOL CYN I CHI GYCHWYN YR ELFEN PLENTYN CYNTAF:

i) Ar gyfer beth mae'r arolwg a beth mae'n ymglymu yn gyffredinol, yn benodol....

- a) Bod yr arolwg er mwyn helpu deall sut brofiad yw bod yn blentyn o'ch oed chi yn tyfu fyny, a bydd yn helpu gwella pethau i blant yn y dyfodol (*ADRAN TAFLEN: "Beth ydi e?" "Ar gyfer beth mae e?"*)

DARLLENWCH:

Cyn i ni gychwyn, mi hoffwn drafod yr arolwg hwn.

Mae'n arolwg pwysig o lot o blant dy oed di. Mae'r plant wedi bod yn yr arolwg hwn ers eu bod yn fabanod. Rydym nawr eisiau ymweld â'r plant i gyd eto a gweld beth maent yn wneud a sut fywydau sydd ganddynt.

Mae er mwyn gweld sut brofiad ydi hi i dyfu fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Mae Plentyn y Ganrif Newydd eisoes wedi dweud cryn dipyn wrthym ni ynglŷn â sut i wneud bywydau plant yn well. Wrth ddysgu mwy gennynt wrth i ti dyfu i fyny bydd yn helpu gwneud pethau'n well i blant yn y dyfodol.

- b) Ein bod eisiau cymorth y plentyn i helpu profi'r astudiaeth heddiw (*ADRAN TAFLEN: "Pam fi?"*)

DARLLENWCH: **Rwyd ti wedi dy ddewis yn arbennig i'n helpu i ddysgu am fywydau plant dy oed di. Rydym yn siarad â nifer fechan o blant yn gyntaf i wirio bod yr arolwg yn gweithio. Bydd hyn yn gwneud yr arolwg yn well ar ganfod sut brofiad ydi hi i fod yn rhywun dy oed di yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw.**

- c) Y byddwn yn dysgu amdanynt trwy ofyn iddynt gwblhau ambell gwestiwn a gwneud gwahanol weithgareddau, a thrwy ofyn ychydig gwestiynau i'w rhieni ac o bosibl eu hathro (*ADRAN TAFLEN: "Sut beth fydd e?" "Pwy arall sy'n cael cais i gymryd rhan yn yr arolwg?" a "Beth fydd rhaid i mi wneud?"*)

DARLLENWCH: **Rydym eisiau deall sut brofiad ydi hi i fod yn ti. Byddaf yn gofyn i ti wneud gweithgareddau gwahanol. Gallu benderfynu a wyt ti eisiau gwneud pob un neu beidio – byddaf yn esbonio popeth i ti'n glir fel ei bod yn hawdd i ti ddeall. Os wyt ti eisiau gofyn unrhyw gwestiynau neu os nad wyt ti'n deall unrhyw beth, galli roi gwybod i mi wrth i ni fynd.**

Byddwn hefyd yn gofyn rhywfaint o gwestiynau i dy riant neu rieni. Rydym hefyd eisiau gofyn rhai cwestiynau i dy athro dosbarth, os yw hynny'n iawn gyda ti.

ii) Bod cymryd rhan yn wirfoddol (*ADRAN TAFLEN: "Oes rhaid i mi wneud y pethau hyn?"*)

DARLLENWCH:

Os oes gweithgaredd nad wyt ti eisiau ei wneud, galli roi gwybod i mi a fyddwn ni ddim yn ei wneud. Ac mae hynny'n iawn. Er bod dy (fam/dad) wedi dweud y galli wneud yr arolwg, does dim rhaid i ti wneud rhywbeth os nad wyt ti eisiau.

Galli hefyd basio unrhyw gwestiynau nad wyt ti eisiau ateb neu stopio ar unrhyw adeg. Mae'n iawn i newid dy feddwl unwaith y bydd wedi dechrau hefyd, dim ond i ti ddweud wrtha i a byddwn ni'n stopio/

iii) Y bydd data yn cael ei storio yn gyfrinachol (*ADRAN TAFLEN: "Beth fydd yn digwydd i'r wybodaeth amdanaf?"*)

DARLLENWCH:

Byddaf yn anfon dy atebion a mesuriadau yn ôl at y bobl sy'n gwneud yr arolwg. Ni fydd dy enw na chyfeiriad ar yr wybodaeth, felly fydd neb sy'n eu gweld yn gwybod i bwy mae'n perthyn. Byddant yn edrych arno ynghyd â'r atebion a mesuriadau a gesglir gan blant eraill. Nid oes rhaid i ti ddweud wrth neb beth oedd dy atebion. Ti sydd i benderfynu os wyt ti eisiau dweud wrth dy rieni beth oedd dy atebion.

2. Holiadur plentyn (“Ateb ychydig gwestiynau am dy fywyd”)

DARLLENWCH: Nawr rwyf am roi llyfryn o gwestiynau i ti eu hateb dy hun. Mae'r cwestiynau yn trafod lot o bethau gwahanol. Mae'r rhain yn cynnwys dy deulu a ffrindiau, ysgol, y pethau ti'n wneud tu allan i'r ysgol, yr ardal ble rwyf yn byw a sut wyt ti'n teimlo. Os oes unrhyw gwestiynau nad wyt ti eisiau ateb, mae hynny'n iawn. Galli fynd ymlaen i'r nesaf. Nid prawf yw'r llyfryn. Rydym eisiau gwybod dy farn ar bethau.

Byddaf yn esbonio sut i gwblhau'r llyfryn. Gallaf dy helpu os yw'n rhy anodd i ti ei wneud ar ben dy hun. Gallaf hefyd roi clustffonau i ti a bydd y cwestiynau yn cael eu darllen i ti.

Ar ôl i ti orffen y llyfryn, byddi'n ei roi mewn amlen fel nad ydw i'n gallu gweld yr atebion na'u dangos i neb. Byddaf yn ei anfon i'r bobl sy'n gwneud yr arolwg. Pan fyddant yn derbyn dy lyfryn, ni fydd dy enw na chyfeiriad arno. Felly ni fydd neb sy'n ei weld yn gwybod atebion pwy ydyn nhw. Does dim rhaid i ti ddangos na dweud dy atebion wrth neb, yn cynnwys dy rieni.

Galli gymryd faint bynnag o amser ag sydd angen i'w gwblhau, ond mae fel arfer yn cymryd tua 30 munud.

Wyt ti'n hapus i lenwi'r llyfryn holiadur yn ateb ychydig gwestiynau am dy fywyd?

Ydw

Na

Amh – heb gael caniatâd rhiant

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl wedi cychwyn neu basio unrhyw ddarnau nad yw eisiau ateb. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau.

3. Asesiadau plentyn (“Gwneud gweithgareddau i weld sut wyt ti'n meddwl am bethau”)

DARLLENWCH: Nawr rwyf am ofyn i ti wneud rhai gweithgareddau i weld sut wyt ti'n meddwl am bethau. Byddwn ni'n eistedd i lawr gyda'n gilydd wrth fy nghyfrifiadur. Byddaf yn gofyn i ti ddweud sut mae rhai geiriau yn mynd gyda'i gilydd. Byddaf hefyd yn gofyn i ti wneud dau weithgaredd difyr ar y cyfrifiadur. Bydd y gweithgaredd cyfrifiadurol cyntaf yn dangos pa mor dda wyt ti'n cofio pethau. Mae'r ail ynglŷn â sut wyt ti'n gwneud penderfyniadau. Ar gyfer y gweithgareddau hyn bydd angen i ti eistedd yn agos at y cyfrifiadur a chyffwrdd y sgrin – byddaf yn esbonio popeth wrth i ni fynd ymlaen. Bydd hyn yn cymryd tua 25 munud.

Wyt ti'n hapus i wneud y tri gweithgaredd yma gyda mi?

Tebygrwydd geiriol

Tasg Cof

Tasg gwneud penderfyniadau

Amh – heb gael caniatâd rhiant

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl wedi cychwyn neu basio unrhyw ddarnau nad yw eisiau ateb. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau gofyn.

4. Mesuriadau'r plentyn (“Cael dy fesur i weld sut wyt ti'n tyfu”)

DARLLENWCH: Nawr byddaf yn dy fesur i weld pa mor dal wyt ti a bydd angen i dy fam neu dy dad fy helpu gyda hyn. Byddaf hefyd yn edrych ar faint wyt ti'n pwysu a faint o dy gorff sy'n fraster yn defnyddio clorian arbennig. Gallaf roi copi o dy fesuriadau i ti os wyt ti eisiau ond does dim rhaid i ti gael copi os nad wyt ti eisiau.

Bydd hyn yn cymryd tua 10 munud.

Taldra

Pwysau

Braster corff

Amh – heb gael caniatâd rhiant

Wyt ti'n hapus i fi fesur dy daldra a phwysau a faint o dy gorff sy'n fraster?

GWIRIAD CYFWELYDD: Sicrhau bod y plentyn yn deall y gall newid ei feddwl wedi cychwyn neu basio unrhyw ddarnau nad yw eisiau ateb. Sicrhau bod y plentyn wedi gofyn unrhyw gwestiynau mae eisiau gofyn.

Child of the New Century - Age 11 Survey Pilot Consent form CHILD ELEMENTS

Name of child (print)

Name of parent/guardian (print)

Child questionnaire

I give my consent to the interviewer named below to ask my child if they would be willing to complete the Child Questionnaire:

Please initial box

Child assessments

I give my consent to the interviewer named below to ask my child if they are willing to participate in

Please initial box

a) Verbal similarities task

b) Memory task

c) Decision making task

Child Measurements

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

Please initial box

a) Height

b) Weight

c) Body fat percentage

My child's teacher

I give my consent to the interviewer named below to ask my child if they are willing for their class teacher to be contacted. The teacher will be asked to complete a questionnaire about my child's education and experiences at school. I understand that the teacher is under no obligation to complete the questionnaire.

Full name of class teacher (print):

Please initial box

Title: **First Name:** **Surname:**

My child's contact details

I give my consent to the interviewer named below to ask my child if they are willing for Child of the New Century study to contact them by phone or email. I understand that these details will only be used to keep in touch about the study.

Please initial box

These details will not be used if my child refuses permission.

Child's phone number: **Child's email address:**

Parental confirmation

I have read or heard the information leaflet ("WHAT WOULD WE LIKE YOUR CHILD TO DO?") about my child's participation in the Child of the New Century: Age 11 Survey Pilot. I understand what the study involves and have discussed any outstanding questions with the interviewer named below. I am happy for my child named above to participate in the Survey Pilot if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it and that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

Signed by parent/guardian **Date**

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet ("WHAT WOULD WE LIKE YOUR CHILD TO DO?") and they retain a copy of the leaflet for future reference. I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer **Date**

Interviewer use only:

Consent 2

BARCODE

Interviewer number:

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Child of the New Century - Age 11 Survey Pilot Consent form CHILD ELEMENTS

Name of child (print)

Name of parent/guardian (print)

Child questionnaire

I give my consent to the interviewer named below to ask my child if they would be willing to complete the Child Questionnaire:

Please initial box

Child assessments

I give my consent to the interviewer named below to ask my child if they are willing to participate in

Please initial box

- a) Verbal similarities task
- b) Memory task
- c) Decision making task

Child Measurements

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

Please initial box

- a) Height
- b) Weight
- c) Body fat percentage

My child's contact details

I give my consent to the interviewer named below to ask my child if they are willing for Child of the New Century study to contact them by phone or email. I understand that these details will only be used to keep in touch about the study.

These details will not be used if my child refuses permission.

Please initial box

Child's phone number: **Child's email address**

Parental confirmation

I have read or heard the information leaflet ("WHAT WOULD WE LIKE YOUR CHILD TO DO?") about my child's participation in the Child of the New Century: Age 11 Survey Pilot. I understand what the study involves and have discussed any outstanding questions with the interviewer named below. I am happy for my child named above to participate in the Survey Pilot if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it and that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

Signed by parent/guardian **Date**

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet ("WHAT WOULD WE LIKE YOUR CHILD TO DO?") and they retain a copy of the leaflet for future reference. I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer **Date**

Interviewer use only:

Consent 2

BARCODE

Interviewer number:

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Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed

Ffurflen caniatâd

ELFENNAU PLENTYN

Enw'r plentyn (printiwch)

Enw'r rhiant/gwarchodwr (printiwch).....

Holiadur plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod holi fy mhlentyn a fydd yn barod i gwblhau'r Holiadur Plentyn

Llofnodwch â llythrennau cyntaf enw

Asesiadau'r plentyn

Mesuriadau'r plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon cymryd rhan mewn

Llofnodwch â
llythrennau cyntaf enw

a) Tasg nodweddion geiriol tebyg

b) Tasg cof

c) Tasg gwneud penderfyniadau

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n barod i roi'r mesuriadau canlynol

Llofnodwch â
llythrennau cyntaf enw

a) Taldra

b) Pwysau

c) Canran braster corff

Athro fy mhlentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon eich bod yn cysylltu â'u hathro dosbarth. Gofynnir i'r athro gwblhau holiadur ynglŷn ag addysg a phrofiad fy mhlentyn yn yr ysgol. Rwy'n deall nad oes unrhyw reidrydd ar yr athro i gwblhau'r holiadur.

Enw llawn yr athro dosbarth (printiwch):

Teitl: **Enw Cyntaf:**..... **Cyfenw:**.....

Manylion cyswllt fy mhlentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon i astudiaeth Plentyn y Ganrif Newydd gysylltu â nhw dros y ffôn neu e-bost. Rwy'n deall mai dim ond i gadw mewn cysylltiad ynglŷn â'r astudiaeth y defnyddir y manylion hyn. Ni ddefnyddir y manylion hyn os yw fy mhlentyn yn gwrthod caniatâd.

Llofnodwch â
llythrennau cyntaf enw

Rhif ffôn y plentyn:..... **Cyfeiriad e-bost y plentyn:**.....

Cadarnhad rhiant

Rydw i wedi darllen neu glywed y daflen wybodaeth ("BETH YDYM NI EISIAU I'CH PLENTYN WNEUD?") ynglŷn â chyfranogiad fy mhlentyn yn Plentyn y Ganrif Newydd: Peilot Arolwg 11 Oed. Rwy'n deall beth fydd yr arolwg yn golygu ac wedi trafod unrhyw gwestiynau sy'n weddill gyda'r cyfwelydd a enwir isod. Rwy'n hapus i'm plentyn a enwir uchod gymryd rhan yn yr arolwg Peilot os yw eisiau. Rwy'n deall y gall fy mhlentyn neu finau atal unrhyw ran o'r arolwg ar unrhyw adeg neu wrthod unrhyw ran ohono ac y bydd yr holl wybodaeth yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac y bydd yn cael ei ddefnyddio i ddibenion ymchwil yn unig.

Llofnodwyd gan y rhiant/gwarcheidwad **Dyddiad**

Cadarnhad y cyfwelydd

Rwy'n cadarnhau fy mod wedi esbonio natur yr astudiaethau arfaethedig i'r sawl a enwir ar y ffurflen hon. Rwy'n cadarnhau bod y sawl a enwir ar y ffurflen wedi darllen neu glywed yr wybodaeth yn y daflen ("BETH YDYM NI EISIAU I'CH PLENTYN WNEUD?") ac wedi cadw copi o'r daflen er gwybodaeth. Rwy'n cadarnhau fy mod wedi ateb unrhyw gwestiynau oedd ganddynt. Credaf fod ganddynt ddealltwriaeth ddigonol o'r astudiaeth a'u bod wedi rhoi eu caniatâd yn wirfoddol. Rwyf wedi gadael copi o'r ffurflen hon gyda nhw.

Enw'r cyfwelydd (printiwch).....

Llofnodwyd gan y cyfwelydd **Dyddiad**.....

Defnydd y cyfwelydd yn unig:

Caniatâd 2

BARCODE

Rhif cvfweludd:

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**Child of the New Century - Age 11 Survey Pilot
Consent form
MAIN PARENT/GUARDIAN**

Name of main parent/guardian (print)

Interview

Please initial box

I give my consent to be interviewed as part of the
Age 11 Survey Pilot of the Child of the New Century.

Confirmation

I have read the letter of invitation and the information leaflet about the Child of the New Century Age 11 Survey Pilot ("WHAT IS THE CHILD OF THE NEW CENTURY AGE 11 PILOT?") I have discussed any outstanding questions with the interviewer named below and I wish to participate in the pilot survey. I understand that I can stop the interview and/or questionnaire completion at any point or decline any question, and that all information will be treated in the strictest confidence in accordance with the Data Protection Act, and used for research purposes only.

Signed by main parent/guardian **Date**

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet ("WHAT IS THE CHILD OF THE NEW CENTURY AGE 11 PILOT?") and they retain a copy of the leaflet for future reference. I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print).....

Signed by interviewer **Date**

Interviewer use only:

Consent 1

BARCODE			
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Interviewer number:

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**Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed
Ffurflen caniatâd
PRIF RIANT/GWARCHODWR**

Enw'r prif riant/gwarchodwr (printiwch).....

Cyfweliad

Llofnodwch â llythrennau
cyntaf enw

Rwy'n rhoi fy nghaniatâd i gael fy nghyfweld yn rhan
o'r Peilot Arolwg 11 Oed Plentyn y Ganrif Newydd.

Cadarnhad

Rwyf wedi darllen y llythyr gwahoddiad a'r daflen wybodaeth ynglŷn â Pheilol Arolwg 11 Oed Plentyn y Ganrif Newydd ("BETH YW'R PEILOT 11 OED PLENTYN Y GANRIF NEWYDD?"). Rydw i wedi trafod unrhyw gwestiynau heb eu hateb gyda'r cyfwelydd a enwir isod ac rwy'n dymuno cymryd rhan yn yr arolwg peilot. Rwy'n deall y gallaf atal y cyfweliad a/neu gwblhau'r holiadur ar unrhyw adeg neu wrthod unrhyw gwestiwn ac y bydd yr holl wybodaeth yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac yn cael ei ddefnyddio i ddibenion ymchwil yn unig.

Llofnodwyd gan y prif riant/gwarcheidwadDyddiad.....

Cadarnhad y cyfwelydd

Rwy'n cadarnhau fy mod wedi esbonio natur yr astudiaethau arfaethedig i'r sawl a enwir ar y ffurflen hon. Rwy'n cadarnhau bod y sawl a enwir ar y ffurflen wedi darllen neu glywed yr wybodaeth yn y daflen ("BETH YW'R PEILOT 11 OED PLENTYN Y GANRIF NEWYDD?") ac wedi cadw copi o'r daflen er gwybodaeth. Rwy'n cadarnhau fy mod wedi ateb unrhyw gwestiynau oedd ganddynt. Credaf fod ganddynt ddealltwriaeth ddigonol o'r astudiaeth a'u bod wedi rhoi eu caniatâd yn wirfoddol. Rwyf wedi gadael copi o'r ffurflen hon gyda nhw.

Enw'r cyfwelydd (printiwch).....

Llofnodwyd gan y cyfwelyddDyddiad.....

Defnydd y cyfwelydd yn unig:

Caniatâd 1

BARCODE

Rhif cyfwelydd:

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Child of the New Century - Age 11 Survey Pilot Consent form PARTNER

Name of partner (print)

Interview

I give my consent to be interviewed as part of the Age 11 Survey Pilot of the Child of the New Century.

Please initial box

Confirmation

I have read the letter of invitation and the information leaflet about the Child of the New Century Age 11 Survey Pilot ("WHAT IS THE CHILD OF THE NEW CENTURY AGE 11 PILOT?") I have discussed any outstanding questions with the interviewer named below and I wish to participate in the pilot survey. I understand that I can stop the interview and/or questionnaire completion at any point or decline any question, and that all information will be treated in the strictest confidence in accordance with the Data Protection Act, and used for research purposes only.

Signed by partner **Date**

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet ("WHAT IS THE CHILD OF THE NEW CENTURY AGE 11 PILOT?") and they retain a copy of the leaflet for future reference. I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer **Date**

Interviewer use only:

Consent 4

BARCODE

Interviewer number:

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Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed Ffurflen caniatâd PARTNER

Enw'r partner (printiwch)

Cyfweliad

Llofnodwch â llythrennau cyntaf enw

Rwy'n rhoi fy nghaniatâd i gael fy nghyfweld yn rhan o'r Peilot Arolwg 11 Oed Plentyn y Ganrif Newydd.

Cadarnhad

Rwyf wedi darllen y llythyr gwahoddiad a'r daflen wybodaeth ynglŷn â Pheilol Arolwg 11 Oed Plentyn y Ganrif Newydd ("BETH YW'R PEILOT 11 OED PLENTYN Y GANRIF NEWYDD?"). Rydw i wedi trafod unrhyw gwestiynau heb eu hateb gyda'r cyfwelydd a enwir isod ac rwy'n dymuno cymryd rhan yn yr arolwg peilot. Rwy'n deall y gallaf atal y cyfweliad a/neu gwblhau'r holiadur ar unrhyw adeg neu wrthod unrhyw gwestiwn ac y bydd yr holl wybodaeth yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac yn cael ei ddefnyddio i ddibenion ymchwil yn unig.

Llofnodwyd gan y partner *Dyddiad*

Cadarnhad y cyfwelydd

Rwy'n cadarnhau fy mod wedi esbonio natur yr astudiaethau arfaethedig i'r sawl a enwir ar y ffurflen hon. Rwy'n cadarnhau bod y sawl a enwir ar y ffurflen wedi darllen neu glywed yr wybodaeth yn y daflen ("BETH YW'R PEILOT 11 OED PLENTYN Y GANRIF NEWYDD?") ac wedi cadw copi o'r daflen er gwybodaeth. Rwy'n cadarnhau fy mod wedi ateb unrhyw gwestiynau oedd ganddynt. Credaf fod ganddynt ddealltwriaeth ddigonol o'r astudiaeth a'u bod wedi rhoi eu caniatâd yn wirfoddol. Rwyf wedi gadael copi o'r ffurflen hon gyda nhw.

Enw'r cyfwelydd (printiwch)

Llofnodwyd gan y cyfwelydd *Dyddiad*

Defnydd y cyfwelydd yn unig:

Caniatâd 4

BARCODE

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**10-030358-
01-01**

Child of the New Century
Age 11 Survey
CONTACT SHEET
SINGLE COHORT CHILD HOUSEHOLD
Confidential

ADDRESS LABEL			RESPONDENT NAMES		
Address no:	Check digit:	Point no:	Address no:	Check digit:	Point no:
12345678	1	1	12345678	1	1
Sample type: Longitudinal					
The Beckingham			Parent(s):		
Palace Road			Parent 1: Ms Victoria Adams (F)		
			Parent 2:		
Buckingham					
B1 1BB			Child:		
01234-567891			100 Brooklyn Joseph Beckham (M)		

Office Use Only			
Issue No	Interviewer No.	Interviewer Name	Final HH outcome
1			
2			
3			
Please put a cross ☒ in the correct answer box throughout.			

SECTION A: CALLS RECORD

Call information		1	2	3	4	5	6	7	8	9	10
A1a. Day of week	Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Call information			1	2	3	4	5	6	7	8	9	10										
A2a. Date of call, e.g.	DD	MM	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M
	22	09																				
A3a. Year of call	YYYY		YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY
	2011																					
A4a. Time call started - 24 hr, e.g.	HH	MM	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M
	15	48																				
A5a. Time call ENDED - <u>only if interviewed</u>	HH	MM	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M
	15	48																				
A6a. Type of communication (Code <u>one</u> only per call)			1	2	3	4	5	6	7	8	9	10										
Personal visit			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Telephone call																						
Home telephone number			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Mobile number			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Work number			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Other number			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Posted letter																						
Advance letter (code 717)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Appointment card (code 720)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Occupier letter (code 719)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Stable contact tracing letter (code 713)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Standard tracing letter (code 714)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
School tracing letter (code 715)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

A7a. Is this communication with an address or telephone number you were provided with on the sample information sheet or an updated one?	1	2	3	4	5	6	7	8	9	10
Provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Updated*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*If this is an updated address/telephone number, please write the new information on your Contact Information Update Sheet and update iProgress.										

A8a. Who you phoned/visited/ posted to (Code <u>one</u> only per communication)	1	2	3	4	5	6	7	8	9	10
Cohort family general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stable contact for Parent 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stable contact for Parent 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A9a. Communication result (Code one only per visit and telephone call - NOT post)	1	2	3	4	5	6	7	8	9	10
Contact made										
Interviewing done (code 718)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointment made (code 701)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with Cohort family - other (code 707)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New address/ phone number for Cohort family obtained (code 702)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other new information about Cohort family obtained (code 703)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing Cohort family address confirmed (code 704)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with other/unknown person - no further information (code 706)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreed to pass on tracing letter (code 705)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact not made										
Left message/calling card (code 708)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left occupier letter (code 709)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No message/ calling card left (code 710)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone number disconnected/unobtainable (code 711)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address not located/ inaccessible (code 712)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Call information		11	12	13	14	15	16	17	18	19	20											
A1b. Day of week	Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
	Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
	Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
	Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
	Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
	Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
	Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
A2b. Date of call, e.g.	DD	MM	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M	DD	M M
	22	09																				
A3b. Year of call	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY	YYYY
	2011																					
A4b. Time call started - 24 hr, e.g.	HH	MM	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M
	15	48																				
A5b. Time call ENDED - <u>only if interviewed</u>	HH	MM	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M	HH	M M
	15	48																				

A6b. Type of communication (Code <u>one</u> only per call)	11	12	13	14	15	16	17	18	19	20
Personal visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone call										
Home telephone number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posted letter										
Stable contact tracing letter (code 713)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School tracing letter (code 715)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard tracing letter (code 714)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupier letter (code 719)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advance letter (code 717)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointment card (code 720)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A7b. Is this communication with an address or telephone number you were provided with on the sample information sheet or an updated one?	11	12	13	14	15	16	17	18	19	20
Provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Updated*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If this is an updated address/telephone number, please write the new information on your Contact Information Update Sheet and update iProgress.

A8b. Who you phoned/visited/ posted to (Code <u>one</u> only per communication)	11	12	13	14	15	16	17	18	19	20
Cohort family general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stable contact for Parent 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stable contact for Parent 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A9b. Communication result (Code one only per visit and telephone call - NOT post)	1	2	3	4	5	6	7	8	9	10
Contact made										
Interviewing done (code 718)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointment made (code 701)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with Cohort family - other (code 707)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New address/ phone number for Cohort family obtained (code 702)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other new information about Cohort family obtained (code 703)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing Cohort family address confirmed (code 704)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with other/unknown person - no further information (code 706)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreed to pass on tracing letter (code 705)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact not made										
Left message/calling card (code 708)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left occupier letter (code 709)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No message/ calling card left (code 710)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone number disconnected/unobtainable (code 711)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address not located/ inaccessible (code 712)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Contact at issued address																						
B1	<p>Is the cohort child living at the issued address, i.e. the address PRINTED on the front of the Contact Sheet?</p> <p style="text-align: right;">Yes <input type="checkbox"/> 1</p> <p style="text-align: right;">Cohort child has died <input type="checkbox"/> 2</p> <p style="text-align: right;">Office refusal <input type="checkbox"/> 3</p> <p style="text-align: right;">No -- cohort child has moved <input type="checkbox"/> 4</p> <p style="text-align: right;">Don't know (e.g. can't locate address, no contact at address) <input type="checkbox"/> 5</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Go to Section C</td> </tr> <tr> <td style="text-align: center;">Go to Section C and code 211</td> </tr> <tr> <td style="text-align: center;">Go to Section C and code 308</td> </tr> <tr> <td style="text-align: center;">Go to B2</td> </tr> </table>	Go to Section C	Go to Section C and code 211	Go to Section C and code 308	Go to B2																
Go to Section C																						
Go to Section C and code 211																						
Go to Section C and code 308																						
Go to B2																						
B2	<p>You need to trace the cohort child. Use the checklist below as a guide for your tracing attempt, and see your project instructions for further information on tracing. Please record your tracing attempts in Section A as an aid for updating iProgress.</p> <p>INTERVIEWER: Did you...</p> <p style="text-align: right;">...attempt to contact the respondent by phone (using all numbers)? <input type="checkbox"/></p> <p style="text-align: right;">... attempt to make contact with the current occupants (and leave occupier letter if no contact)? <input type="checkbox"/></p> <p style="text-align: right;">... attempt to contact the neighbours? <input type="checkbox"/></p> <p style="text-align: right;">...leave a tracing letter with the current occupants or neighbour(s)? <input type="checkbox"/></p> <p style="text-align: right;">...telephone/ visit a stable contact? <input type="checkbox"/></p> <p style="text-align: right;">...post stable contact letter (if unable to contact by phone/visit)? <input type="checkbox"/></p> <p style="text-align: right;">...contact the cohort child's school? <input type="checkbox"/></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">Tick one box in EACH row</th> </tr> <tr> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="2" style="text-align: center;">GO TO B3</td> </tr> </tbody> </table>	Tick one box in EACH row		Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GO TO B3	
Tick one box in EACH row																						
Yes	No																					
<input type="checkbox"/>	<input type="checkbox"/>																					
<input type="checkbox"/>	<input type="checkbox"/>																					
<input type="checkbox"/>	<input type="checkbox"/>																					
<input type="checkbox"/>	<input type="checkbox"/>																					
<input type="checkbox"/>	<input type="checkbox"/>																					
<input type="checkbox"/>	<input type="checkbox"/>																					
<input type="checkbox"/>	<input type="checkbox"/>																					
GO TO B3																						
B3	<p>What happened as a result of your tracing? CODE ONE ONLY</p> <p style="text-align: right;">Cohort child is at an address in my area and have made contact <input type="checkbox"/> 1</p> <p style="text-align: right;">Cohort child is at an address in my area but have not made contact <input type="checkbox"/> 2</p> <p style="text-align: right;">New address is in the UK but is outside my area <input type="checkbox"/> 3</p> <p style="text-align: right;">New address is outside the UK <input type="checkbox"/> 4</p> <p style="text-align: right;">No new address, but told the cohort child has moved outside the UK <input type="checkbox"/> 5</p> <p style="text-align: right;">No new address found <input type="checkbox"/> 6</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Go to Section C</td> </tr> <tr> <td style="text-align: center;">Go to Section C and code 601</td> </tr> <tr> <td style="text-align: center;">Go to Section C and code 212</td> </tr> <tr> <td style="text-align: center;">Go to Section C and code 602</td> </tr> </table>	Go to Section C	Go to Section C and code 601	Go to Section C and code 212	Go to Section C and code 602																
Go to Section C																						
Go to Section C and code 601																						
Go to Section C and code 212																						
Go to Section C and code 602																						

C. Outcome code for household (CODE ONE ONLY)

C1	Code outcome for household.				
	Unproductive outcome: unable to locate cohort child				
		Issue 1	Issue 2	Issue 3	Outcome code
	Address inaccessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	607
	Unable to locate address/ insufficient address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	608
	Cohort child has moved and unable to find follow up address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	602
	Cohort child has moved to address outside my area (Office to reallocate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	601
	Unproductive outcome: cohort child no longer eligible				
	Cohort child has died	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	211
	Cohort child has moved abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	212
	Unproductive outcome: for eligible addresses with cohort child resident				
	Office refusal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	308
	No contact with anyone at address after 8 calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	505
	Contact made at address but information refused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	306
	Refusal at introduction/ before household module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	304
	Refusal during or directly after household module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	301
	Broken appointment – no re-contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	309
	Refusal: member of family ill at home during survey period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	404
	Refusal: member of family away/ in hospital during survey period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	403
	Language difficulties (specify language).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	402
	Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	405
	Productive outcome code for household				
	SEE SECTION F FOR INSTRUCTIONS ON WHETHER FULLY OR PARTIALLY PRODUCTIVE				
	Fully productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	110
	Partially productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	130

C2	<i>If refusal, please give reason for refusal.</i>			
		Issue 1	Issue 2	Issue 3
	Too busy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Can't be bothered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not interested (in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bad time for personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Previous bad experience - asked too many personal questions last time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Previous bad experience – interview took too long last time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Previous bad experience – other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Worried about misuse of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Child does not want to take part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Survey is a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Worried about confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Say to call back (negative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Worried about child's participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	There are too many interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Intend to quit study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Nothing's changed since last time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Don't trust surveys/ this study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Don't see the public benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hostile or threatening behaviour (including hanging-up or slamming door)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No reason given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Go to C3				
C3	Did the family indicate that they wish to permanently withdraw from the study?			
	Yes	<input type="checkbox"/>	1	
	No	<input type="checkbox"/>	2	
Go to C4				
C4	Is there any reason this address should not be re-issued?			
	Yes	<input type="checkbox"/>	1	
	No	<input type="checkbox"/>	2	
Go to C5				

C5	<i>If you have been told that the child has died, emigrated or the family has refused to participate, please code who gave you this information.</i>				
		Issue 1	Issue 2	Issue 3	
	Parent/guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	Sibling (Aged 16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	Other relative (grandparent, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
	Neighbour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
	Other person (PLEASE SPECIFY NAME AND RELATIONSHIP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
				<i>Go to C6</i>	
C6	<i>If unproductive, please give full details.</i> <i>If you do not think this address should be re-issued, please state why here.</i> <i>If respondent is away (520), record how long they expect to be away.</i> <i>If you have been told the cohort child has emigrated, died or the household refused, please provide further details here, including the name of the person who refused, if known.</i>				
				<i>Go to Section D</i>	

D. Individual interview outcomes

D1	Code outcomes for <u>child elements</u>. <i>If interview is started but not completed it is partially complete.</i>			
	Child questionnaire	Cognitive assessments	Physical measurements	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	502
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	310
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	302
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	309
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	404
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	403
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	401
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	402
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	405
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	111
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	131
				Go to D2
				Go to D2
D2	Code outcomes for <u>main and partner interviews</u>. <i>If interview is started but not completed for any reason BESIDES refusal it is a partial interview.</i>			
	Main	Partner		
	<input type="checkbox"/>	<input type="checkbox"/>	502	
	<input type="checkbox"/>	<input type="checkbox"/>	304	
	<input type="checkbox"/>	<input type="checkbox"/>	301	
	<input type="checkbox"/>	<input type="checkbox"/>	309	
	<input type="checkbox"/>	<input type="checkbox"/>	404	Go to D4
	<input type="checkbox"/>	<input type="checkbox"/>	403	
	<input type="checkbox"/>	<input type="checkbox"/>	401	
	<input type="checkbox"/>	<input type="checkbox"/>	402	Go to D3
	<input type="checkbox"/>	<input type="checkbox"/>	405	Return to Office
	-	<input type="checkbox"/>	210	Return to Office
	<input type="checkbox"/>	<input type="checkbox"/>	111	Return to Office
	<input type="checkbox"/>	<input type="checkbox"/>	131	Go to D4
	-	<input type="checkbox"/>	120	Return to Office
	-	<input type="checkbox"/>	121	Go to D4

D3	Write in language		Go to D4
	Main		
	Partner		
D4	<p><i>If no or partial interview with main respondent, partner or child, please give full details. In particular, for refusals and other non-response, please give details of everyone you spoke to and their relationship to the main respondent / cohort child.</i></p>		

E. Notes

Use this page for any notes you may have, especially notes on tracing movers.

F. Summary of respondents and consents (from CAPI)

Record respondent details and consent forms required below.

TO BE FULLY PRODUCTIVE (CODE 110 IN SECTION C): ALL ELEMENTS A FAMILY IS ELIGIBLE FOR MUST BE AT LEAST PARTIALLY COMPLETED.

TO BE PARTIALLY PRODUCTIVE (CODE 210 IN SECTION C): SOME BUT NOT ALL ELEMENTS HAVE BEEN COMPLETED

Respondent	Name	Eligible	Consent forms	Parent consent		Child consent		Incomplete	Complete		iProgress updated	
				Consented	Refused	Consented	Refused	Interviewer to return to household to complete	Fully	Partially		
Main respondent		Interview & self-completion <i>Consent MAIN PARENT/GUARDIAN (CONSENT 1)</i>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Partner	<input type="checkbox"/>	Interview & self-completion <i>Consent PARTNER (CONSENT 4)</i>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cohort child	Child's name:		Child questionnaire <i>Consent (parent) CHILD ELEMENTS (CONSENT 2)</i> <i>Consent (child) CONSENT FROM CHILD (CONSENT 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			Cognitive assessments <i>Consent (parent) CHILD ELEMENTS (CONSENT 2)</i> <i>Consent (child) CONSENT FROM CHILD (CONSENT 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Names of those who can give parental consent:		Physical measurements <i>Consent (parent) CHILD ELEMENTS (CONSENT 2)</i> <i>Consent (child) CONSENT FROM CHILD (CONSENT 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	Teacher survey <i>Consent (parent) CHILD ELEMENTS (CONSENT 2)</i> <i>Consent (child) CONSENT FROM CHILD (CONSENT 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household level			Cognitive observations					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			Other elements					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Child of the New Century
Age 11 Survey
Contact information update sheet**
10-030358-01-01 CONFIDENTIAL

*Interviewers: This sheet is for you to note any changes to contact information that you will need to update on iProgress.

Address number (write in)		Check digit	
---------------------------	--	----------------	--

A. Follow up information 1

A1	<p>Record follow up address or address update from office / telephone number of cohort family or stable contacts: Please indicate whether this is an update for the Cohort family or a stable contact: Cohort family update <input type="checkbox"/> Stable contact update <input type="checkbox"/></p> <p>Main contact at address:</p> <p>Address:</p> <p>..... Postcode:</p>		
	Phone no (inc. area code):	Mobile no:	E-mail address:
	Notes on address location:		

B. Follow up information 2

B1	<p>Record follow up address or address update from office / telephone number of cohort family or stable contacts: Please indicate whether this is an update for the Cohort family or a stable contact: Cohort family update <input type="checkbox"/> Stable contact update <input type="checkbox"/></p> <p>Main contact at address:</p> <p>Address:</p> <p>..... Postcode:</p>		
	Phone no (inc. area code):	Mobile no:	E-mail address:
	Notes on address location:		

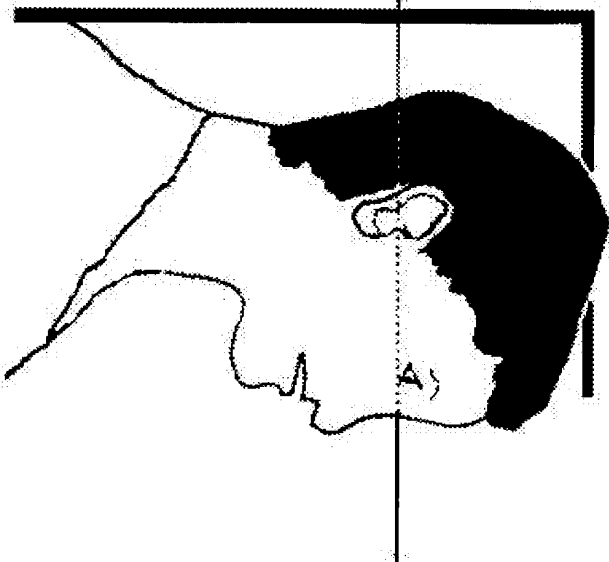
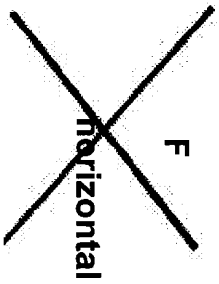
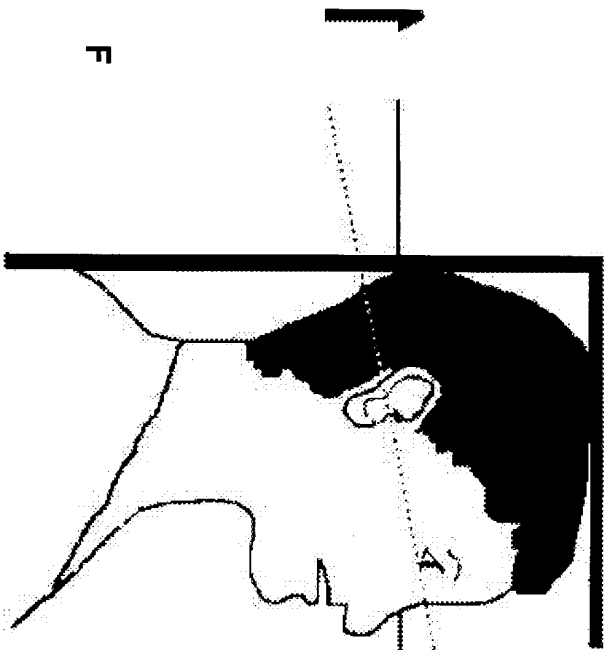
C. Follow up information 3

C1	Record follow up address or address update from office / telephone number of cohort family or stable contacts:		
	<u>Please indicate whether this is an update for the Cohort family or a stable contact:</u>		
	Cohort family update <input type="checkbox"/>	Stable contact update <input type="checkbox"/>	
	Main contact at address:		
	Address:		
.....Postcode:			
Phone no (inc. area code):	Mobile no:	E-mail address:	
Notes on address location:			

D. Follow up information 4

D1	Record follow up address or address update from office / telephone number of cohort family or stable contacts:		
	<u>Please indicate whether this is an update for the Cohort family or a stable contact:</u>		
	Cohort family update <input type="checkbox"/>	Stable contact update <input type="checkbox"/>	
	Main contact at address:		
	Address:		
.....Postcode:			
Phone no (inc. area code):	Mobile no:	E-mail address:	
Notes on address location:			

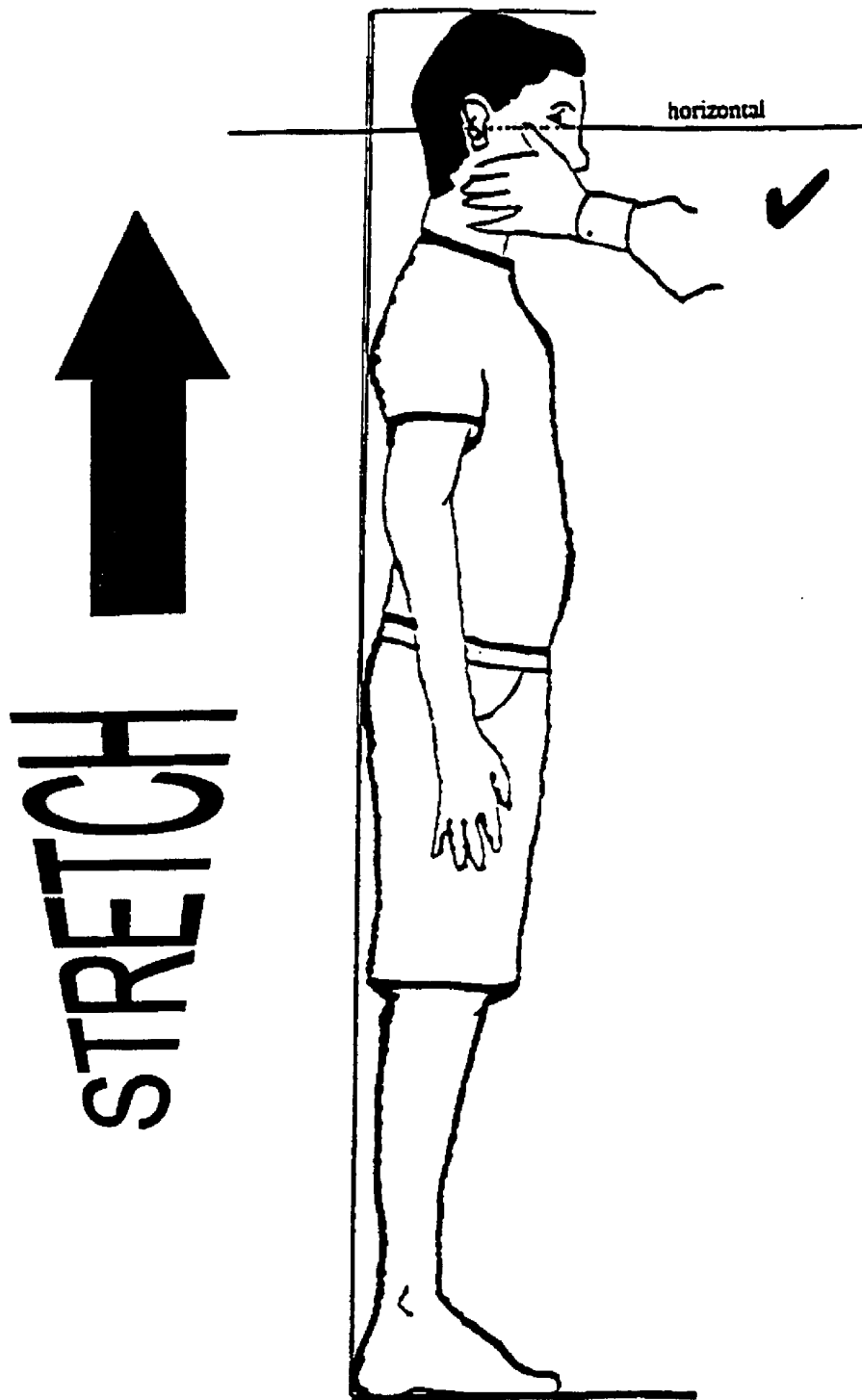
FRANKFORT PLANE CARD



X

✓

MEASURING CHILDREN'S HEIGHT



① MAKE SURE
HEAD
IN
FRANKFORT
PLANE

② APPLY GENTLE
UPWARD
PRESSURE



Ipsos MORI

Date:

Ref:/10-030358-01-01

Dear

Earlier today I called to speak to you and your family about the Child of the New Century Age 11 Survey Pilot. You were out when I called but I will try again in the next few days. If you would prefer to (re)arrange an appointment or if you have any questions about the pilot survey, please call me on

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

Interviewer:

Thank you for your help



Ipsos MORI

Child of the New Century - Age 11 Survey Pilot Letter for Class Teacher

Dear

My child

is taking part in the Age 11 Survey Pilot of the 'Child of the New Century' study.

This important national study is exploring what it is like to grow up in the 21st Century by following over 19,000 children born in the UK in 2000/2001 throughout their lives. An important part of the study involves collecting information on various aspects of the child's education at school from their class teacher.

The next survey is planned for 2012 when the children are 11 years of age and in their last year of primary school. Before then, a special pilot survey is taking place to try out the questions and other aspects of the survey. My child and I have already taken part in this pilot survey.

I am writing to let you know that I have given my written permission and my child has agreed for you to be invited to take part in this pilot survey too. As part of this I have provided your name and the school name and address. If you do participate in this pilot survey, please be assured that your responses will **not** be shared with me or my child.

'Child of the New Century' is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies at the Institute of Education. Ipsos MORI is an independent research organisation. All information you provide will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

You do not have to do anything for now. In October 2011 you will receive a questionnaire through the post and more information about the study. If you have any questions, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

With kind regards,

Name

Signed **Date**



Ipsos MORI

Plentyn y Ganrif Newydd – Arolwg Peilot 11 Oed Llythyr i'r Athro Dosbarth

Annwyl

Mae fy mhlentyn

yn cymryd rhan yn Arolwg Peilot 11 Oed yr astudiaeth 'Plentyn y Ganrif Newydd'.

Mae'r astudiaeth bwysig hon yn archwilio sut brofiad ydi hi i dyfu fyny yn yr 21^{ain} Ganrif trwy ddilyn dros 19,000 o blant a aned yn y Deyrnas Unedig yn 2000/2001 trwy gydol eu bywydau. Mae rhan bwysig o'r astudiaeth yn cynnwys casglu gwybodaeth ar amrywiol agweddau o addysg y plentyn yn yr ysgol gan eu hathro dosbarth.

Mae'r arolwg nesaf wedi ei gynllunio ar gyfer 2012 pan fydd y plant yn 11 oed ac yn eu blwyddyn olaf o ysgol gynradd. Cyn hynny, mae arolwg peilot arbennig yn cael ei gynnal i brofi'r cwestiynau ac agweddau eraill o'r arolwg. Mae fy mhlentyn a minnau eisoes wedi cymryd rhan yn yr astudiaeth beilot.

Rwy'n ysgrifennu i roi gwybod i chi fy mod wedi rhoi fy nghaniatâd ysgrifenedig ac mae fy mhlentyn wedi cytuno i chi gael eich gwahodd i gymryd rhan yn yr arolwg peilot hwn hefyd. Yn rhan o hyn rwyf wedi darparu'ch enw ac enw a chyfeiriad yr ysgol. Os byddwch yn cymryd rhan yn yr arolwg peilot hwn, gallaf eich sicrhau **na** fydd eich atebion yn cael eu rhannu gyda mi na fy mhlentyn.

Mae 'Plentyn y Ganrif Newydd' yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies yn y Sefydliad Addysg. Mae Ipsos MORI yn sefydliad ymchwil annibynnol. Bydd yr holl wybodaeth a ddarparwch yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac yn cael ei defnyddio i ddibenion ymchwil yn unig.

Does dim rhaid i chi wneud dim byd am y tro. Yn Hydref 2011 byddwch yn derbyn holiadur trwy'r post a rhagor o wybodaeth am yr astudiaeth. Os oes gennych unrhyw gwestiynau, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (dydd Llun i ddydd Gwener). Am ragor o wybodaeth ynglŷn â'r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net.

Cofion cynnes,

Enw

Llofnodwyd **Dyddiad**



CHILD OF THE NEW CENTURY

Ipsos MORI

What are my measurements?

My Name: Date: Time:

How tall am I? cm

(..... feet inches)

How much kilograms
do I weigh?

(..... stones pounds)

What is my body
fat percentage? %



PLENTYN Y GANRIF NEWYDD

Ipsos MORI

Beth yw fy mesuriadau?

Fy Enw: Dyddiad: Amser:

Pa mor dal ydw i? cm

(..... troedfedd modfedd)

Beth yw cilogram
fy mhwysau?

(..... stôn pwys)

Beth yw canran
Braster fy nghorff? %

Child of the New Century

Age 11 Survey

Sample Information Sheet

Ipsos MORI

10-030358-01-01 Confidential

Address number, check digit and sample point

«IMSerial» «IMCheckDigit» «Point_number»

Current address:

«CurrentAddressLine1»
 «CurrentAddressLine2»
 «CurrentAddressLine3»
 «CurrentTown»
 «CurrentCounty»
 «CurrentPostcode»

Home telephone number:

«HomeTel»

Parent 1: person number, title, first name, (known as name) middle name(s), surname

«P1_Nr» «Parent1Name»

Parent 1: Relationship to study child

«P1_RelToCM»

Parent 1: Sex and date of birth

«P1_Sex» «P1_DateOfBirth»

Parent 1: mobile telephone number

«P1_MobileTel»

Parent 1: work telephone number

«P1_WorkTel»

Parent 1: email address

«P1_Email»

Study child: child number, first name, (known as name) middle name(s), surname

«CM1_Nr» «Child1Name»
 «CM2_Nr» «Child2Name»
 «CM3_Nr»

Study child: child number, sex and date of birth

«CM1_Nr» «CM1_Sex» «CM1_DateOfBirth»
 «CM2_Nr» «CM2_Sex» «CM2_DateOfBirth»
 «CM3_Nr» «CM3_Sex» «CM3_DateOfBirth»

Status of current address

«Status»

Date family last confirmed at address

«AddrDateLast»

Date family first confirmed at address

«AddrDateFirst»

Parent 2: person number, title, first name, (known as name) middle name(s), surname

«P2_Nr» «Parent2Name»

Parent 2: Relationship to study child

«P2_RelToCM»

Parent 2: Sex and date of birth

«P2_Sex» «P2_DateOfBirth»

Parent 2: mobile telephone number

«P2_MobileTel»

Parent 2: work telephone number

«P2_WorkTel»

Parent 2: email address

«P2_Email»

INFORMATION TO BE USED FOR TRACING:**Stable contact person for Parent 1: title, full name, address, phone number(s), email and relationship to study child**

«P1StableName»
 «P1_SA_AddressLine1»
 «P1_SA_AddressLine2»
 «P1_SA_AddressLine3»
 «P1_SA_Town» «P1_SA_County»
 «P1_SA_Postcode»
 «P1_SA_Country»
 «P1_SA_T1_PhoneNumber»
 «P1_SA_Email»
 «P1_SA_RelationshipToCM»

School address from last sweep participated:

«cfscnm_school_name»
 «cfsad1_school_address_line_1»
 «cfsad2_school_address_line_2»
 «cfsad3_school_address_line_3»
 «cfsad4_school_address_line_4»
 «cfsad5_school_postcode»

Stable contact person for Parent 2: title, full name, address, phone number(s), email and relationship to study child

«P2StableName»
 «P2_SA_AddressLine1»
 «P2_SA_AddressLine2»
 «P2_SA_AddressLine3»
 «P2_SA_Town» «P2_SA_County»
 «P2_SA_Postcode»
 «P2_SA_Country»
 «P2_SA_T1_PhoneNumber»
 «P2_SA_Email»
 «P2_SA_RelationshipToCM»

INFORMATION FROM PREVIOUS SURVEYS : Household information

Address at last interview	«ALI_AddressLine1» «ALI_AddressLine2» «ALI_AddressLine3» «ALI_Town» «ALI_County» «ALI_Postcode»
Sweep family last participated	«Sweep_LastInterview»
Day and date of last interview	«Date_LastInterview»
Time of last interview	«Date_and_time_of_interview»
Number of people in household at last interview	«NumHH_LastInterview»
Household level outcome from CNC4	«MCS4_Outcome»
Household level outcome from CNC3	«MCS3_Outcome»
Household level outcome from CNC2	«MCS2_Outcome»
Household level outcome from CNC1	«MCS1_Outcome»
Responded to Dress Rehearsal pre-notification letter?	«PN_Response»
First contact method	«contmeth»
Priority within wave	«priority»
Likelihood of having moved	«moverlikely»

Respondent information

	Main respondent at sweep family last participated	Partner respondent at sweep family last participated
Sweep family last participated in	«Sweep_LastInterview»	
Name	«cfmpna_main_first_name»	«cfppna_partner_first_name»
Sex	«cfmpsx_main_sex»	«cfppsx_partner_sex»
Date of birth	«cfmpdb_main_dob»	«cfppdb_partnerdob»
Person number	«cfmpnm_main_person_number»	«cfppnm_partner_person_number»
Last individual outcome	«Main_outcome_at_last_sweep»	«Partner_outcome_at_last_sweep» «If_proxy_partner»

Study child information

	Child 1	Child 2	Child 3
Name	«Child1Name»	«Child2Name»	
Suggested method for child questionnaire at CNC5	«SCmethod_child_1»	«SCmethod_child_2»	
CNC4 child questionnaire outcome	«scplanflag1»	«scplanflag2»	
CNC4 cognitive assessments outcome	«cfcgoc4a_Cog_outcome_sw4_child1»	«cfcgoc4a_Cog_outcome_sw4_child2»	
CNC4 physical measurements outcome	«cfphoc4a_Measurement_outcome_sw4_child_1»	«cfphoc4a_Measurement_outcome_sw4_child_2»	
CNC3 cognitive assessments outcome	«cfcgoc3a_Cog_outcome_sw3_child1»	«cfcgoc3a_Cog_outcome_sw3_child2»	
CNC3 physical measurements outcome	«cfphoc3a_Measurement_outcome_sw3_child_1»	«cfphoc3a_Measurement_outcome_sw3_child_2»	
Whether child is registered blind or offered registration	«cfblnda_offered_or_registered_blind_chil»	«cfblndb_offered_or_registered_blind_chil»	
Whether child has autism	«cfautsa_autism_child1»	«cfautsb_autism_child2»	
Whether child has ADHD	«cfadhda_ADHD_child1»	«cfadhd_b_adhd_child2»	

Further information

«Memo_Useful»
«Memo_Delicate»

**Child of the New
Century**
Age 11 Pilot

Ipsos MORI

**MAIN RESPONDENT SHOWCARDS
ENGLAND**

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White – English/Welsh/Scottish/Northern Irish/British**
- 2 White – Irish**
- 3 White – Gypsy or Irish Traveller**
- 4 Any other White background**
- 5 Mixed/multiple ethnic groups - White and Black Caribbean**
- 6 Mixed/multiple ethnic groups - White and Black African**
- 7 Mixed/multiple ethnic groups - White and Asian**
- 8 Any other mixed/multiple ethnic background**
- 9 Asian/Asian British - Indian**
- 10 Asian/Asian British - Pakistani**
- 11 Asian/Asian British - Bangladeshi**
- 12 Asian/Asian British - Chinese**
- 13 Any other Asian background**
- 14 Black/African/Caribbean/Black British - African**
- 15 Black/African/Caribbean/Black British - Caribbean**
- 16 Any other Black/African/Caribbean background**
- 17 Other ethnic group - Arab**
- 18 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different etc.)**

- 2 Financial reasons (unemployment, lack of money etc)**

- 3 Health reasons (depressed, sick etc)**

- 4 Alcohol/ drug problems**

- 5 Violent abusive behaviour**

- 6 Other**

CARD B4

- 1 Buy clothes, toys or presents for child**
- 2 Help pay for child's school-related activities**
- 3 Look after your child while you/your partner are at work**
- 4 Help with repairs around the child's house**
- 5 Buy food or groceries for child's household**
- 6 Help make rent or mortgage payments for your child's household**
- 7 Help pay for utilities or other household bills for your child's household**
- 8 Help pay for holidays for your child and/or take your child on holiday**
- 9 Help pay for outings to special places or events for your child and/or take your child on outings to special places or events**
- 10 Help you out with other expenses**

CARD B5

1 Not very close

2 Fairly close

3 Very close

4 Extremely close

CARD B6

- 1 Parent(s) unable to cope/needed a break**
- 2 Parent(s) mistreated child/children or his/her/their siblings**
- 3 Parent(s) ill in hospital**
- 4 Parent(s) died**
- 5 Other reason**

CARD B7

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

CARD B8

- 1 Statutory children's home**

- 2 Foster parents**

- 3 Voluntary children's home**

- 4 Boarding school**

- 5 Living with relatives**

- 6 Prison or Offenders centre**

- 7 Some other place**

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C1

1 Always

2 Usually

3 Sometimes

4 Never

CARD C2

- 1 Individual support in class from teacher/assistant**

- 2 Individual support in class from a family member**

- 3 Special classes**

- 4 Adaptations have been made to physical environment**

- 5 Equipment has been provided**

- 6 Attends a special school**

- 7 Other**

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**

- 2 Help out elsewhere e.g. library, school trips, dinner duties**

- 3 Help with fund-raising activities/special events e.g. fetes, sports days**

- 4 Help out outside class with special interest groups like drama/sports**

- 5 Part of parents association/committee/group**

- 6 Part of management board/governing body**

- 7 Some other activity**

CARD C6

1 Every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often

CARD C7

- 1 Grandparents**
- 2 Non-resident parent/ absent father/ absent mother**
- 3 Older brother(s) / sister(s)**
- 4 Other relatives**
- 5 Friends/neighbours**
- 6 Childminder**
- 7 Nanny**
- 8 Au pair**
- 9 Other**

CARD C8

- 1 You/your husband/wife/partner**
- 2 Grandparents**
- 3 Non-resident parent/ absent father/ absent mother**
- 4 Brothers/sisters**
- 5 Other relatives**
- 6 Friends/neighbours**
- 7 Holiday scheme or club**
- 8 Children's Centre**
- 9 Childminder**
- 10 Nanny**
- 11 Au pair**
- 12 Other**

CARD C9

- A School is near or nearest to home**
- B His/her friends go or were intending to go there**
- C His/her brother/sister went/go there**
- D Other relative/parent went/go there**
- E How likely it was that he/she would get a place**
- F School has good exam results/academic reputation**
- G School has strong anti-bullying/discipline policy**
- H School offers a good range of extra curricular activities e.g. music, dance, acting etc**
- I Wanted child to go to a school with a specialist curriculum e.g. language, sports, technology, performing arts etc**
- J School has good facilities**
- K General good impression of school**
- L Religious grounds**
- N Easy to get to on public transport**
- M Ethnic mix of the school**
- O School teaches in a language other than English**
- P Wanted him/her to go to single-sex only school**
- Q Other reasons relating to the other children who go to the school**
- R Other reason**

CARD C10

- 1 School achievement and attainment tables**
- 2 Talked to people you know whose child goes to the school**
- 3 Talked to the parents of child's primary school friends**
- 4 Talked to the child's primary school teachers**
- 5 School visits**
- 6 School websites**
- 7 School prospectuses or brochure**
- 8 Local authority booklets**
- 9 Inspection reports**
- 10 Local media articles**
- 11 Other**

CARD C11

- 1 Moved home**
- 2 Short-term renting**
- 3 Used the address of a relative or friend**
- 4 Got child into a particular primary school**
- 5 Arranged extra tuition or coaching for child**
- 6 Arranged for extra curricula activities for child**
- 7 Joined a church or place of worship**
- 8 Asked someone with influence in the process to recommend your child**
- 9 Other steps**

CARD C12

- 1 Independent school**
- 2 Comprehensive school**
- 3 Selective school**
- 4 Academy status school**
- 5 Free school**
- 6 Grammar school**
- 7 Special school**
- 8 Other type of school**

CARD C13

1 **Very easy**

2 **Fairly easy**

3 **Neither easy nor difficult**

4 **Fairly difficult**

5 **Very difficult**

CARD D1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD D2

- 1 Illness or injuries**

- 2 Physique, coordination or skills**

- 3 Shyness or embarrassment**

- 4 Lack of time**

- 5 Lack of choice, appropriate facilities**

- 6 Cost**

- 7 Fear of other children or threat of intimidation from other children**

- 8 Fear of injury**

CARD D3

1 Every day or almost day

2 Several times a week

3 Once or twice a week

4 At least once a month

5 Every few months

6 At least once a year

7 Less often or never

CARD D4

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD D5

- 1 Most weekends**
- 2 At least once a month**
- 3 Less often than once a month**
- 4 Never**

CARD D6

- 1 Most days**
- 2 At least once a week**
- 3 At least once a month**
- 4 Less often than once a month**
- 5 Never**

CARD D7

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD F2

- 1 Never wets the bed at night**

- 2 Occasionally wets the bed at night**

- 3 Wets the bed at night once or twice a week**

- 4 Wets the bed at night three or more times a week**

- 5 Wears night time pads**

CARD F3

- 1 More than once a day**

- 2 Once a day**

- 3 3-6 days a week**

- 4 1-2 days a week**

- 5 Less often but at least once a month**

- 6 Less than once a month**

- 7 Never**

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G2

1 None

2 Very mild

3 Mild

4 Moderate

5 Severe

6 Very severe

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H6

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

CARD H7

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

CARD H8

- 1 Very satisfied**

- 2 Fairly satisfied**

- 3 Neither satisfied nor dissatisfied**

- 4 Fairly dissatisfied**

- 5 Very dissatisfied**

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H17

- 1 Stocks and/or Share (including share options, employee share ownership or share clubs)**

- 2 Unit or Investment Trusts/Bonds and Gilts (government or corporate)**

- 3 Property or land, other than this home (including business or farm property and land, and property abroad)**

- 4 Other Investments or Assets**

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H23

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

CARD H24

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

CARD H25

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

CARD J1

- 1 Want to buy**
- 2 Want larger home**
- 3 Want better home**
- 4 To be nearer work or partner's work**
- 5 To be nearer relative(s)**
- 6 Relationship breakdown**
- 7 New relationship**
- 8 Want to move to a better area**
- 9 For children's education**
- 10 Just want a change**
- 11 Want place of own**
- 12 Problem with neighbours**
- 13 Need a cheaper home / cannot afford current home**
- 14 Other reason**

CARD J3

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

CARD J4

1 A dog

2 A cat

3 Some other furry pet (e.g. hamster, rabbit)

4 A bird

5 Some other pet (eg. fish, tortoise)

CARD J6

1 Excellent

2 Good

3 Average

4 Poor

5 Very poor

CARD K1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD K2

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD K3

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

CARD L1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD L2

- 1 White – English/Welsh/Scottish/Northern Irish/British**
- 2 White – Irish**
- 3 White – Gypsy or Irish Traveller**
- 4 Any other White background**
- 5 Mixed/multiple ethnic groups - White and Black Caribbean**
- 6 Mixed/multiple ethnic groups - White and Black African**
- 7 Mixed/multiple ethnic groups - White and Asian**
- 8 Any other mixed/multiple ethnic background**
- 9 Asian/Asian British - Indian**
- 10 Asian/Asian British - Pakistani**
- 11 Asian/Asian British - Bangladeshi**
- 12 Asian/Asian British - Chinese**
- 13 Any other Asian background**
- 14 Black/African/Caribbean/Black British - African**
- 15 Black/African/Caribbean/Black British - Caribbean**
- 16 Any other Black/African/Caribbean background**
- 17 Other ethnic group - Arab**
- 18 Any other ethnic group**

CARD L6

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

CARD L7

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

CARD L8

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

CARD L9

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

CARD L10

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

CARD L11

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

Child of the New Century

Age 11 Pilot

Ipsos MORI

**MAIN RESPONDENT SHOWCARDS
Northern Ireland**

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White**
- 2 Chinese**
- 3 Irish Traveller**
- 4 Indian**
- 5 Pakistani**
- 6 Bangladeshi**
- 7 Black Caribbean**
- 8 Black African**
- 9 Black Other**
- 10 Mixed ethnic group**
- 11 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different etc.)**

- 2 Financial reasons (unemployment, lack of money etc)**

- 3 Health reasons (depressed, sick etc)**

- 4 Alcohol/ drug problems**

- 5 Violent abusive behaviour**

- 6 Other**

CARD B4

- 1 Buy clothes, toys or presents for child**
- 2 Help pay for child's school-related activities**
- 3 Look after your child while you/your partner are at work**
- 4 Help with repairs around the child's house**
- 5 Buy food or groceries for child's household**
- 6 Help make rent or mortgage payments for your child's household**
- 7 Help pay for utilities or other household bills for your child's household**
- 8 Help pay for holidays for your child and/or take your child on holiday**
- 9 Help pay for outings to special places or events for your child and/or take your child on outings to special places or events**
- 10 Help you out with other expenses**

CARD B5

1 Not very close

2 Fairly close

3 Very close

4 Extremely close

CARD B7

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

CARD B8

- 1 Statutory children's home**

- 2 Foster parents**

- 3 Voluntary children's home**

- 4 Boarding school**

- 5 Living with relatives**

- 6 Prison or Offenders centre**

- 7 Some other place**

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C1

1 Always

2 Usually

3 Sometimes

4 Never

CARD C2

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

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**

- 2 Help out elsewhere e.g. library, school trips, dinner duties**

- 3 Help with fund-raising activities/special events e.g. fetes, sports days**

- 4 Help out outside class with special interest groups like drama/sports**

- 5 Part of parents association/committee/group**

- 6 Part of management board/governing body**

- 7 Some other activity**

CARD C6

1 Every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often

CARD C7

- 1 Grandparents**
- 2 Non-resident parent/ absent father/ absent mother**
- 3 Older brother(s) / sister(s)**
- 4 Other relatives**
- 5 Friends/neighbours**
- 6 Childminder**
- 7 Nanny**
- 8 Au pair**
- 9 Other**

CARD C8

- 1 You/your husband/wife/partner**
- 2 Grandparents**
- 3 Non-resident parent/ absent father/ absent mother**
- 4 Brothers/sisters**
- 5 Other relatives**
- 6 Friends/neighbours**
- 7 Holiday scheme or club**
- 8 Children's Centre**
- 9 Childminder**
- 10 Nanny**
- 11 Au pair**
- 12 Other**

CARD C9

- A** School is near or nearest to home
- B** His/her friends go or were intending to go there
- C** His/her brother/sister went/go there
- D** Other relative/parent went/go there
- E** How likely it was that he/she would get a place
- F** School has good exam results/academic reputation
- G** School has strong anti-bullying/discipline policy
- H** School offers a good range of extra curricular activities e.g. music, dance, acting etc
- I** Wanted child to go to a school with a specialist curriculum e.g. language, sports, technology, performing arts etc
- J** School has good facilities
- K** General good impression of school
- L** Religious grounds
- N** Easy to get to on public transport
- M** Ethnic mix of the school
- O** School teaches in a language other than English
- P** Wanted him/her to go to single-sex only school
- Q** Other reasons relating to the other children who go to the school
- R** Other reason

CARD C10

- 1 School achievement and attainment tables**
- 2 Talked to people you know whose child goes to the school**
- 3 Talked to the parents of child's primary school friends**
- 4 Talked to the child's primary school teachers**
- 5 School visits**
- 6 School websites**
- 7 School prospectuses or brochure**
- 8 Local authority booklets**
- 9 Inspection reports**
- 10 Local media articles**
- 11 Other**

CARD C11

- 1 Moved home**
- 2 Short-term renting**
- 3 Used the address of a relative or friend**
- 4 Got child into a particular primary school**
- 5 Arranged extra tuition or coaching for child**
- 6 Arranged for extra curricula activities for child**
- 7 Joined a church or place of worship**
- 8 Asked someone with influence in the process to recommend your child**
- 9 Other steps**

CARD C12

- 1 Independent school**
- 2 Comprehensive school**
- 3 Selective school**
- 4 Academy status school**
- 5 Free school**
- 6 Grammar school**
- 7 Special school**
- 8 Other type of school**

CARD C13

1 **Very easy**

2 **Fairly easy**

3 **Neither easy nor difficult**

4 **Fairly difficult**

5 **Very difficult**

CARD D1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD D2

- 1 Illness or injuries**

- 2 Physique, coordination or skills**

- 3 Shyness or embarrassment**

- 4 Lack of time**

- 5 Lack of choice, appropriate facilities**

- 6 Cost**

- 7 Fear of other children or threat of intimidation from other children**

- 8 Fear of injury**

CARD D3

1 Every day or almost day

2 Several times a week

3 Once or twice a week

4 At least once a month

5 Every few months

6 At least once a year

7 Less often or never

CARD D4

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD D5

1 Most weekends

2 At least once a month

3 Less often than once a month

4 Never

CARD D6

- 1 Most days**
- 2 At least once a week**
- 3 At least once a month**
- 4 Less often than once a month**
- 5 Never**

CARD D7

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD F2

- 1 Never wets the bed at night**
- 2 Occasionally wets the bed at night**
- 3 Wets the bed at night once or twice a week**
- 4 Wets the bed at night three or more times a week**
- 5 Wears night time pads**

CARD F3

- 1 More than once a day**
- 2 Once a day**
- 3 3-6 days a week**
- 4 1-2 days a week**
- 5 Less often but at least once a month**
- 6 Less than once a month**
- 7 Never**

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G2

1 None

2 Very mild

3 Mild

4 Moderate

5 Severe

6 Very severe

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H6

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

CARD H7

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

CARD H8

- 1 Very satisfied**

- 2 Fairly satisfied**

- 3 Neither satisfied nor dissatisfied**

- 4 Fairly dissatisfied**

- 5 Very dissatisfied**

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H12

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H16

1 Account at a bank, building society or elsewhere

2 Premium Bonds or National Savings Accounts or Certificates

3 ISA – cash or TESSA

4 ISA – stocks and shares or PEPS

5 Some other form of savings account

CARD H17

- 1 Stocks and/or Share (including share options, employee share ownership or share clubs)**

- 2 Unit or Investment Trusts/Bonds and Gilts (government or corporate)**

- 3 Property or land, other than this home (including business or farm property and land, and property abroad)**

- 4 Other Investments or Assets**

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H21

- 1 Child does this**
- 2 Child would like to do this, but we cannot afford it at the moment**
- 3 Child does not want/need this at the moment**

CARD H22

- 1 We do this**
- 2 We would like to do this but cannot afford to at the moment**
- 3 We do not want/need this at the moment**

CARD H23

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

CARD H24

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

CARD H25

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

CARD J1

- 1 Want to buy**
- 2 Want larger home**
- 3 Want better home**
- 4 To be nearer work or partner's work**
- 5 To be nearer relative(s)**
- 6 Relationship breakdown**
- 7 New relationship**
- 8 Want to move to a better area**
- 9 For children's education**
- 10 Just want a change**
- 11 Want place of own**
- 12 Problem with neighbours**
- 13 Need a cheaper home / cannot afford current home**
- 14 Other reason**

CARD J3

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

CARD J4

1 A dog

2 A cat

3 Some other furry pet (e.g. hamster, rabbit)

4 A bird

5 Some other pet (eg. fish, tortoise)

CARD J5

1 Strongly agree

2 Agree

3 Neither agree nor disagree

4 Disagree

5 Strongly disagree

CARD J6

1 Excellent

2 Good

3 Average

4 Poor

5 Very poor

CARD K1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD K2

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD K3

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

CARD L1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single never married**
- 5 Divorced**
- 6 Widowed**

CARD L5

- 1 White**
- 2 Chinese**
- 3 Irish Traveller**
- 4 Indian**
- 5 Pakistani**
- 6 Bangladeshi**
- 7 Black Caribbean**
- 8 Black African**
- 9 Black Other**
- 10 Mixed ethnic group**
- 11 Any other ethnic group**

CARD L6

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

CARD L7

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

CARD L8

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

CARD L9

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

CARD L10

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

CARD L11

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

Child of the New Century

Age 11 Pilot

Ipsos MORI

**MAIN RESPONDENT SHOWCARDS
Scotland**

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White - Scottish**
- 2 White - Other British**
- 3 White - Irish**
- 4 White – Gypsy or Traveller**
- 5 White - Polish**
- 6 Any other white ethnic group**
- 7 Any mixed or multiple ethnic groups**
- 8 Asian/Asian Scottish/Asian British – Pakistani/Pakistani Scottish/Pakistani British**
- 9 Asian/Asian Scottish/Asian British – Indian/Indian Scottish/Indian British**
- 10 Asian/Asian Scottish/Asian British – Bangladeshi/Bangladeshi Scottish/Bangladeshi British**
- 11 Asian/Asian Scottish/Asian British – Chinese/Chinese Scottish/Chinese British**
- 12 Any other Asian background**
- 13 Caribbean or Black – Caribbean/Caribbean Scottish/Caribbean British**
- 14 Caribbean or Black – Black/Black Scottish/Black British**
- 14 Any other Caribbean or Black background**
- 16 Other ethnic group – Arab/Arab Scottish/Arab British**
- 17 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different etc.)**

- 2 Financial reasons (unemployment, lack of money etc)**

- 3 Health reasons (depressed, sick etc)**

- 4 Alcohol/ drug problems**

- 5 Violent abusive behaviour**

- 6 Other**

CARD B4

- 1 Buy clothes, toys or presents for child**
- 2 Help pay for child's school-related activities**
- 3 Look after your child while you/your partner are at work**
- 4 Help with repairs around the child's house**
- 5 Buy food or groceries for child's household**
- 6 Help make rent or mortgage payments for your child's household**
- 7 Help pay for utilities or other household bills for your child's household**
- 8 Help pay for holidays for your child and/or take your child on holiday**
- 9 Help pay for outings to special places or events for your child and/or take your child on outings to special places or events**
- 10 Help you out with other expenses**

CARD B5

1 Not very close

2 Fairly close

3 Very close

4 Extremely close

CARD B6

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

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

- 3 Parent(s) ill in hospital**

- 4 Parent(s) died**

- 5 Other reason**

CARD B7

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

CARD B8

- 1 Statutory children's home**

- 2 Foster parents**

- 3 Voluntary children's home**

- 4 Boarding school**

- 5 Living with relatives**

- 6 Prison or Offenders centre**

- 7 Some other place**

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C1

1 Always

2 Usually

3 Sometimes

4 Never

CARD C2

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

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**

- 2 Help out elsewhere e.g. library, school trips, dinner duties**

- 3 Help with fund-raising activities/special events e.g. fetes, sports days**

- 4 Help out outside class with special interest groups like drama/sports**

- 5 Part of parents association/committee/group**

- 6 Part of management board/governing body**

- 7 Some other activity**

CARD C6

1 Every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often

CARD C7

- 1 Grandparents**
- 2 Non-resident parent/ absent father/ absent mother**
- 3 Older brother(s) / sister(s)**
- 4 Other relatives**
- 5 Friends/neighbours**
- 6 Childminder**
- 7 Nanny**
- 8 Au pair**
- 9 Other**

CARD C8

- 1 You/your husband/wife/partner**
- 2 Grandparents**
- 3 Non-resident parent/ absent father/ absent mother**
- 4 Brothers/sisters**
- 5 Other relatives**
- 6 Friends/neighbours**
- 7 Holiday scheme or club**
- 8 Children's Centre**
- 9 Childminder**
- 10 Nanny**
- 11 Au pair**
- 12 Other**

CARD C9

- A School is near or nearest to home**
- B His/her friends go or were intending to go there**
- C His/her brother/sister went/go there**
- D Other relative/parent went/go there**
- E How likely it was that he/she would get a place**
- F School has good exam results/academic reputation**
- G School has strong anti-bullying/discipline policy**
- H School offers a good range of extra curricular activities e.g. music, dance, acting etc**
- I Wanted child to go to a school with a specialist curriculum e.g. language, sports, technology, performing arts etc**
- J School has good facilities**
- K General good impression of school**
- L Religious grounds**
- N Easy to get to on public transport**
- M Ethnic mix of the school**
- O School teaches in a language other than English**
- P Wanted him/her to go to single-sex only school**
- Q Other reasons relating to the other children who go to the school**
- R Other reason**

CARD C10

- 1 School achievement and attainment tables**
- 2 Talked to people you know whose child goes to the school**
- 3 Talked to the parents of child's primary school friends**
- 4 Talked to the child's primary school teachers**
- 5 School visits**
- 6 School websites**
- 7 School prospectuses or brochure**
- 8 Local authority booklets**
- 9 Inspection reports**
- 10 Local media articles**
- 11 Other**

CARD C11

- 1 Moved home**
- 2 Short-term renting**
- 3 Used the address of a relative or friend**
- 4 Got child into a particular primary school**
- 5 Arranged extra tuition or coaching for child**
- 6 Arranged for extra curricula activities for child**
- 7 Joined a church or place of worship**
- 8 Asked someone with influence in the process to recommend your child**
- 9 Other steps**

CARD C12

- 1 Independent school**
- 2 Comprehensive school**
- 3 Selective school**
- 4 Academy status school**
- 5 Free school**
- 6 Grammar school**
- 7 Special school**
- 8 Other type of school**

CARD C13

1 **Very easy**

2 **Fairly easy**

3 **Neither easy nor difficult**

4 **Fairly difficult**

5 **Very difficult**

CARD D1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD D2

- 1 Illness or injuries**

- 2 Physique, coordination or skills**

- 3 Shyness or embarrassment**

- 4 Lack of time**

- 5 Lack of choice, appropriate facilities**

- 6 Cost**

- 7 Fear of other children or threat of intimidation from other children**

- 8 Fear of injury**

CARD D3

1 Every day or almost day

2 Several times a week

3 Once or twice a week

4 At least once a month

5 Every few months

6 At least once a year

7 Less often or never

CARD D4

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD D5

1 Most weekends

2 At least once a month

3 Less often than once a month

4 Never

CARD D6

- 1 Most days**
- 2 At least once a week**
- 3 At least once a month**
- 4 Less often than once a month**
- 5 Never**

CARD D7

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD F1

- 1 **Twice a day or more**

- 2 **Once a day**

- 3 **At least once a week but not daily**

- 4 **Less than once a week**

- 5 **Never**

CARD F2

- 1 Never wets the bed at night**

- 2 Occasionally wets the bed at night**

- 3 Wets the bed at night once or twice a week**

- 4 Wets the bed at night three or more times a week**

- 5 Wears night time pads**

CARD F3

- 1 More than once a day**
- 2 Once a day**
- 3 3-6 days a week**
- 4 1-2 days a week**
- 5 Less often but at least once a month**
- 6 Less than once a month**
- 7 Never**

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H6

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

CARD H7

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

CARD H8

1 Very satisfied

2 Fairly satisfied

3 Neither satisfied nor dissatisfied

4 Fairly dissatisfied

5 Very dissatisfied

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H16

1 Account at a bank, building society or elsewhere

2 Premium Bonds or National Savings Accounts or Certificates

3 ISA – cash or TESSA

4 ISA – stocks and shares or PEPS

5 Some other form of savings account

CARD H17

- 1 Stocks and/or Share (including share options, employee share ownership or share clubs)**

- 2 Unit or Investment Trusts/Bonds and Gilts (government or corporate)**

- 3 Property or land, other than this home (including business or farm property and land, and property abroad)**

- 4 Other Investments or Assets**

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H20

- 1 We have this**

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

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

CARD H21

- 1 Child does this**
- 2 Child would like to do this, but we cannot afford it at the moment**
- 3 Child does not want/need this at the moment**

CARD H23

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

CARD H24

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

CARD H25

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

CARD J1

- 1 Want to buy**
- 2 Want larger home**
- 3 Want better home**
- 4 To be nearer work or partner's work**
- 5 To be nearer relative(s)**
- 6 Relationship breakdown**
- 7 New relationship**
- 8 Want to move to a better area**
- 9 For children's education**
- 10 Just want a change**
- 11 Want place of own**
- 12 Problem with neighbours**
- 13 Need a cheaper home / cannot afford current home**
- 14 Other reason**

CARD J3

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

CARD J4

1 A dog

2 A cat

3 Some other furry pet (e.g. hamster, rabbit)

4 A bird

5 Some other pet (eg. fish, tortoise)

CARD J5

- 1 Strongly agree**
- 2 Agree**
- 3 Neither agree nor disagree**
- 4 Disagree**
- 5 Strongly disagree**

CARD J6

1 Excellent

2 Good

3 Average

4 Poor

5 Very poor

CARD K1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD K2

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD K3

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

CARD L1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD L4

- 1 White - Scottish**
- 2 White - Other British**
- 3 White - Irish**
- 4 White – Gypsy or Traveller**
- 5 White - Polish**
- 6 Any other white ethnic group**
- 7 Any mixed or multiple ethnic groups**
- 8 Asian/Asian Scottish/Asian British – Pakistani/Pakistani
Scottish/Pakistani British**
- 9 Asian/Asian Scottish/Asian British – Indian/Indian
Scottish/Indian British**
- 10 Asian/Asian Scottish/Asian British –
Bangladeshi/Bangladeshi Scottish/Bangladeshi British**
- 11 Asian/Asian Scottish/Asian British – Chinese/Chinese
Scottish/Chinese British**
- 12 Any other Asian background**
- 13 Caribbean or Black – Caribbean/Caribbean
Scottish/Caribbean British**
- 14 Caribbean or Black – Black/Black Scottish/Black British**
- 14 Any other Caribbean or Black background**
- 16 Other ethnic group – Arab/Arab Scottish/Arab British**
- 17 Any other ethnic group**

CARD L6

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

CARD L7

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

CARD L8

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

CARD L9

- 1 Looking after the family**

- 2 Found a job, waiting to start it**

- 3 Out of work and looking for a job**

- 4 Out of work, for reasons of poor health**

- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force or voluntary work)**

- 6 On another Government training scheme**

- 7 On a modern apprenticeship scheme**

- 8 Full-time student**

- 9 Retired from paid work**

- 10 Not in paid work for some other reason**

CARD L10

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

CARD L11

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

Child of the New Century

Age 11 Pilot

Ipsos MORI

**MAIN RESPONDENT SHOWCARDS
Wales**

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White –Welsh/English/Scottish/Northern Irish/British**
- 2 White – Irish**
- 3 White – Gypsy or Irish Traveller**
- 4 Any other White background**
- 5 Mixed/multiple ethnic groups - White and Black Caribbean**
- 6 Mixed/multiple ethnic groups - White and Black African**
- 7 Mixed/multiple ethnic groups - White and Asian**
- 8 Any other mixed/multiple ethnic background**
- 9 Asian/Asian British - Indian**
- 10 Asian/Asian British - Pakistani**
- 11 Asian/Asian British - Bangladeshi**
- 12 Asian/Asian British - Chinese**
- 13 Any other Asian background**
- 14 Black/African/Caribbean/Black British - African**
- 15 Black/African/Caribbean/Black British - Caribbean**
- 16 Any other Black/African/Caribbean background**
- 17 Other ethnic group - Arab**
- 18 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different etc.)**

- 2 Financial reasons (unemployment, lack of money etc)**

- 3 Health reasons (depressed, sick etc)**

- 4 Alcohol/ drug problems**

- 5 Violent abusive behaviour**

- 6 Other**

CARD B4

- 1 Buy clothes, toys or presents for child**
- 2 Help pay for child's school-related activities**
- 3 Look after your child while you/your partner are at work**
- 4 Help with repairs around the child's house**
- 5 Buy food or groceries for child's household**
- 6 Help make rent or mortgage payments for your child's household**
- 7 Help pay for utilities or other household bills for your child's household**
- 8 Help pay for holidays for your child and/or take your child on holiday**
- 9 Help pay for outings to special places or events for your child and/or take your child on outings to special places or events**
- 10 Help you out with other expenses**

CARD B5

1 Not very close

2 Fairly close

3 Very close

4 Extremely close

CARD B7

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

CARD B8

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

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C1

1 Always

2 Usually

3 Sometimes

4 Never

CARD C2

- 1 Individual support in class from teacher/assistant**

- 2 Individual support in class from a family member**

- 3 Special classes**

- 4 Adaptations have been made to physical environment**

- 5 Equipment has been provided**

- 6 Attends a special school**

- 7 Other**

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**

- 2 Help out elsewhere e.g. library, school trips, dinner duties**

- 3 Help with fund-raising activities/special events e.g. fetes, sports days**

- 4 Help out outside class with special interest groups like drama/sports**

- 5 Part of parents association/committee/group**

- 6 Part of management board/governing body**

- 7 Some other activity**

CARD C6

1 Every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often

CARD C7

- 1 Grandparents**
- 2 Non-resident parent/ absent father/ absent mother**
- 3 Older brother(s) / sister(s)**
- 4 Other relatives**
- 5 Friends/neighbours**
- 6 Childminder**
- 7 Nanny**
- 8 Au pair**
- 9 Other**

CARD C8

- 1 You/your husband/wife/partner**
- 2 Grandparents**
- 3 Non-resident parent/ absent father/ absent mother**
- 4 Brothers/sisters**
- 5 Other relatives**
- 6 Friends/neighbours**
- 7 Holiday scheme or club**
- 8 Children's Centre**
- 9 Childminder**
- 10 Nanny**
- 11 Au pair**
- 12 Other**

CARD C9

- A School is near or nearest to home**
- B His/her friends go or were intending to go there**
- C His/her brother/sister went/go there**
- D Other relative/parent went/go there**
- E How likely it was that he/she would get a place**
- F School has good exam results/academic reputation**
- G School has strong anti-bullying/discipline policy**
- H School offers a good range of extra curricular activities e.g. music, dance, acting etc**
- I Wanted child to go to a school with a specialist curriculum e.g. language, sports, technology, performing arts etc**
- J School has good facilities**
- K General good impression of school**
- L Religious grounds**
- N Easy to get to on public transport**
- M Ethnic mix of the school**
- O School teaches in a language other than English**
- P Wanted him/her to go to single-sex only school**
- Q Other reasons relating to the other children who go to the school**
- R Other reason**

CARD C10

- 1 School achievement and attainment tables**
- 2 Talked to people you know whose child goes to the school**
- 3 Talked to the parents of child's primary school friends**
- 4 Talked to the child's primary school teachers**
- 5 School visits**
- 6 School websites**
- 7 School prospectuses or brochure**
- 8 Local authority booklets**
- 9 Inspection reports**
- 10 Local media articles**
- 11 Other**

CARD C11

- 1 Moved home**
- 2 Short-term renting**
- 3 Used the address of a relative or friend**
- 4 Got child into a particular primary school**
- 5 Arranged extra tuition or coaching for child**
- 6 Arranged for extra curricula activities for child**
- 7 Joined a church or place of worship**
- 8 Asked someone with influence in the process to recommend your child**
- 9 Other steps**

CARD C12

- 1 Independent school**
- 2 Comprehensive school**
- 3 Selective school**
- 4 Academy status school**
- 5 Free school**
- 6 Grammar school**
- 7 Special school**
- 8 Other type of school**

CARD C13

1 **Very easy**

2 **Fairly easy**

3 **Neither easy nor difficult**

4 **Fairly difficult**

5 **Very difficult**

CARD D1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD D2

- 1 Illness or injuries**

- 2 Physique, coordination or skills**

- 3 Shyness or embarrassment**

- 4 Lack of time**

- 5 Lack of choice, appropriate facilities**

- 6 Cost**

- 7 Fear of other children or threat of intimidation from other children**

- 8 Fear of injury**

CARD D3

1 Every day or almost day

2 Several times a week

3 Once or twice a week

4 At least once a month

5 Every few months

6 At least once a year

7 Less often or never

CARD D4

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD D5

- 1 Most weekends**
- 2 At least once a month**
- 3 Less often than once a month**
- 4 Never**

CARD D7

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD F2

- 1 Never wets the bed at night**

- 2 Occasionally wets the bed at night**

- 3 Wets the bed at night once or twice a week**

- 4 Wets the bed at night three or more times a week**

- 5 Wears night time pads**

CARD F3

- 1 More than once a day**

- 2 Once a day**

- 3 3-6 days a week**

- 4 1-2 days a week**

- 5 Less often but at least once a month**

- 6 Less than once a month**

- 7 Never**

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H6

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

CARD H7

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

CARD H8

- 1 Very satisfied**

- 2 Fairly satisfied**

- 3 Neither satisfied nor dissatisfied**

- 4 Fairly dissatisfied**

- 5 Very dissatisfied**

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H12

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H16

- 1 Account at a bank, building society or elsewhere**

- 2 Premium Bonds or National Savings Accounts or Certificates**

- 3 ISA – cash or TESSA**

- 4 ISA – stocks and shares or PEPS**

- 5 Some other form of savings account**

CARD H17

- 1 Stocks and/or Share (including share options, employee share ownership or share clubs)**
- 2 Unit or Investment Trusts/Bonds and Gilts (government or corporate)**
- 3 Property or land, other than this home (including business or farm property and land, and property abroad)**
- 4 Other Investments or Assets**

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H20

- 1 We have this**
- 2 We would like to have this, but cannot afford it at the moment**
- 3 We do not want/need this at the moment**

CARD H21

- 1 Child does this**
- 2 Child would like to do this, but we cannot afford it at the moment**
- 3 Child does not want/need this at the moment**

CARD H22

- 1 We do this**

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

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

CARD H23

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

CARD H24

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

CARD H25

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

CARD J1

- 1 Want to buy**
- 2 Want larger home**
- 3 Want better home**
- 4 To be nearer work or partner's work**
- 5 To be nearer relative(s)**
- 6 Relationship breakdown**
- 7 New relationship**
- 8 Want to move to a better area**
- 9 For children's education**
- 10 Just want a change**
- 11 Want place of own**
- 12 Problem with neighbours**
- 13 Need a cheaper home / cannot afford current home**
- 14 Other reason**

CARD J3

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

CARD J4

1 A dog

2 A cat

3 Some other furry pet (e.g. hamster, rabbit)

4 A bird

5 Some other pet (eg. fish, tortoise)

CARD J6

1 Excellent

2 Good

3 Average

4 Poor

5 Very poor

CARD K1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 At least once a month

5 Every few months

6 At least once a year

7 Less often or never

CARD K2

- 1** **Too much time**
- 2** **More than enough time**
- 3** **Just enough time**
- 4** **Not quite enough time**
- 5** **Nowhere near enough time**

CARD K3

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

CARD L1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single never married**
- 5 Divorced**
- 6 Widowed**

CARD L3

- 1 White –Welsh/English/Scottish/Northern Irish/British**
- 2 White – Irish**
- 3 White – Gypsy or Irish Traveller**
- 4 Any other White background**
- 5 Mixed/multiple ethnic groups - White and Black Caribbean**
- 6 Mixed/multiple ethnic groups - White and Black African**
- 7 Mixed/multiple ethnic groups - White and Asian**
- 8 Any other mixed/multiple ethnic background**
- 9 Asian/Asian British - Indian**
- 10 Asian/Asian British - Pakistani**
- 11 Asian/Asian British - Bangladeshi**
- 12 Asian/Asian British - Chinese**
- 13 Any other Asian background**
- 14 Black/African/Caribbean/Black British - African**
- 15 Black/African/Caribbean/Black British - Caribbean**
- 16 Any other Black/African/Caribbean background**
- 17 Other ethnic group - Arab**
- 18 Any other ethnic group**

CARD L6

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

CARD L7

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

CARD L8

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

CARD L9

- 1 Looking after the family**

- 2 Found a job, waiting to start it**

- 3 Out of work and looking for a job**

- 4 Out of work, for reasons of poor health**

- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force or voluntary work)**

- 6 On another Government training scheme**

- 7 On a modern apprenticeship scheme**

- 8 Full-time student**

- 9 Retired from paid work**

- 10 Not in paid work for some other reason**

CARD L10

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

CARD L11

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

**Plentyn y Ganrif
Newydd
Peilot 11 Oed**

Ipsos MORI

**CARDIAU DANGOS PRIF
YMATEBYDD
Cymru**

CERDYN A1

- 1 Gŵr/Gwraig**
- 2 Partner/Cydbreswlydd**
- 3 Mab/merch naturiol**
- 4 Mab/Merch wedi mabwysiadu**
- 5 Mab/Merch maeth**
- 6 Llysfab / llysfarch / Plentyn partner (presennol/blaenorol)**
- 7 Rhiant naturiol**
- 8 Rhiant mabwysiadol**
- 9 Rhiant maeth**
- 10 Llys-riant**
- 11 Brawd naturiol/ chwaer naturiol**
- 12 Hanner brawd/Hanner chwaer**
- 13 Llysfrawd/Llyschwaer**
- 14 Brawd mabwysiadol/Chwaer fabwysiadol**
- 15 Brawd maeth/Chwaer faeth**
- 16 Wŷr/wyres**
- 17 Nain neu daid / Mam-gu neu Dad-cu**
- 18 Nani/Au Pair**
- 19 Perthynas arall**
- 20 Arall nad yw'n perthyn**

CERDYN B1

- 1 Wedi gwahanu'n gyfreithiol**
- 2 Priod, priodas gyntaf ac unig briodas**
- 3 Wedi ailbriodi, ail briodas neu hwyrach**
- 4 Sengl ac erioed wedi priodi**
- 5 Wedi ysgaru**
- 6 Gweddw**

CERDYN B2

- 1 Gwyn – Cymraeg/Saesneg/Albanaidd/Gogledd Iwerddon/Prydeinig**
- 2 Gwyn – Gwyddelig**
- 3 Gwyn – Sipsi neu Deithiwr Gwyddelig**
- 4 Unrhyw gefndir Gwyn arall**
- 5 Grwpiau ethnig cymysg/lluosog – Gwyn a Du Caribiaidd**
- 6 Grwpiau ethnig cymysg/lluosog – Gwyn a Du Affricanaidd**
- 7 Grwpiau ethnig cymysg/lluosog – Gwyn ac Asiaidd**
- 8 Unrhyw gefndir ethnig cymysg/lluosog arall**
- 9 Asiaidd/Asiaidd Prydeinig – Indiaidd**
- 10 Asiaidd/Asiaidd Prydeinig – Pacistanaidd**
- 11 Asiaidd/Asiaidd Prydeinig – Bangladeshaidd**
- 12 Asiaidd/Asiaidd Prydeinig – Tsieineaidd**
- 13 Unrhyw gefndir Asiaidd arall**
- 14 Du/Affricanaidd/Caribiaidd/Du Prydeinig – Affricanaidd**
- 15 Du/Affricanaidd/Caribiaidd/Du Prydeinig – Caribiaidd**
- 16 Unrhyw gefndir Du/Affricanaidd/Caribiaidd arall**
- 17 Grŵp ethnig arall – Arabaidd**
- 18 Unrhyw grŵp ethnig arall**

CERDYN B3

- 1 Rhesymau perthynas (e.e. ddim yn tynnu ymlaen, wedi tyfu ar wahân, rhy wahanol ac ati)**

- 2 Rhesymau ariannol (diweithdra, diffyg arian ac ati)**

- 3 Rhesymau iechyd (iselder, salwch ac ati)**

- 4 Problemau alcohol/cyffuriau**

- 5 Ymddygiad ymosodol treisgar**

- 6 Arall**

CERDYN B4

- 1 Prynu dillad, teganau neu anrhegion i'r plentyn**
- 2 Helpu talu am weithgareddau ysgol y plentyn**
- 3 Gofalu am eich plentyn tra'ch bod chi/eich partner yn y gwaith**
- 4 Helpu gyda thrwsio pethau yng nghartref y plentyn**
- 5 Prynu bwyd neu nwydau i gartref y plentyn**
- 6 Helpu gwneud taliadau rhent neu forgais i gartref eich plentyn**
- 7 Helpu talu am wasanaethau neu filiau eraill y cartref i gartref eich plentyn**
- 8 Helpu talu am wyliau i'ch plentyn a/neu mynd â'ch plentyn ar wyliau**
- 9 Helpu talu am ddyddiau allan i lefydd arbennig neu ddigwyddiadau i'ch plentyn a/neu mynd â'ch plentyn ar deithiau i lefydd neu ddigwyddiadau arbennig**
- 10 Eich helpu gyda chostau eraill**

CERDYN B5

1 Ddim yn agos iawn

2 Gweddol agos

3 Agos iawn

4 Hynod agos

CERDYN B6

- 1 Rhiant neu rieni yn methu ymdopi/angen egwyl**
- 2 Rhiant neu rieni wedi cam-drin y plentyn neu blant neu frodyr neu chwiorydd**
- 3 Rhiant neu rieni yn sâl yn yr ysbyty**
- 4 Rhiant neu rieni wedi marw**
- 5 Rheswm arall**

CERDYN B7

- 1 Cartref plant awdurdod lleol**

- 2 Rheini maeth awdurdod lleol**

- 3 Cartref plant cymdeithas wirfoddol**

- 4 Rhieni maeth cymdeithas wirfoddol**

- 5 Ysgol breswyl**

- 6 Byw gyda pherthnasau**

- 7 Carchar/Sefydliad Troseddwyr Ifanc/Beristyl**

- 8 Rhywle arall**

CERDYN B8

- 1 Cartref plant statudol**

- 2 Rhieni maeth**

- 3 Cartref plant gwirfoddol**

- 4 Ysgol breswyl**

- 5 Byw gyda pherthnasau**

- 6 Carchar neu Ganolfan Troseddwyr**

- 7 Rhywle arall**

CERDYN B9

- 1 Dan dri mis**

- 2 Tri mis, llai nag 1 flwyddyn**

- 3 1 flwyddyn, llai na 2**

- 4 2 flynedd, llai na 5**

- 5 5 mlynedd, llai na 10**

- 6 10 mlynedd neu fwy**

CERDYN C1

1 Pob tro

2 Fel arfer

3 Weithiau

4 Byth

CERDYN C2

- 1 Cefnogaeth unigol yn y dosbarth gan yr athro/cynorthwydd**
- 2 Cefnogaeth unigol yn y dosbarth gan aelod o'r teulu**
- 3 Dosbarthiadau arbennig**
- 4 Gwnaethpwyd addasiadau i'r amgylchedd corfforol**
- 5 Darparwyd offer**
- 6 Yn mynychu ysgol arbennig**
- 7 Arall**

CERDYN C3

- 1 Tebygol iawn**
- 2 Gweddol debygol**
- 3 Ddim yn debygol iawn**
- 4 Ddim yn debygol o gwbl**

CERDYN C4

- 1 Ni fydd y plentyn yn cyflawni'r graddau gofynnol**
- 2 Nid yw'r plentyn yn ddigon disglair**
- 3 Ni fydd y plentyn eisiau mynd**
- 4 Nid yw'r un o'u ffrindiau yn debygol o fynd**
- 5 Nid yw'r un o'u teulu wedi mynd o'r blaen**
- 6 Allwn ni ddim ei fforddio**
- 7 Dydw i ddim eisiau i'm plentyn fod mewn cymaint â hynny o ddyled**
- 8 Ddim yn rhywbeth rwyf wedi meddwl amdano**
- 9 Ni fydd ei angen ar gyfer yr yrfa mae am ddilyn**
- 10 Arall**

CERDYN C5

- 1 Helpu yn y dosbarth**

- 2 Helpu rhywle arall e.e. llyfrgell, teithiau ysgol,
dyletswyddau cinio**

- 3 Helpu gyda gweithgareddau codi arian/digwyddiadau
arbennig e.e. ffeiriau, dyddiau chwaraeon**

- 4 Helpu tu allan i'r dosbarth gyda grwpiau diddordeb
arbennig megis drama/chwaraeon**

- 5 Rhan o gymdeithas rhieni/pwyllgor/grŵp**

- 6 Rhan o fwrdd rheoli/corff llywodraethu**

- 7 Rhyw weithgaredd arall**

CERDYN C6

- 1 Bob dydd**

- 2 Sawl gwaith yr wythnos**

- 3 Unwaith neu ddwywaith yr wythnos**

- 4 Unwaith neu ddwywaith y mis**

- 5 Llai aml**

CERDYN C7

- 1 Nain neu Daid / Mam-gu neu Dad-cu**
- 2 Rhiant nad yw'n preswyllo / tad absennol / mam absennol**
- 3 Brawd neu frodyr / chwaer neu chwiorydd hŷn**
- 4 Perthnasau eraill**
- 5 Cyfeillion/cymdogion**
- 6 Gwarchodwr plant**
- 7 Nani**
- 8 Au pair**
- 9 Arall**

CERDYN C8

- 1 Chi/eich gŵr/gwraig/partner**
- 2 Nain neu Daid / Mam-gu neu Dad-cu**
- 3 Rhiant nad yw'n preswyllo / tad absennol / mam absennol**
- 4 Brodyr/chwiorydd**
- 5 Perthnasau eraill**
- 6 Cyfeillion/cymdogion**
- 7 Cynllun neu glwb gwyliau**
- 8 Canolfan Blant**
- 9 Gwarchodwr plant**
- 10 Nani**
- 11 Au pair**
- 12 Arall**

CERDYN C9

- A** Ysgol yn agos neu'r agosaf at adref
- B** Mae ei ffrindiau yn mynd neu roeddynt yn bwriadu mynd
- C** Brawd/chwaer wedi mynd/yn mynd yno
- D** Perthynas/rhiant arall wedi mynd/yn mynd yno
- E** Pa mor debygol oedd o gael lle
- F** Mae gan yr ysgol ganlyniadau arholiad da/enw da yn academaidd
- G** Mae gan yr ysgol bolisi gwrth fwlio/disgyblaeth gref
- H** Mae'r ysgol yn cynnig detholiad da o weithgareddau allgyrsiol e.e. cerddoriaeth, dawn, actio ac ati
- I** Eisiau i'r plentyn fynd i ysgol gyda chwricwlwm arbenigol e.e. iaith, chwaraeon, technoleg, celfyddydau perfformio ac ati
- J** Mae gan yr ysgol gyfleusterau da
- K** Argraff dda gyffredinol o'r ysgol
- L** Rhesymau crefyddol
- N** Hawdd ei gyrraedd ar drafnidiaeth gyhoeddus
- M** Cymysgedd ethnig yr ysgol
- O** Ysgol yn dysgu mewn iaith nad yw'n Saesneg
- P** Eisiau iddo/iddi fynd i ysgol un rhyw
- Q** Rhesymau eraill yn ymwneud â'r plant eraill sy'n mynd i'r ysgol
- R** Rheswm arall

CERDYN C10

- 1 Tablau cyflawniad a chyrhaeddiad ysgol**

- 2 Siarad â phobl rydych yn eu hadnabod y mae eu plentyn yn mynd i'r ysgol**

- 3 Siarad â rhieni ffrindiau cynradd y plentyn**

- 4 Siarad ag athrawon cynradd y plentyn**

- 5 Ymweliadau â'r ysgol**

- 6 Gwefannau ysgolion**

- 7 Prosbectysau neu bamffled ysgol**

- 8 Llyfrynnau awdurdod lleol**

- 9 Adroddiadau archwiliad**

- 10 Erthyglau yn y wasg leol**

- 11 Arall**

CERDYN C11

- 1 Symud tŷ**
- 2 Rhentu byrdymor**
- 3 Wedi defnyddio cyfeiriad perthynas neu ffrind**
- 4 Wedi cael y plentyn i mewn i ysgol gynradd benodol**
- 5 Wedi trefnu gwersi neu hyfforddiant ychwanegol i'r plentyn**
- 6 Wedi trefnu gweithgareddau allgyrsiol i'r plentyn**
- 7 Wedi ymuno ag eglwys neu fan addoli**
- 8 Wedi gofyn i rywun gyda dylanwad yn y broses i argymhell eich plentyn**
- 9 Camau eraill**

CERDYN C12

- 1 Ysgol annibynnol**
- 2 Ysgol gyfun**
- 3 Ysgol ddetholus**
- 4 Ysgol â statws academi**
- 5 Ysgol rydd**
- 6 Ysgol ramadeg**
- 7 Ysgol arbennig**
- 8 Math arall o ysgol**

CERDYN C13

1 Hawdd iawn

2 Gweddol hawdd

3 Ddim yn hawdd nac anodd

4 Gweddol anodd

5 Anodd iawn

CERDYN D1

- 1 Pob dydd neu bron pob dydd**

- 2 Sawl gwaith yr wythnos**

- 3 Unwaith neu ddwywaith yr wythnos**

- 4 O leiaf unwaith y mis**

- 5 Pob ychydig fisoedd**

- 6 O leiaf unwaith y flwyddyn**

- 7 Llai aml neu fyth**

CERDYN D2

- 1 Salwch neu anafiadau**
- 2 Corffoledd, cydsymud neu sgiliau**
- 3 Swildod neu embaras**
- 4 Diffyg amser**
- 5 Diffyg dewis, cyfleusterau priodol**
- 6 Cost**
- 7 Ofn plant eraill neu fygythiad o aflonyddu gan blant eraill**
- 8 Ofn anafu**

CERDYN D3

- 1 Pob dydd neu bron pob dydd**

- 2 Sawl gwaith yr wythnos**

- 3 Unwaith neu ddwywaith yr wythnos**

- 4 O leiaf unwaith y mis**

- 5 Pob ychydig fisoedd**

- 6 O leiaf unwaith y flwyddyn**

- 7 Llai aml neu fyth**

CERDYN D7

- 1 Pob dydd neu bron pob dydd**

- 2 Sawl gwaith yr wythnos**

- 3 Unwaith neu ddwywaith yr wythnos**

- 4 Unwaith neu ddwywaith y mis**

- 5 Llai aml nag unwaith y mis**

- 6 Ddim o gwbl**

CERDYN F2

- 1 Byth yn gwlychu'r gwely gyda'r nos**
- 2 Yn gwlychu'r gwely gyda'r nos yn achlysurol**
- 3 Yn gwlychu'r gwely gyda'r nos unwaith neu ddwywaith yr wythnos**
- 4 Yn gwlychu'r gwely gyda'r nos unwaith neu dair gwaith yr wythnos neu fwy**
- 5 Yn gwisgo padiau gyda'r nos**

CERDYN F3

- 1 Mwy nag unwaith y dydd**
- 2 Unwaith y dydd**
- 3 3-6 niwrnod o'r wythnos**
- 4 1-2 niwrnod o'r wythnos**
- 5 Llai aml ond o leiaf unwaith y mis**
- 6 Llai nag unwaith y mis**
- 7 Byth**

CERDYN G1

1 **Dim o gwbl**

2 **Ychydig bach**

3 **Rhywfaint**

4 **Cryn dipyn**

5 **Methu gwneud**

CERDYN G2

- 1 Dim**

- 2 Ysgafn iawn**

- 3 Ysgafn**

- 4 Cymedrol**

- 5 Difrifol**

- 6 Difrifol iawn**

CERDYN G3

1 Ddim o gwbl

2 Ychydig iawn

3 Braidd

4 Cryn dipyn

5 Methu gwneud

CERDYN G4

- 1 Golwg (er enghraifft, dallineb neu olwg rhannol)**
- 2 Clyw (er enghraifft, byddarwch neu glyw rhannol)**
- 3 Mudoledd (er enghraifft cerdded pellter byr neu ddringo grisiau)**
- 4 Deheurwydd (er enghraifft codi a chario eitemau, defnyddio allweddell)**
- 5 Dysgu neu ddeall neu ganolbwyntio**
- 6 Cof**
- 7 Iechyd meddwl**
- 8 Stamina neu anadlu neu flinder**
- 9 Yn gymdeithasol neu ymddygiadol (er enghraifft, cysylltiedig ag awtistiaeth, anhwylder diffyg canolbwyntio neu Syndrom Asperger)**
- 10 Arall**

CERDYN G5

- 1 Pob dydd neu bron pob dydd**

- 2 Sawl gwaith yr wythnos**

- 3 Unwaith neu ddwywaith yr wythnos**

- 4 O leiaf unwaith y mis**

- 5 Pob ychydig fisoedd**

- 6 O leiaf unwaith y flwyddyn**

- 7 Llai aml neu fyth**

CERDYN H1

- 1 Absenoldeb Mamolaeth**

- 2 Absenoldeb Rhiant**

- 3 Absenoldeb Tadolaeth**

- 4 Absenoldeb/gwylliau arall**

- 5 Sâl/wedi anafu**

- 6 Wedi diswyddo/ar amser byr**

- 7 Rheswm teuluol personol arall**

- 8 Rhesymau eraill**

CERDYN H2

- 1 Cwmni preifat/PLC**
- 2 Diwydiant wedi ei wladoli/corfforaeth y wladwriaeth**
- 3 Llywodraeth ganolog neu wasanaeth sifil**
- 4 Llywodraeth neu gyngor lleol (yn cynnwys gwasanaethau heddlu, tân ac ysgolion/ colegau a reolir gan yr awdurdod lleol)**
- 5 Prifysgol neu sefydliad addysg arall a ariennir gan grant (yn cynnwys ysgolion sydd wedi 'eithrio')**
- 6 Awdurdod iechyd neu Ymddiriedolaeth GIG**
- 7 Elusen, sefydliad gwirfoddol neu ymddiriedolaeth**
- 8 Lluoedd arfog**
- 9 Math arall o sefydliad**

CERDYN H3

- 1 Amser i ffwrdd ar gyfer argyfyngau teuluol**
- 2 Egwyl gyrfa am resymau personol**
- 3 Absenoldeb mamolaeth**
- 4 Absenoldeb rhiant (amser o'r gwaith i dadau)**
- 5 Absenoldeb mabwysiadu**
- 6 Absenoldeb Rhiant**
- 7 Rhannu swydd**
- 8 Gweithio o adref yn rheolaidd**
- 9 Gweithio o adref yn achlysurol**
- 10 Contractau yn ystod adeg tymor**
- 11 Ffôn i'w ddefnyddio am resymau teuluol**
- 12 Oriau hyblyg**
- 13 Oriau cywasgedig h.y. gweithio eich oriau a gytunwyd dros lai o ddyddiau**
- 14 Oriau blynyddol h.y. ble rydych wedi'ch contractio i weithio nifer penodol o oriau dros gyfnod o 12 mis**

CERDYN H4

1 Bob dydd

2 Bob wythnos

3 O leiaf unwaith y mis

4 Llai nag unwaith y mis

5 Byth

CERDYN H5

1 Bob penwythnos

2 Bob 2-3 penwythnos

3 O leiaf unwaith y mis

4 Llai nag unwaith y mis

5 Byth

CERDYN H6

- 1 Gofalu am y teulu**
- 2 Wedi cael swydd, aros i'w chychwyn**
- 3 Allan o waith ac yn chwilio am swydd**
- 4 Allan o waith, am resymau afiechyd**
- 5 Cymryd rhan yn y Fargen Newydd (neu Fargen Newydd Hyblyg) (lleoliad swydd, hyfforddiant, tasglu neu waith gwirfoddol)**
- 6 Ar gynllun hyfforddiant Llywodraeth arall**
- 7 Ar gynllun prentisiaeth modern**
- 8 Myfyriwr llawn amser**
- 9 Wedi ymddeol o waith cyflogedig**
- 10 Ddim mewn gwaith cyflogedig am ryw reswm arall**

CERDYN H7

- 1 Nid oes swyddi yn y man iawn i mi**
- 2 Nid oes swyddi gyda'r oriau iawn i mi**
- 3 Nid oes swyddi ar gael i mi**
- 4 Rwyf mewn addysg llawn amser**
- 5 Rwyf ar gwrs hyfforddiant**
- 6 Byddai fy nheulu yn colli budd-daliadau pe byddwn yn ennill**
- 7 Rwy'n gofalu am berthynas neu ffrind oedrannus neu sâl**
- 8 Ni allaf weithio oherwydd salwch**
- 9 Mae'n well gennyf beidio gweithio**
- 10 Mae'n well gennyf fod adref gyda'r teulu na gweithio**
- 11 Mae'n well gennyf ofalu am fy mhlant fy hun**
- 12 Ni allaf ddod o hyd i swydd sy'n talu digon**
- 13 Ni allaf ddod o hyd i ofal plant addas**
- 14 Mae fy mhartner yn anghymeradwyo**
- 15 Rheswm arall**

CERDYN H8

- 1 Bodlon iawn**

- 2 Gweddol fodlon**

- 3 Ddim yn fodlon nac anfodlon**

- 4 Gweddol anfodlon**

- 5 Anfodlon iawn**

CERDYN H9

- 1 Lwfans Ceisio Gwaith**
- 2 Cefnogaeth Incwm**
- 3 Budd-daliadau salwch, anabledd neu analluogrwydd (yn cynnwys Lwfans Cefnogaeth Cyflogaeth)**
- 4 Unrhyw fath o bensiwn, yn cynnwys pensiwn preifat neu bensiwn y Wladwriaeth**
- 5 Budd-dal Plant**
- 6 Credydau treth, megis y Credyd Treth Gwaith, Credyd Treth Unigolyn Anabl neu Gredyd Treth Plant**
- 7 Unrhyw fudd-dal neu daliad arall cysylltiedig â'r teulu**
- 8 Budd-dal Tai neu Fudd-dal Treth y Cyngor**
- 9 Incwm o unrhyw fudd-dal arall y wladwriaeth**

CERDYN H10

- 1 Budd-dal Analluogrwydd**
- 2 Lwfans Cyflogaeth a Chefnogaeth**
- 3 Lwfans Anabledd Difrifol**
- 4 Lwfans Gofalwr**
- 5 Lwfans Byw Anabl**
- 6 Credyd Dychwelyd i Waith**
- 7 Lwfans Gweini**
- 8 Budd-dal Anabledd Anaf Diwydiannol**
- 9 Pensiwn Anabledd Rhyfel**
- 10 Yswiriant Salwch a Damwain**
- 11 Unrhyw fudd-dal neu daliad arall cysylltiedig ag anabledd**

CERDYN H11

- 1 Pensiwn YG neu Bensiwn (Henaint) Ymddeol y Wladwriaeth**
- 2 Pensiwn gan gyflogwr blaenorol**
- 3 Pensiwn gan gyflogwr blaenorol cymar**
- 4 Credyd Pensiwn yn cynnwys Credyd Gwarant a Chredyd Cynilion**
- 5 Pensiwn neu flwydd-dal preifat**
- 6 Pensiwn Gweddw neu Weddw Rhyfel**
- 7 Lwfans Mam Weddw, Lwfans Rhiant neu Lwfans Profedigaeth**
- 8 Pensiwn Anabledd Rhyfel**

CERDYN H12

- 1 Taliadau cynhaliaeth neu gefnogaeth plentyn rheolaidd (yn cynnwys taliadau a wnaed trwy'r CSA) gan gyn bartner**
- 2 Grantiau/ysgoloriaethau addysg**
- 3 Lwfans hyfforddi/cynllun hyfforddi llywodraeth**

CERDYN H13

- 1 Cymorth ariannol rheolaidd gan rieni**

- 2 Cymorth ariannol rheolaidd gan berthnasau eraill neu ffrindiau tu allan i'r cartref**

- 3 Incwm o fuddsoddiadau, yn cynnwys llog ar gynilion**

- 4 Rhent gan letywyr, tenantiaid neu is-denantiaid/rhent o eiddo arall**

- 5 Incwm arall gan sefydliadau neu unigolion eraill tu allan i'r cartref**

- 6 Unrhyw ffynhonnell arall o incwm teuluol/cartref rheolaidd**

CERDYN H14

	Wythnosol	Misol	Blynyddol
2	Llai na £30	Llai na £130	Llai na £1,600
3	£30 llai na £60	£130 llai na £260	£1,600 llai na £3,100
4	£60 llai na £90	£260 llai na £390	£3,100 llai na £4,700
5	£90 llai na £120	£390 llai na £520	£4,700 llai na £6,200
6	£120 llai na £150	£520 llai na £650	£6,200 llai na £7,800
7	£150 llai na £200	£650 llai na £870	£7,800 llai na £10,400
8	£200 llai na £250	£870 llai na £1,100	£10,400 llai na £13,000
9	£250 llai na £300	£1,100 llai na £1,300	£13,000 llai na £15,600
10	£300 llai na £350	£1,300 llai na £1,500	£15,600 llai na £18,200
11	£350 llai na £400	£1,500 llai na £1,700	£18,200 llai na £20,800
12	£400 llai na £500	£1,700 llai na £2,200	£20,800 llai na £26,000
13	£500 llai na £600	£2,200 llai na £2,600	£26,000 llai na £31,200
14	£600 llai na £700	£2,600 llai na £3,000	£31,200 llai na £36,400
15	£700 llai na £800	£3,000 llai na £3,500	£36,400 llai na £41,600
16	£800 llai na £900	£3,500 llai na £3,900	£41,600 llai na £46,800
17	£900 llai na £1,000	£3,900 llai na £4,300	£46,800 llai na £52,000
18	£1,000 llai na £1,550	£4,300 llai na £6,700	£52,000 llai na £80,000
19	£1,550 llai na £1,920	£6,700 llai na £8,300	£80,000 llai na £100,000
20	£1,920 neu fwy	£8,300 neu fwy	£100,000 neu fwy

CERDYN H15

	Wythnosol	Misol	Blynyddol
2	Llai na £20	Llai na £85	Llai na £1,050
3	£20 llai na £40	£85 llai na £175	£1,050 llai na £2,100
4	£40 llai na £60	£175 llai na £260	£2,100 llai na £3,100
5	£60 llai na £80	£260 llai na £350	£3,100 llai na £4,200
6	£80 llai na £100	£350 llai na £430	£4,200 llai na £5,200
7	£100 llai na £135	£430 llai na £590	£5,200 llai na £7,000
8	£135 llai na £165	£590 llai na £720	£7,000 llai na £8,600
9	£165 llai na £200	£720 llai na £870	£8,600 llai na £10,400
10	£200 llai na £235	£870 llai na £1,000	£10,400 llai na £12,200
11	£235 llai na £265	£1,000 llai na £1,150	£12,200 llai na £13,800
12	£265 llai na £335	£1,150 llai na £1,450	£13,800 llai na £17,400
13	£335 llai na £400	£1,450 llai na £1,700	£17,400 llai na £20,800
14	£400 llai na £465	£1,700 llai na £2,000	£20,800 llai na £24,200
15	£465 llai na £535	£2,000 llai na £2,300	£24,200 llai na £27,800
16	£535 llai na £600	£2,300 llai na £2,600	£27,800 llai na £31,200
17	£600 llai na £665	£2,600 llai na £2,900	£31,200 llai na £34,600
18	£665 llai na £1,000	£2,900 llai na £4,300	£34,600 llai na £52,000
19	£1,000 llai na £1,270	£4,300 llai na £5,500	£52,000 llai na £66,000
20	£1,270 neu fwy	£5,500 neu fwy	£66,000 neu fwy

CERDYN H17

- 1 Stociau a/neu gyfrannau (yn cynnwys opsiynau cyfranddaliad, perchnogaeth cyfranddaliad cyflogai neu glybiau cyfranddaliad)**

- 2 Ymddiriedolaethau Uned neu Fuddsoddiad/Bondiau a Giltiau (llywodraeth neu gorfforaethol)**

- 3 Eiddo neu dir, ac eithrio'r cartref hwn (yn cynnwys eiddo neu dir busnes neu fferm, ac eiddo tramor)**

- 4 Buddsoddiadau neu Asedau eraill**

CERDYN H19

- 1 Cerdyn credyd**
- 2 Cerdyn siop**
- 3 Cytundebau hurbrynu**
- 4 Benthyciad personol (gan y banc, cymdeithas adeiladu neu sefydliad ariannol arall)**
- 5 Cytundeb pwrcasu catalog neu archebu trwy'r post**
- 6 Benthyciad Cronfa Gymdeithasol y DWP**
- 7 Unrhyw fenthyciad arall gan unigolyn preifat**
- 8 Benthyciad myfyriwr**
- 9 Dyled arall nad yw wedi ei restru yma**

CERDYN H20

1 Mae gennym hyn

2 Fe hoffem gael hyn, ond ni allwn ei fforddio ar hyn o bryd

3 Nid ydym eisiau/angen hyn ar hyn o bryd

CERDYN H23

- 1 Gradd Uwch a chymwysterau Ôl-raddedig**
- 2 Gradd Gyntaf (yn cynnwys B.Ed.)**
- 3 Diplomâu a Thystysgrifau Ôl-raddedig**
- 4 Diplomâu mewn addysg uwch a chymwysterau addysg uwch arall**
- 5 Cymwysterau dysgu ar gyfer ysgolion neu addysg bellach (islaw lefel gradd)**
- 6 Lefelau Uwch/UG/G, SCE Uwch, Tystysgrif Astudiaethau Chweched Dosbarth yr Alban, Tystysgrif Gadael neu gyfatebol**
- 7 Lefel O neu TGAU gradd A-C, Safon SCE, Graddau cyffredin 1-3 neu Dystysgrif lau gradd A-C**
- 8 CSE islaw gradd 1/TGAU neu Lefel O islaw gradd C, Safon SCE, Graddau cyffredin islaw gradd 3 neu Dystysgrif lau islaw gradd C**
- 9 Cymwysterau academaidd eraill**

CERDYN H24

- 1 Cymwysterau proffesiynol ar lefel gradd e.e. aelod graddedig neu sefydliad proffesiynol, cyfrifydd siartredig neu arolygwr**
- 2 Nyrsio neu gymhwyster meddygol arall (law lefel gradd)**
- 3 NVQ neu SVQ lefel 4 neu 5**
- 4 HND, HNC, BTEC Lefel Uwch/Diploma Uwch RSA**
- 5 NVQ neu SVQ Lefel 3/GNVQ Uwch eu GSVQ Lefel 3**
- 6 OND, ONCM BTEC Cenedlaethol, Tystysgrif Genedlaethol SCOTVEC**
- 7 Crefft uwch City & Guilds, Diploma Uwch Rhan III/RSA**
- 8 NVQ neu SVQ Lefel 2/GNVQ Canolig neu GSVQ Lefel 2**
- 9 BTEC, diploma gyntaf neu gyffredinol SCOTVEC**
- 10 Crefft City & Guilds neu Ddiploma Rhan II/RSA**
- 11 NVQ neu SVQ Lefel 1/GNVQ Lefel Sylfaen neu GSVQ Lefel 1**
- 12 BTEC, diploma gyntaf neu gyffredinol SCOTVEC/Modiwlau SCOTVEC**
- 13 City & Guilds rhan 1/RSA Cam I, II, III/Tystysgrif Iau**
- 14 Cymwysterau galwedigaethol eraill**

CERDYN H25

- 1 Gweithio i gyflogwr**
- 2 Gweithio i fi'n hun (hunangyflogedig)**
- 3 Di-waith/chwilio am waith**
- 4 Wedi ymddeol o waith cyflogedig yn gyfan gwbl**
- 5 Gofalu am y cartref neu deulu**
- 6 Mewn addysg llawn amser/myfyriwr**
- 7 Sâl/anabl**
- 8 Ar gynllun hyfforddiant llywodraeth**
- 9 Rhywbeth arall**

CERDYN J1

- 1 Eisiau prynu**
- 2 Eisiau cartref mwy**
- 3 Eisiau gwell cartref**
- 4 Eisiau bod yn agosach at fy ngwaith neu waith fy mhartner**
- 5 Eisiau bod yn agosach at berthnasau**
- 6 Perthynas wedi torri i lawr**
- 7 Perthynas newydd**
- 8 Eisiau symud i well ardal**
- 9 Ar gyfer addysg y plant**
- 10 Eisiau newid**
- 11 Eisiau lle fy hun**
- 12 Problem gyda fy nghymdogion**
- 13 Angen cartref rhatach / methu fforddio cartref presennol**
- 14 Rheswm arall**

CERDYN J3

- 1 Eisiau prynu**
- 2 Eisiau cartref mwy**
- 3 Eisiau lle fy hun**
- 4 Eisiau gwell cartref**
- 5 Symud i ffwrdd o drosedd**
- 6 Problem gyda fy nghymdogion**
- 7 Dalgylch ysgol**
- 8 Eisiau symud i well ardal**
- 9 Perthynas newydd**
- 10 Perthynas wedi torri i lawr**
- 11 Eisiau bod yn agosach at berthnasau**
- 12 Newid swydd/agosach at y gwaith**
- 13 Cymar neu bartner wedi newid swydd**
- 14 Methu fforddio'r cartref diwethaf bellach**
- 15 Wedi troi allan/aifeddiannu cartref diwethaf**
- 16 Wedi gorfod symud oherwydd newidiadau i reolau Budd-
dal Tai**
- 17 Ar gyfer addysg y plant**
- 18 Eisiau newid**
- 19 Rheswm arall**

CERDYN J4

1 Ci

2 Cath

3 Anifail anwes blewog arall (e.e. bochdew, cwningen)

4 Aderyn

5 Anifail anwes arall (e.e. pysgodyn, crwban)

CERDYN J5

- 1 Cytuno'n bendant**
- 2 Cytuno**
- 3 Ddim yn cytuno nac anghytuno**
- 4 Anghytuno**
- 5 Anghytuno'n bendant**

CERDYN J6

1 Ardderchog

2 Da

3 Cyfartaledd

4 Gwael

5 Gwael iawn

CERDYN K1

- 1 Pob dydd neu bron pob dydd**

- 2 Sawl gwaith yr wythnos**

- 3 Unwaith neu ddwywaith yr wythnos**

- 4 O leiaf unwaith y mis**

- 5 Pob ychydig fisoedd**

- 6 O leiaf unwaith y flwyddyn**

- 7 Llai aml neu fyth**

CERDYN K2

- 1 Gormod o amser**
- 2 Mwy na digon o amser**
- 3 Yn union digon o amser**
- 4 Dim digon o amser**
- 5 Ymhell o fod yn ddigon o amser**

CERDYN K3

- 1 Rwy'n gweithio oriau hir**
- 2 Rwy'n gweithio oddi cartref**
- 3 Rhesymau gwaith eraill**
- 4 Galwadau gwaith domestig**
- 5 Galwadau plant eraill**
- 6 Nid yw fy iechyd yn dda**
- 7 Plentyn yn brysur yn gwneud pethau eraill**
- 8 Arall**

CERDYN L1

- 1 Wedi gwahanu'n gyfreithiol**

- 2 Priod, priodas gyntaf ac unig briodas**

- 3 Wedi ailbriodi, ail briodas neu hwyrach**

- 4 Sengl ac erioed wedi priodi**

- 5 Wedi ysgaru**

- 6 Gweddw**

CERDYN L3

- 1 Gwyn – Cymraeg/Saesneg/Albanaidd/Gogledd Iwerddon/Prydeinig**
- 2 Gwyn – Gwyddelig**
- 3 Gwyn – Sipsi neu Deithiwr Gwyddelig**
- 4 Unrhyw gefndir Gwyn arall**
- 5 Grwpiau ethnig cymysg/lluosog – Gwyn a Du Caribïaidd**
- 6 Grwpiau ethnig cymysg/lluosog – Gwyn a Du Affricanaidd**
- 7 Grwpiau ethnig cymysg/lluosog – Gwyn ac Asiaidd**
- 8 Unrhyw gefndir ethnig cymysg/lluosog arall**
- 9 Asiaidd/Asiaidd Prydeinig – Indiaidd**
- 10 Asiaidd/Asiaidd Prydeinig – Pacistanaidd**
- 11 Asiaidd/Asiaidd Prydeinig – Bangladeshaidd**
- 12 Asiaidd/Asiaidd Prydeinig – Tsieineaidd**
- 13 Unrhyw gefndir Asiaidd arall**
- 14 Du/Affricanaidd/Caribiaidd/Du Prydeinig – Affricanaidd**
- 15 Du/Affricanaidd/Caribiaidd/Du Prydeinig – Caribïaidd**
- 16 Unrhyw gefndir Du/Affricanaidd/Caribiaidd arall**
- 17 Grŵp ethnig arall – Arabaidd**
- 18 Unrhyw grŵp ethnig arall**

CERDYN L6

- 1 Golwg (er enghraifft, dallineb neu olwg rhannol)**
- 2 Clyw (er enghraifft, byddarwch neu glyw rhannol)**
- 3 Mudoledd (er enghraifft cerdded pellter byr neu ddringo grisiau)**
- 4 Deheurwydd (er enghraifft codi a chario eitemau, defnyddio allweddell)**
- 5 Dysgu neu ddeall neu ganolbwyntio**
- 6 Cof**
- 7 Iechyd meddwl**
- 8 Stamina neu anadlu neu flinder**
- 9 Yn gymdeithasol neu ymddygiadol (er enghraifft, cysylltiedig ag awtistiaeth, anhwylder diffyg canolbwyntio neu Syndrom Asperger)**
- 10 Arall**

CERDYN L7

- 1 Absenoldeb Mamolaeth**
- 2 Absenoldeb Rhiant**
- 3 Absenoldeb Tadolaeth**
- 4 Absenoldeb/gwyliau arall**
- 5 Sâl/wedi anafu**
- 6 Wedi diswyddo/ar amser byr**
- 7 Rheswm teuluol personol arall**
- 8 Rhesymau eraill**

CERDYN L8

- 1 Cwmni preifat/PLC**
- 2 Diwydiant wedi ei wladoli/corfforaeth y wladwriaeth**
- 3 Llywodraeth ganolog neu wasanaeth sifil**
- 4 Llywodraeth neu gyngor lleol (yn cynnwys gwasanaethau heddlu, tân ac ysgolion/ colegau a reolir gan yr awdurdod lleol)**
- 5 Prifysgol neu sefydliad addysg arall a ariennir gan grant (yn cynnwys ysgolion sydd wedi 'eithrio')**
- 6 Awdurdod iechyd neu Ymddiriedolaeth GIG**
- 7 Elusen, sefydliad gwirfoddol neu ymddiriedolaeth**
- 8 Lluoedd arfog**
- 9 Math arall o sefydliad**

CERDYN L9

- 1 Gofalu am y teulu**
- 2 Wedi cael swydd, aros i'w chychwyn**
- 3 Allan o waith ac yn chwilio am swydd**
- 4 Allan o waith, am resymau afiechyd**
- 5 Cymryd rhan yn y Fargen Newydd (neu Fargen Newydd Hyblyg) (lleoliad swydd, hyfforddiant, tasglu neu waith gwirfoddol)**
- 6 Ar gynllun hyfforddiant Llywodraeth arall**
- 7 Ar gynllun prentisiaeth modern**
- 8 Myfyriwr llawn amser**
- 9 Wedi ymddeol o waith cyflogedig**
- 10 Ddim mewn gwaith cyflogedig am ryw reswm arall**

CERDYN L10

- 1 Gradd Uwch a chymwysterau Ôl-raddedig**
- 2 Gradd Gyntaf (yn cynnwys B.Ed.)**
- 3 Diplomâu a Thystysgrifau Ôl-raddedig**
- 4 Diplomâu mewn addysg uwch a chymwysterau addysg uwch arall**
- 5 Cymwysterau dysgu ar gyfer ysgolion neu addysg bellach (islaw lefel gradd)**
- 6 Lefelau Uwch/UG/G, SCE Uwch, Tystysgrif Astudiaethau Chweched Dosbarth yr Alban, Tystysgrif Gadael neu gyfatebol**
- 7 Lefel O neu TGAU gradd A-C, Safon SCE, Graddau cyffredin 1-3 neu Dystysgrif lau gradd A-C**
- 8 CSE islaw gradd 1/TGAU neu Lefel O islaw gradd C, Safon SCE, Graddau cyffredin islaw gradd 3 neu Dystysgrif lau islaw gradd C**
- 9 Cymwysterau academaidd eraill**

CERDYN L11

- 1 Cymwysterau proffesiynol ar lefel gradd e.e. aelod graddedig neu sefydliad proffesiynol, cyfrifydd siartredig neu arolygwr**
- 2 Nyrsio neu gymhwyster meddygol arall (law lefel gradd)**
- 3 NVQ neu SVQ lefel 4 neu 5**
- 4 HND, HNC, BTEC Lefel Uwch/Diploma Uwch RSA**
- 5 NVQ neu SVQ Lefel 3/GNVQ Uwch eu GSVQ Lefel 3**
- 6 OND, ONCM BTEC Cenedlaethol, Tystysgrif Genedlaethol SCOTVEC**
- 7 Crefft uwch City & Guilds, Diploma Uwch Rhan III/RSA**
- 8 NVQ neu SVQ Lefel 2/GNVQ Canolig eu GSVQ Lefel 2**
- 9 BTEC, diploma gyntaf neu gyffredinol SCOTVEC**
- 10 Crefft City & Guilds neu Ddiploma Rhan II/RSA**
- 11 NVQ neu SVQ Lefel 1/GNVQ Lefel Sylfaen neu GSVQ Lefel 1**
- 12 BTEC, diploma gyntaf neu gyffredinol SCOTVEC/Modylau SCOTVEC**
- 13 City & Guilds rhan 1/RSA Cam I, II, III/Tystysgrif Iau**
- 14 Cymwysterau galwedigaethol eraill**

**Child of the New
Century**
Age 11 Pilot

Ipsos MORI

**PARTNER SHOWCARDS
ENGLAND**

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White – English/Welsh/Scottish/Northern Irish/British**
- 2 White – Irish**
- 3 White – Gypsy or Irish Traveller**
- 4 Any other White background**
- 5 Mixed/multiple ethnic groups - White and Black Caribbean**
- 6 Mixed/multiple ethnic groups - White and Black African**
- 7 Mixed/multiple ethnic groups - White and Asian**
- 8 Any other mixed/multiple ethnic background**
- 9 Asian/Asian British - Indian**
- 10 Asian/Asian British - Pakistani**
- 11 Asian/Asian British - Bangladeshi**
- 12 Asian/Asian British - Chinese**
- 13 Any other Asian background**
- 14 Black/African/Caribbean/Black British - African**
- 15 Black/African/Caribbean/Black British - Caribbean**
- 16 Any other Black/African/Caribbean background**
- 17 Other ethnic group - Arab**
- 18 Any other ethnic group**

CARD B7

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

CARD B8

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

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**
- 2 Help out elsewhere e.g. library, school trips, dinner duties**
- 3 Help with fund-raising activities/special events e.g. fetes, sports days**
- 4 Help out outside class with special interest groups like drama/sports**
- 5 Part of parents association/committee/group**
- 6 Part of management board/governing body**
- 7 Some other activity**

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G2

1 None

2 Very mild

3 Mild

4 Moderate

5 Severe

6 Very severe

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H5

- 1 Every weekend**
- 2 Every 2-3 weekends**
- 3 At least once a month**
- 4 Less than once per month**
- 5 Never**

CARD H6

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

CARD H7

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

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H16

- 1 Account at a bank, building society or elsewhere**
- 2 Premium Bonds or National Savings Accounts or Certificates**
- 3 ISA – cash or TESSA**
- 4 ISA – stocks and shares or PEPS**
- 5 Some other form of savings account**

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H22

- 1 We do this**
- 2 We would like to do this but cannot afford to at the moment**
- 3 We do not want/need this at the moment**

CARD H23

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

CARD H24

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

CARD H25

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

CARD K1

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

CARD K2

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD K3

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

**Child of the New
Century**
Age 11 Pilot

Ipsos MORI

PARTNER SHOWCARDS
Northern Ireland

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

White – English/Welsh/Scottish/Northern Irish/British

White – Irish

White – Gypsy or Irish Traveller

Any other White background

Mixed/multiple ethnic groups - White and Black Caribbean

Mixed/multiple ethnic groups - White and Black African

Mixed/multiple ethnic groups - White and Asian

Any other mixed/multiple ethnic background

Asian/Asian British – Indian

Asian/Asian British – Pakistani

Asian/Asian British – Bangladeshi

Asian/Asian British – Chinese

Any other Asian background

Black/African/Caribbean/Black British – African

Black/African/Caribbean/Black British – Caribbean

Any other Black/African/Caribbean background

Other ethnic group – Arab

Any other ethnic group

CARD B7

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

CARD B8

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

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**

- 2 Help out elsewhere e.g. library, school trips, dinner duties**

- 3 Help with fund-raising activities/special events e.g. fetes, sports days**

- 4 Help out outside class with special interest groups like drama/sports**

- 5 Part of parents association/committee/group**

- 6 Part of management board/governing body**

- 7 Some other activity**

CARD E1

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 Once or twice a month**

- 5 Less often than once a month**

- 6 Not at all**

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G2

1 None

2 Very mild

3 Mild

4 Moderate

5 Severe

6 Very severe

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H4

- 1 Every day**
- 2 Every week**
- 3 At least once a month**
- 4 Less than once per month**
- 5 Never**

CARD H6

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

CARD H7

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

CARD H8

- 1 Very satisfied**
- 2 Fairly satisfied**
- 3 Neither satisfied nor dissatisfied**
- 4 Fairly dissatisfied**
- 5 Very dissatisfied**

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H21

1 Child does this

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

3 Child does not want/need this at the moment

CARD H23

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

CARD H24

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

CARD H25

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

CARD K1

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

CARD K2

- 1 Too much time**
- 2 More than enough time**
- 3 Just enough time**
- 4 Not quite enough time**
- 5 Nowhere near enough time**

CARD K3

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

**Child of the New
Century**
Age 11 Pilot

Ipsos MORI

PARTNER SHOWCARDS
Scotland

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White - Scottish**
- 2 White - Other British**
- 3 White - Irish**
- 4 White – Gypsy or Traveller**
- 5 White - Polish**
- 6 Any other white ethnic group**
- 7 Any mixed or multiple ethnic groups**
- 8 Asian/Asian Scottish/Asian British – Pakistani/Pakistani Scottish/Pakistani British**
- 9 Asian/Asian Scottish/Asian British – Indian/Indian Scottish/Indian British**
- 10 Asian/Asian Scottish/Asian British – Bangladeshi/Bangladeshi Scottish/Bangladeshi British**
- 11 Asian/Asian Scottish/Asian British – Chinese/Chinese Scottish/Chinese British**
- 12 Any other Asian background**
- 13 Caribbean or Black – Caribbean/Caribbean Scottish/Caribbean British**
- 14 Caribbean or Black – Black/Black Scottish/Black British**
- 14 Any other Caribbean or Black background**
- 16 Other ethnic group – Arab/Arab Scottish/Arab British**
- 17 Any other ethnic group**

CARD B7

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

CARD B8

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

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**
- 2 Help out elsewhere e.g. library, school trips, dinner duties**
- 3 Help with fund-raising activities/special events e.g. fetes, sports days**
- 4 Help out outside class with special interest groups like drama/sports**
- 5 Part of parents association/committee/group**
- 6 Part of management board/governing body**
- 7 Some other activity**

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G2

1 None

2 Very mild

3 Mild

4 Moderate

5 Severe

6 Very severe

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H4

- 1 Every day**

- 2 Every week**

- 3 At least once a month**

- 4 Less than once per month**

- 5 Never**

CARD H5

- 1 Every weekend**
- 2 Every 2-3 weekends**
- 3 At least once a month**
- 4 Less than once per month**
- 5 Never**

CARD H6

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

CARD H7

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

CARD H8

- 1 Very satisfied**

- 2 Fairly satisfied**

- 3 Neither satisfied nor dissatisfied**

- 4 Fairly dissatisfied**

- 5 Very dissatisfied**

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H12

- 1 Regular maintenance or child support payments (including payments made through the CSA) from a former partner**

- 2 Education grants/studentships**

- 3 Training/government training scheme allowance**

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H16

- 1 Account at a bank, building society or elsewhere**
- 2 Premium Bonds or National Savings Accounts or Certificates**
- 3 ISA – cash or TESSA**
- 4 ISA – stocks and shares or PEPS**
- 5 Some other form of savings account**

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H22

- 1 We do this**
- 2 We would like to do this but cannot afford to at the moment**
- 3 We do not want/need this at the moment**

CARD H23

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

CARD H24

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

CARD H25

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

CARD K1

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

CARD K2

- 1 Too much time**
- 2 More than enough time**
- 3 Just enough time**
- 4 Not quite enough time**
- 5 Nowhere near enough time**

CARD K3

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

**Child of the New
Century**
Age 11 Pilot

Ipsos MORI

PARTNER SHOWCARDS
Wales

CARD A1

- 1 Husband/Wife**
- 2 Partner/Cohabitee**
- 3 Natural son/daughter**
- 4 Adopted son/daughter**
- 5 Foster son/daughter**
- 6 Step-son/ step-daughter/ Child of (current/previous) partner**
- 7 Natural parent**
- 8 Adoptive parent**
- 9 Foster parent**
- 10 Step-parent**
- 11 Natural brother/Natural sister**
- 12 Half-brother/Half-sister**
- 13 Step-brother/Step-sister**
- 14 Adopted brother/Adopted sister**
- 15 Foster brother/Foster sister**
- 16 Grandchild**
- 17 Grandparent**
- 18 Nanny/au pair**
- 19 Other relative**
- 20 Other non-relative**

CARD B1

- 1 Legally separated**

- 2 Married, 1st and only marriage**

- 3 Remarried, 2nd or later marriage**

- 4 Single never married**

- 5 Divorced**

- 6 Widowed**

CARD B2

- 1 White –Welsh/English/Scottish/Northern Irish/British**
- 2 White – Irish**
- 3 White – Gypsy or Irish Traveller**
- 4 Any other White background**
- 5 Mixed/multiple ethnic groups - White and Black Caribbean**
- 6 Mixed/multiple ethnic groups - White and Black African**
- 7 Mixed/multiple ethnic groups - White and Asian**
- 8 Any other mixed/multiple ethnic background**
- 9 Asian/Asian British - Indian**
- 10 Asian/Asian British - Pakistani**
- 11 Asian/Asian British - Bangladeshi**
- 12 Asian/Asian British - Chinese**
- 13 Any other Asian background**
- 14 Black/African/Caribbean/Black British - African**
- 15 Black/African/Caribbean/Black British - Caribbean**
- 16 Any other Black/African/Caribbean background**
- 17 Other ethnic group - Arab**
- 18 Any other ethnic group**

CARD B7

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

CARD B8

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

CARD B9

- 1 Under three months**

- 2 Three months, less than 1 year**

- 3 1 year, less than 2**

- 4 2 years, less than 5**

- 5 5 years, less than 10**

- 6 10 years or more**

CARD C3

1 Very likely

2 Fairly likely

3 Not very likely

4 Not at all likely

CARD C4

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

CARD C5

- 1 Help out in class**
- 2 Help out elsewhere e.g. library, school trips, dinner duties**
- 3 Help with fund-raising activities/special events e.g. fetes, sports days**
- 4 Help out outside class with special interest groups like drama/sports**
- 5 Part of parents association/committee/group**
- 6 Part of management board/governing body**
- 7 Some other activity**

CARD E1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD G1

1 None at all

2 A little bit

3 Some

4 Quite a lot

5 Could not do

CARD G2

1 None

2 Very mild

3 Mild

4 Moderate

5 Severe

6 Very severe

CARD G3

1 Not at all

2 Very little

3 Somewhat

4 Quite a lot

5 Could not do

CARD G4

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

CARD G5

- 1 Every day or almost every day**

- 2 Several times a week**

- 3 Once or twice a week**

- 4 At least once a month**

- 5 Every few months**

- 6 At least once a year**

- 7 Less often or never**

CARD H1

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

CARD H2

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

CARD H3

- 1 Time off for family emergencies**
- 2 Career breaks for personal reasons**
- 3 Maternity leave**
- 4 Paternity leave (time off work for fathers)**
- 5 Adoptive leave**
- 6 Parental Leave**
- 7 Job-sharing**
- 8 Working at or from home regularly**
- 9 Working at or from home occasionally**
- 10 School term-time contracts**
- 11 A telephone to use for family reasons**
- 12 Flexi-time**
- 13 Compressed hours i.e. working your agreed hours over fewer days**
- 14 Annualised hours i.e. where you are contracted to work a set number of hours over a 12 month period**

CARD H4

1 Every day

2 Every week

3 At least once a month

4 Less than once per month

5 Never

CARD H5

- 1 Every weekend
- 2 Every 2-3 weekends
- 3 At least once a month
- 4 Less than once per month
- 5 Never

CARD H6

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

CARD H7

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

CARD H8

- 1 Very satisfied**

- 2 Fairly satisfied**

- 3 Neither satisfied nor dissatisfied**

- 4 Fairly dissatisfied**

- 5 Very dissatisfied**

CARD H9

- 1 Jobseeker's Allowance**

- 2 Income Support**

- 3 Sickness, disability or incapacity benefits (including
Employment Support Allowance)**

- 4 Any sort of pension including a private pension or the
State pension**

- 5 Child Benefit**

- 6 Tax credits, such as the Working Tax Credit, Disabled
Person Tax Credit or Child Tax Credit**

- 7 Any other family related benefit or payment**

- 8 Housing Benefit or Council Tax Benefit**

- 9 Income from any other state benefit**

CARD H10

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

CARD H11

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

CARD H13

- 1 Regular cash help from parents**

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

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

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

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

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

CARD H14

	Weekly	Monthly	Annual
2	Less than £30	Less than £130	Less than £1,600
3	£30 less than £60	£130 less than £260	£1,600 less than £3,100
4	£60 less than £90	£260 less than £390	£3,100 less than £4,700
5	£90 less than £120	£390 less than £520	£4,700 less than £6,200
6	£120 less than £150	£520 less than £650	£6,200 less than £7,800
7	£150 less than £200	£650 less than £870	£7,800 less than £10,400
8	£200 less than £250	£870 less than £1,100	£10,400 less than £13,000
9	£250 less than £300	£1,100 less than £1,300	£13,000 less than £15,600
10	£300 less than £350	£1,300 less than £1,500	£15,600 less than £18,200
11	£350 less than £400	£1,500 less than £1,700	£18,200 less than £20,800
12	£400 less than £500	£1,700 less than £2,200	£20,800 less than £26,000
13	£500 less than £600	£2,200 less than £2,600	£26,000 less than £31,200
14	£600 less than £700	£2,600 less than £3,000	£31,200 less than £36,400
15	£700 less than £800	£3,000 less than £3,500	£36,400 less than £41,600
16	£800 less than £900	£3,500 less than £3,900	£41,600 less than £46,800
17	£900 less than £1,000	£3,900 less than £4,300	£46,800 less than £52,000
18	£1,000 less than £1,550	£4,300 less than £6,700	£52,000 less than £80,000
19	£1,550 less than £1,920	£6,700 less than £8,300	£80,000 less than £100,000
20	£1,920 or more	£8,300 or more	£100,000 or more

CARD H15

	Weekly	Monthly	Annual
2	Less than £20	Less than £85	Less than £1,050
3	£20 less than £40	£85 less than £175	£1,050 less than £2,100
4	£40 less than £60	£175 less than £260	£2,100 less than £3,100
5	£60 less than £80	£260 less than £350	£3,100 less than £4,200
6	£80 less than £100	£350 less than £430	£4,200 less than £5,200
7	£100 less than £135	£430 less than £590	£5,200 less than £7,000
8	£135 less than £165	£590 less than £720	£7,000 less than £8,600
9	£165 less than £200	£720 less than £870	£8,600 less than £10,400
10	£200 less than £235	£870 less than £1,000	£10,400 less than £12,200
11	£235 less than £265	£1,000 less than £1,150	£12,200 less than £13,800
12	£265 less than £335	£1,150 less than £1,450	£13,800 less than £17,400
13	£335 less than £400	£1,450 less than £1,700	£17,400 less than £20,800
14	£400 less than £465	£1,700 less than £2,000	£20,800 less than £24,200
15	£465 less than £535	£2,000 less than £2,300	£24,200 less than £27,800
16	£535 less than £600	£2,300 less than £2,600	£27,800 less than £31,200
17	£600 less than £665	£2,600 less than £2,900	£31,200 less than £34,600
18	£665 less than £1,000	£2,900 less than £4,300	£34,600 less than £52,000
19	£1,000 less than £1,270	£4,300 less than £5,500	£52,000 less than £66,000
20	£1,270 or more	£5,500 or more	£66,000 or more

CARD H18

1 A lot better off

2 A little better off

3 About the same

4 A little worse off

5 A lot worse off

CARD H19

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

CARD H21

1 Child does this

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

3 Child does not want/need this at the moment

CARD H23

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

CARD H24

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

CARD H25

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

CARD K1

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

CARD K3

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

**Plentyn y Ganrif
Newydd
Peilot 11 Oed**

Ipsos MORI

**CARDIAU DANGOS PARTNER
YMATEBYDD
Cymru**

TREFN TU CHWITH

CERDYN A1

- 1 Gŵr/Gwraig**
- 2 Partner/Cydbreswlydd**
- 3 Mab/merch naturiol**
- 4 Mab/Merch wedi mabwysiadu**
- 5 Mab/Merch maeth**
- 6 Llysfab / llysfarch / Plentyn partner (presennol/blaenorol)**
- 7 Rhiant naturiol**
- 8 Rhiant mabwysiadol**
- 9 Rhiant maeth**
- 10 Llys-riant**
- 11 Brawd naturiol/ chwaer naturiol**
- 12 Hanner brawd/Hanner chwaer**
- 13 Llysfrawd/Llyschwaer**
- 14 Brawd mabwysiadol/Chwaer fabwysiadol**
- 15 Brawd maeth/Chwaer faeth**
- 16 Wŷr/wyres**
- 17 Nain neu daid / Mam-gu neu Dad-cu**
- 18 Nani/Au Pair**
- 19 Perthynas arall**
- 20 Arall nad yw'n perthyn**

CERDYN B1

- 1 Wedi gwahanu'n gyfreithiol**
- 2 Priod, priodas gyntaf ac unig briodas**
- 3 Wedi ailbriodi, ail briodas neu hwyrach**
- 4 Sengl ac erioed wedi priodi**
- 5 Wedi ysgaru**
- 6 Gweddw**

CERDYN B2

- 1 Gwyn – Cymraeg/Saesneg/Albanaidd/Gogledd Iwerddon/Prydeinig**
- 2 Gwyn – Gwyddelig**
- 3 Gwyn – Sipsi neu Deithiwr Gwyddelig**
- 4 Unrhyw gefndir Gwyn arall**
- 5 Grwpiau ethnig cymysg/lluosog – Gwyn a Du Caribiaidd**
- 6 Grwpiau ethnig cymysg/lluosog – Gwyn a Du Affricanaidd**
- 7 Grwpiau ethnig cymysg/lluosog – Gwyn ac Asiaidd**
- 8 Unrhyw gefndir ethnig cymysg/lluosog arall**
- 9 Asiaidd/Asiaidd Prydeinig – Indiaidd**
- 10 Asiaidd/Asiaidd Prydeinig – Pacistanaidd**
- 11 Asiaidd/Asiaidd Prydeinig – Bangladeshaidd**
- 12 Asiaidd/Asiaidd Prydeinig – Tsieineaidd**
- 13 Unrhyw gefndir Asiaidd arall**
- 14 Du/Affricanaidd/Caribiaidd/Du Prydeinig – Affricanaidd**
- 15 Du/Affricanaidd/Caribiaidd/Du Prydeinig – Caribiaidd**
- 16 Unrhyw gefndir Du/Affricanaidd/Caribiaidd arall**
- 17 Grŵp ethnig arall – Arabaidd**
- 18 Unrhyw grŵp ethnig arall**

CERDYN B7

- 7 Carchar/Sefydliad Troseddwyr Ifanc/Beristyl**

- 6 Byw gyda pherthnasau**

- 5 Ysgol breswyl**

- 4 Rhieni maeth cymdeithas wirfoddol**

- 3 Cartref plant cymdeithas wirfoddol**

- 2 Rheini maeth awdurdod lleol**

- 1 Cartref plant awdurdod lleol**

- 8 Rhywle arall**

CERDYN B8

6 Carchar neu Ganolfan Troseddwyr

5 Byw gyda pherthnasau

4 Ysgol breswyl

3 Cartref plant gwirfoddol

2 Rhieni maeth

1 Cartref plant statudol

7 Rhywle arall

CERDYN B9

- 6 10 mlynedd neu fwy**

- 5 5 mlynedd, llai na 10**

- 4 2 flynedd, llai na 5**

- 3 1 flwyddyn, llai na 2**

- 2 Tri mis, llai nag 1 flwyddyn**

- 1 Dan dri mis**

CERDYN C3

4 Ddim yn debygol o gwbl

3 Ddim yn debygol iawn

2 Gweddol debygol

1 Tebygol iawn

CERDYN C4

- 9 Ni fydd ei angen ar gyfer yr yrfa mae am ddilyn**
- 8 Ddim yn rhywbeth rwyf wedi meddwl amdano**
- 7 Dydw i ddim eisiau i'm plentyn fod mewn cymaint â hynny o ddyled**
- 6 Allwn ni ddim ei fforddio**
- 5 Nid yw'r un o'u teulu wedi mynd o'r blaen**
- 4 Nid yw'r un o'u ffrindiau yn debygol o fynd**
- 3 Ni fydd y plentyn eisiau mynd**
- 2 Nid yw'r plentyn yn ddigon disglair**
- 1 Ni fydd y plentyn yn cyflawni'r graddau gofynnol**
- 10 Arall**

CERDYN C5

- 6 Rhan o fwrdd rheoli/corff llywodraethu**

- 5 Rhan o gymdeithas rhieni/pwyllgor/grŵp**

- 4 Helpu tu allan i'r dosbarth gyda grwpiau diddordeb arbennig megis drama/chwaraeon**

- 3 Helpu gyda gweithgareddau codi arian/digwyddiadau arbennig e.e. ffeiriau, dyddiau chwaraeon**

- 2 Helpu rhywle arall e.e. llyfrgell, teithiau ysgol, dyletswyddau cinio**

- 1 Helpu yn y dosbarth**

- 7 Rhyw weithgaredd arall**

CERDYN E1

- 6 Ddim o gwbl**

- 5 Llai aml nag unwaith y mis**

- 4 Unwaith neu ddwywaith y mis**

- 3 Unwaith neu ddwywaith yr wythnos**

- 2 Sawl gwaith yr wythnos**

- 1 Pob dydd neu bron pob dydd**

CERDYN G1

5 Methu gwneud

4 Cryn dipyn

3 Rhywfaint

2 Ychydig bach

1 Dim o gwbl

CERDYN G2

6 Difrifol iawn

5 Difrifol

4 Cymedrol

3 Ysgafn

2 Ysgafn iawn

1 Dim

CERDYN G3

5 Methu gwneud

4 Cryn dipyn

3 Braidd

2 Ychydig iawn

1 Ddim o gwbl

CERDYN G4

- 9 Yn gymdeithasol neu ymddygiadol (er enghraifft, cysylltiedig ag awtistiaeth, anhwylder diffyg canolbwyntio neu Syndrom Asperger)**
- 8 Stamina neu anadlu neu flinder**
- 7 Iechyd meddwl**
- 6 Cof**
- 5 Dysgu neu ddeall neu ganolbwyntio**
- 4 Deheurwydd (er enghraifft codi a chario eitemau, defnyddio allweddell)**
- 3 Mudoledd (er enghraifft cerdded pellter byr neu ddringo grisiau)**
- 2 Clyw (er enghraifft, byddarwch neu glyw rhannol)**
- 1 Golwg (er enghraifft, dallineb neu olwg rhannol)**
- 10 Arall**

CERDYN G5

- 7 Llai aml neu fyth**

- 6 O leiaf unwaith y flwyddyn**

- 5 Pob ychydig fisoedd**

- 4 O leiaf unwaith y mis**

- 3 Unwaith neu ddwywaith yr wythnos**

- 2 Sawl gwaith yr wythnos**

- 1 Pob dydd neu bron pob dydd**

CERDYN H1

- 1 Absenoldeb Mamolaeth**
- 2 Absenoldeb Rhiant**
- 3 Absenoldeb Tadolaeth**
- 4 Absenoldeb/gwylliau arall**
- 5 Sâl/wedi anafu**
- 6 Wedi diswyddo/ar amser byr**
- 7 Rheswm teuluol personol arall**
- 8 Rhesymau eraill**

CERDYN H2

- 8 Lluoedd arfog**
- 7 Elusen, sefydliad gwirfoddol neu ymddiriedolaeth**
- 6 Awdurdod iechyd neu Ymddiriedolaeth GIG**
- 5 Prifysgol neu sefydliad addysg arall a ariennir gan grant (yn cynnwys ysgolion sydd wedi 'eithrio')**
- 4 Llywodraeth neu gyngor lleol (yn cynnwys gwasanaethau heddlu, tân ac ysgolion/ colegau a reolir gan yr awdurdod lleol)**
- 3 Llywodraeth ganolog neu wasanaeth sifil**
- 2 Diwydiant wedi ei wladoli/corfforaeth y wladwriaeth**
- 1 Cwmni preifat/PLC**
- 9 Math arall o sefydliad**

CERDYN H3

- 14 Oriau blynyddol h.y. ble rydych wedi'ch contractio i weithio nifer penodol o oriau dros gyfnod o 12 mis**
- 13 Oriau cywasgedig h.y. gweithio eich oriau a gytunwyd dros lai o ddyddiau**
- 12 Oriau hyblyg**
- 11 Ffôn i'w ddefnyddio am resymau teuluol**
- 10 Contractau yn ystod adeg tymor**
- 9 Gweithio o adref yn achlysurol**
- 8 Gweithio o adref yn rheolaidd**
- 7 Rhannu swydd**
- 6 Absenoldeb Rhiant**
- 5 Absenoldeb mabwysiadu**
- 4 Absenoldeb rhiant (amser o'r gwaith i dadau)**
- 3 Absenoldeb mamolaeth**
- 2 Egwyl gyrfa am resymau personol**
- 1 Amser i ffwrdd ar gyfer argyfyngau teuluol**

CERDYN H4

5 Byth

4 Llai nag unwaith y mis

3 O leiaf unwaith y mis

2 Bob wythnos

1 Bob dydd

CERDYN H5

5 Byth

4 Llai nag unwaith y mis

3 O leiaf unwaith y mis

2 Bob 2-3 penwythnos

1 Bob penwythnos

CERDYN H6

- 1 Gofalu am y teulu**
- 2 Wedi cael swydd, aros i'w chychwyn**
- 3 Allan o waith ac yn chwilio am swydd**
- 4 Allan o waith, am resymau afiechyd**
- 5 Cymryd rhan yn y Fargen Newydd (neu Fargen Newydd Hyblyg) (lleoliad swydd, hyfforddiant, tasglu neu waith gwirfoddol)**
- 6 Ar gynllun hyfforddiant Llywodraeth arall**
- 7 Ar gynllun prentisiaeth modern**
- 8 Myfyriwr llawn amser**
- 9 Wedi ymddeol o waith cyflogedig**
- 10 Ddim mewn gwaith cyflogedig am ryw reswm arall**

CERDYN H7

- 14 Mae fy mhartner yn anghymeradwyo**
- 13 Ni allaf ddod o hyd i ofal plant addas**
- 12 Ni allaf ddod o hyd i swydd sy'n talu digon**
- 11 Mae'n well gennyf ofalu am fy mhlant fy hun**
- 10 Mae'n well gennyf fod adref gyda'r teulu na gweithio**
- 9 Mae'n well gennyf beidio gweithio**
- 8 Ni allaf weithio oherwydd salwch**
- 7 Rwy'n gofalu am berthynas neu ffrind oedrannus neu sâl**
- 6 Byddai fy nheulu yn colli budd-daliadau pe byddwn yn ennill**
- 5 Rwyf ar gwrs hyfforddiant**
- 4 Rwyf mewn addysg llawn amser**
- 3 Nid oes swyddi ar gael i mi**
- 2 Nid oes swyddi gyda'r oriau iawn i mi**
- 1 Nid oes swyddi yn y man iawn i mi**
- 15 Rheswm arall**

CERDYN H8

5 Anfodlon iawn

4 Gweddol anfodlon

3 Ddim yn fodlon nac anfodlon

2 Gweddol fodlon

1 Bodlon iawn

CERDYN H9

- 1 Lwfans Ceisio Gwaith**
- 2 Cefnogaeth Incwm**
- 3 Budd-daliadau salwch, anabledd neu analluogrwydd (yn cynnwys Lwfans Cefnogaeth Cyflogaeth)**
- 4 Unrhyw fath o bensiwn, yn cynnwys pensiwn preifat neu bensiwn y Wladwriaeth**
- 5 Budd-dal Plant**
- 6 Credydau treth, megis y Credyd Treth Gwaith, Credyd Treth Unigolyn Anabl neu Gredyd Treth Plant**
- 7 Unrhyw fudd-dal neu daliad arall cysylltiedig â'r teulu**
- 8 Budd-dal Tai neu Fudd-dal Treth y Cyngor**
- 9 Incwm o unrhyw fudd-dal arall y wladwriaeth**

CERDYN H10

- 10 Yswiriant Salwch a Damwain**
- 9 Pensiwn Anabledd Rhyfel**
- 8 Budd-dal Anabledd Anaf Diwydiannol**
- 7 Lwfans Gweini**
- 6 Credyd Dychwelyd i Waith**
- 5 Lwfans Byw Anabl**
- 4 Lwfans Gofalwr**
- 3 Lwfans Anabledd Difrifol**
- 2 Lwfans Cyflogaeth a Chefnogaeth**
- 1 Budd-dal Analluogrwydd**
- 11 Unrhyw fudd-dal neu daliad arall cysylltiedig ag anabledd**

CERDYN H11

- 8 Pensiwn Anabledd Rhyfel**

- 7 Lwfans Mam Weddw, Lwfans Rhiant neu Lwfans Profedigaeth**

- 6 Pensiwn Gweddw neu Weddw Rhyfel**

- 5 Pensiwn neu flwydd-dal preifat**

- 4 Credyd Pensiwn yn cynnwys Credyd Gwarant a Chredyd Cynilion**

- 3 Pensiwn gan gyflogwr blaenorol cymar**

- 2 Pensiwn gan gyflogwr blaenorol**

- 1 Pensiwn YG neu Bensiwn (Henaint) Ymddeol y Wladwriaeth**

CERDYN H13

- 1 Cymorth ariannol rheolaidd gan rieni**

- 2 Cymorth ariannol rheolaidd gan berthnasau eraill neu ffrindiau tu allan i'r cartref**

- 3 Incwm o fuddsoddiadau, yn cynnwys llog ar gynilion**

- 4 Rhent gan letywyr, tenantiaid neu is-denantiaid/rhent o eiddo arall**

- 5 Incwm arall gan sefydliadau neu unigolion eraill tu allan i'r cartref**

- 6 Unrhyw ffynhonnell arall o incwm teuluol/cartref rheolaidd**

CERDYN H14

	Wythnosol	Misol	Blynyddol
20	£1,920 neu fwy	£8,300 neu fwy	£100,000 neu fwy
19	£1,550 llai na £1,920	£6,700 llai na £8,300	£80,000 llai na £100,000
18	£1,000 llai na £1,550	£4,300 llai na £6,700	£52,000 llai na £80,000
17	£900 llai na £1,000	£3,900 llai na £4,300	£46,800 llai na £52,000
16	£800 llai na £900	£3,500 llai na £3,900	£41,600 llai na £46,800
15	£700 llai na £800	£3,000 llai na £3,500	£36,400 llai na £41,600
14	£600 llai na £700	£2,600 llai na £3,000	£31,200 llai na £36,400
13	£500 llai na £600	£2,200 llai na £2,600	£26,000 llai na £31,200
12	£400 llai na £500	£1,700 llai na £2,200	£20,800 llai na £26,000
11	£350 llai na £400	£1,500 llai na £1,700	£18,200 llai na £20,800
10	£300 llai na £350	£1,300 llai na £1,500	£15,600 llai na £18,200
9	£250 llai na £300	£1,100 llai na £1,300	£13,000 llai na £15,600
8	£200 llai na £250	£870 llai na £1,100	£10,400 llai na £13,000
7	£150 llai na £200	£650 llai na £870	£7,800 llai na £10,400
6	£120 llai na £150	£520 llai na £650	£6,200 llai na £7,800
5	£90 llai na £120	£390 llai na £520	£4,700 llai na £6,200
4	£60 llai na £90	£260 llai na £390	£3,100 llai na £4,700
3	£30 llai na £60	£130 llai na £260	£1,600 llai na £3,100
2	Llai na £30	Llai na £130	Llai na £1,600

CERDYN H15

	Wythnosol	Misol	Blynyddol
20	£1,270 neu fwy	£5,500 neu fwy	£66,000 neu fwy
19	£1,000 llai na £1,270	£4,300 llai na £5,500	£52,000 llai na £66,000
18	£665 llai na £1,000	£2,900 llai na £4,300	£34,600 llai na £52,000
17	£600 llai na £665	£2,600 llai na £2,900	£31,200 llai na £34,600
16	£535 llai na £600	£2,300 llai na £2,600	£27,800 llai na £31,200
15	£465 llai na £535	£2,000 llai na £2,300	£24,200 llai na £27,800
14	£400 llai na £465	£1,700 llai na £2,000	£20,800 llai na £24,200
13	£335 llai na £400	£1,450 llai na £1,700	£17,400 llai na £20,800
12	£265 llai na £335	£1,150 llai na £1,450	£13,800 llai na £17,400
11	£235 llai na £265	£1,000 llai na £1,150	£12,200 llai na £13,800
10	£200 llai na £235	£870 llai na £1,000	£10,400 llai na £12,200
9	£165 llai na £200	£720 llai na £870	£8,600 llai na £10,400
8	£135 llai na £165	£590 llai na £720	£7,000 llai na £8,600
7	£100 llai na £135	£430 llai na £590	£5,200 llai na £7,000
6	£80 llai na £100	£350 llai na £430	£4,200 llai na £5,200
5	£60 llai na £80	£260 llai na £350	£3,100 llai na £4,200
4	£40 llai na £60	£175 llai na £260	£2,100 llai na £3,100
3	£20 llai na £40	£85 llai na £175	£1,050 llai na £2,100
2	Llai na £20	Llai na £85	Llai na £1,050

CERDYN H17

- 3 Eiddo neu dir, ac eithrio'r cartref hwn (yn cynnwys eiddo neu dir busnes neu fferm, ac eiddo tramor)**

- 2 Ymddiriedolaethau Uned neu Fuddsoddiad/Bondiau a Giltiau (llywodraeth neu gorfforaethol)**

- 1 Stociau a/neu gyfrannau (yn cynnwys opsiynau cyfranddaliad, perchnogaeth cyfranddaliad cyflogai neu glybiau cyfranddaliad)**

- 4 Buddsoddiadau neu Asedau eraill**

CERDYN H18

5 Cryn dipyn gwaeth fy myd

4 Ychydig gwaeth fy myd

3 Tua'r un peth

2 Ychydig gwell fy myd

1 Llawer gwell fy myd

CERDYN H19

- 1 Cerdyn credyd**
- 2 Cerdyn siop**
- 3 Cytundebau hurbrynu**
- 4 Benthyciad personol (gan y banc, cymdeithas adeiladu neu sefydliad ariannol arall)**
- 5 Cytundeb pwrcasu catalog neu archebu trwy'r post**
- 6 Benthyciad Cronfa Gymdeithasol y DWP**
- 7 Unrhyw fenthyciad arall gan unigolyn preifat**
- 8 Benthyciad myfyriwr**
- 9 Dyled arall nad yw wedi ei restru yma**

CERDYN H20

3 Nid ydym eisiau/angen hyn ar hyn o bryd

2 Fe hoffem gael hyn, ond ni allwn ei fforddio ar hyn o bryd

1 Mae gennym hyn

CERDYN H23

- 1 Gradd Uwch a chymwysterau Ôl-raddedig**
- 2 Gradd Gyntaf (yn cynnwys B.Ed.)**
- 3 Diplomâu a Thystysgrifau Ôl-raddedig**
- 4 Diplomâu mewn addysg uwch a chymwysterau addysg uwch arall**
- 5 Cymwysterau dysgu ar gyfer ysgolion neu addysg bellach (islaw lefel gradd)**
- 6 Lefelau Uwch/UG/G, SCE Uwch, Tystysgrif Astudiaethau Chweched Dosbarth yr Alban, Tystysgrif Gadael neu gyfatebol**
- 7 Lefel O neu TGAU gradd A-C, Safon SCE, Graddau cyffredin 1-3 neu Dystysgrif lau gradd A-C**
- 8 CSE islaw gradd 1/TGAU neu Lefel O islaw gradd C, Safon SCE, Graddau cyffredin islaw gradd 3 neu Dystysgrif lau islaw gradd C**
- 9 Cymwysterau academaidd eraill**

CERDYN H24

- 1 Cymwysterau proffesiynol ar lefel gradd e.e. aelod graddedig neu sefydliad proffesiynol, cyfrifydd siartredig neu arolygwr**
- 2 Nyrsio neu gymhwyster meddygol arall (law lefel gradd)**
- 3 NVQ neu SVQ lefel 4 neu 5**
- 4 HND, HNC, BTEC Lefel Uwch/Diploma Uwch RSA**
- 5 NVQ neu SVQ Lefel 3/GNVQ Uwch eu GSVQ Lefel 3**
- 6 OND, ONCM BTEC Cenedlaethol, Tystysgrif Genedlaethol SCOTVEC**
- 7 Crefft uwch City & Guilds, Diploma Uwch Rhan III/RSA**
- 8 NVQ neu SVQ Lefel 2/GNVQ Canolig neu GSVQ Lefel 2**
- 9 BTEC, diploma gyntaf neu gyffredinol SCOTVEC**
- 10 Crefft City & Guilds neu Ddiploma Rhan II/RSA**
- 11 NVQ neu SVQ Lefel 1/GNVQ Lefel Sylfaen neu GSVQ Lefel 1**
- 12 BTEC, diploma gyntaf neu gyffredinol SCOTVEC/Modiwlau SCOTVEC**
- 13 City & Guilds rhan 1/RSA Cam I, II, III/Tystysgrif Iau**
- 14 Cymwysterau galwedigaethol eraill**

CERDYN H25

- 8 Ar gynllun hyfforddiant llywodraeth**
- 7 Sâl/anabl**
- 6 Mewn addysg llawn amser/myfyriwr**
- 5 Gofalu am y cartref neu deulu**
- 4 Wedi ymddeol o waith cyflogedig yn gyfan gwbl**
- 3 Di-waith/chwilio am waith**
- 2 Gweithio i fi'n hun (hunangyflogedig)**
- 1 Gweithio i gyflogwr**
- 9 Rhywbeth arall**

CERDYN K1

- 7 Llai aml neu fyth**

- 6 O leiaf unwaith y flwyddyn**

- 5 Pob ychydig fisoedd**

- 4 O leiaf unwaith y mis**

- 3 Unwaith neu ddwywaith yr wythnos**

- 2 Sawl gwaith yr wythnos**

- 1 Pob dydd neu bron pob dydd**

CERDYN K2

5 Ymhell o fod yn ddigon o amser

4 Dim digon o amser

3 Yn union digon o amser

2 Mwy na digon o amser

1 Gormod o amser

CERDYN K3

- 1 Rwy'n gweithio oriau hir**
- 2 Rwy'n gweithio oddi cartref**
- 3 Rhesymau gwaith eraill**
- 4 Galwadau gwaith domestig**
- 5 Galwadau plant eraill**
- 6 Nid yw fy iechyd yn dda**
- 7 Plentyn yn brysur yn gwneud pethau eraill**
- 8 Arall**

**CHILD OF THE NEW CENTURY
AGE 11 SURVEY**

**VERBAL SIMILARITIES
WELSH TRANSLATION SCRIPT**

INTRO AND EXAMPLE A

VSINTRO

INTERVIEWER, SAY: **Rydw i am ddweud tri pheth ac rydw i am i ti ddweud wrtha i sut maent yn mynd gyda'i gilydd. Pan fyddi wedi ateb, byddaf yn dweud tri pheth arall ac eto rydw i am i ti ddweud sut maent yn cyd-fynd. Byddwn yn dal ati fel hyn. Bydd yn dod yn anoddach wrth i ni fynd ymlaen, ond paid â phoeni. Dydi'r rhan fwyaf o blant dy oed di ddim yn gwybod yr atebion. Gwna dy orau.**

QA01

INTERVIEWER, SAY: **Rydw i am ddweud tri pheth ac rydw i am i ti ddweud wrtha i sut maent yn mynd gyda'i gilydd. Gwranda yn ofalus. BANANA, AFAL, OREN**

Beth yw'r pethau hyn i gyd?

QA02

INTERVIEWER, SAY: **BANANA, AFAL, OREN. Beth fyddet ti'n galw'r pethau yma i gyd?**

QA1R

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

QA2R

INTERVIEWER, SAY: **Banana, afal, oren i gyd yn ffrwyth. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn ffrwyth.**

**THE ASSESSMENT WILL NOW
START AT ITEM 16**

ITEM 01

Q01I

INTERVIEWER, SAY: **COCH, GLAS, GWYRDD.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q01Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd**

PROMPT IF NECESSARY: **COCH, GLAS, GWYRDD**

Q01T

INTERVIEWER, SAY: **COCH, GLAS, GWYRDD. Beth fyddet ti'n galw'r pethau yma i gyd?**

Q01C

INTERVIEWER, SAY: **Coch, glas, gwyrdd i gyd yn lliwiau. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn lliwiau.**

Q01D

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

ITEM 02

Q02I

INTERVIEWER, SAY: **CRYS, SANAU, CÔT**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q02Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **CRYS, SANAU, CÔT**

Q02T

INTERVIEWER, SAY: **CRYS, SANAU, CÔT. Beth fyddet ti'n galw'r pethau yma i gyd?**

Q02C

INTERVIEWER, SAY: **Crys, sanau, côt i gyd yn dillad. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn dillad.**

Q02D

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

ITEM 03

Q03I

INTERVIEWER, SAY: **LLEW, LLYGODEN, BUWCH**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q03Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **LLEW, LLYGODEN, BUWCH**

ITEM 04

Q04I

INTERVIEWER, SAY: **SGOTS, DRAFFTIAU, PÊL DROED.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q04Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **SGOTS, DRAFFTIAU, PÊL DROED.**

ITEM 05

Q05I

INTERVIEWER, SAY: **LLYW, FFORC, CYLLELL**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q05Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **LLYW, FFORC, CYLLELL**

ITEM 06

Q06I

INTERVIEWER, SAY: **DEILEN, BRIGYN, CANGEN**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q06Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **DEILEN, BRIGYN, CANGEN**

ITEM 07

Q07I

INTERVIEWER, SAY: **FFERMWR, ATHRO, YSGRIFENNYDD.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q07Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **FFERMWR, ATHRO, YSGRIFENNYDD.**

IF YOU WERE ROUTED BACK TO ITEM 1 THE ASSESSMENT WILL STOP HERE

ITEM 08

Q08I

INTERVIEWER, SAY: **PYS, BRESYCH, MORON**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q08Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **PYS, BRESYCH, MORON**

Q08T

INTERVIEWER, SAY: **PYS, BRESYCH, MORON. Beth fyddet ti'n galw'r pethau yma i gyd?**

Q08C

INTERVIEWER, SAY: **Pys, bresych, moron i gyd yn llyisiau. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn llyisiau.**

Q08D

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

ITEM 09

Q09I

INTERVIEWER, SAY: **PETRYAL, HECSAGON, CYLCH**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q09Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd**

PROMPT IF NECESSARY: **PETRYAL, HECSAGON, CYLCH**

Q09T

INTERVIEWER, SAY: **PETRYAL, HECSAGON, CYLCH. Beth fyddet ti'n galw'r pethau yma i gyd?**

Q09C

INTERVIEWER, SAY: **Petryal, hecsagon, cylch i gyd yn siapiau. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn siapiau**

Q09D

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

ITEM 10

Q10I

INTERVIEWER, SAY: **CLOC, THERMOMEDR, PREN MESUR**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q10Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **CLOC, THERMOMEDR, PREN MESUR**

ITEM 11

Q11I

INTERVIEWER, SAY: **LLYWODRAETHWR, CAPTEN, LLYWYDD.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q11Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **LLYWODRAETHWR, CAPTEN, LLYWYDD**

ITEM 12

Q12I

INTERVIEWER, SAY: **RHEW, STÊM, EIRA.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q12Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **RHEW, STÊM, EIRA.**

ITEM 13

Q13I

INTERVIEWER, SAY: **CWPWRDD, BWRDD, GWELY**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q13Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **CWPWRDD, BWRDD, GWELY**

ITEM 14

Q14I

INTERVIEWER, SAY: **PREN, BRICSEN, GWYDR**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q14Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **PREN, BRICSEN, GWYDR**

ITEM 15

Q15I

INTERVIEWER, SAY: **EFYDD, ARIAN, COPR**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q15Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **EFYDD, ARIAN, COPR**

DECISION POINT

DEPENDING ON THE CHILD'S PERFORMANCE THE CAPI WILL EITHER:

- STOP HERE
- GO BACK TO ITEM 1

ITEM 16 STARTING POINT

Q16I

INTERVIEWER, SAY: **SYRYP, TAFFI, TEISEN**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q16Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **SYRYP, TAFFI, TEISEN**

Q16T

INTERVIEWER, SAY: **SYRYP, TAFFI, TEISEN. Beth fyddet ti'n galw'r pethau yma i gyd?**

Q16C

INTERVIEWER, SAY: **Syryp, taffi, teisen i gyd yn pethau melys. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn pethau melys.**

Q16D

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

ITEM 17

Q17I

INTERVIEWER, SAY: **DŴR, OLEW, GWAED**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q17Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **DŴR, OLEW, GWAED**

Q17T

INTERVIEWER, SAY: **DŴR, OLEW, GWAED. Beth fyddet ti'n galw'r pethau yma i gyd?**

Q17C

INTERVIEWER, SAY: **Dŵr, olew, gwaed i gyd yn hylifau. Y ffordd orau o ddweud eu bod yn cyd-fynd yw dweud eu bod i gyd yn hylifau.**

Q17D

INTERVIEWER, SAY: **Dyna ni; nawr rho gynnig ar un arall.**

ITEM 18

Q18I

INTERVIEWER, SAY: **JAR, BAG, BOCS**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q18Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **JAR, BAG, BOCS**

ITEM 19

Q19I

INTERVIEWER, SAY: **FFWR, CENNAU, PLU**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q19Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **FFWR, CENNAU, PLU**

ITEM 20

Q20I

INTERVIEWER, SAY: **HAUL, PREN, OLEW**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q20Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **HAUL, PREN, OLEW**

ITEM 21

Q21I

INTERVIEWER, SAY: **LLYFR, FFÔN, PAPUR NEWYDD**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q21Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **LLYFR, FFÔN, PAPUR NEWYDD**

ITEM 22

Q22I

INTERVIEWER, SAY: **GORFFENNOL, PRESENNOL, DYFODOL**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q22Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **GORFFENNOL, PRESENNOL, DYFODOL**

ITEM 23

Q23I

INTERVIEWER, SAY: **LLOFNOD, ÔL BYS, WYNEB**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q23Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd**

PROMPT IF NECESSARY: **LLOFNOD, ÔL BYS, WYNEB**

ITEM 24

Q24I

INTERVIEWER, SAY: **PIN CAU, GLUD, HOELEN.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q24Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **PIN CAU, GLUD, HOELEN.**

ITEM 25

Q25I

INTERVIEWER, SAY: **TWNNEL, FFERI, PONT**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q25Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **TWNNEL, FFERI, PONT**

ITEM 26

Q26I

INTERVIEWER, SAY: **TWYLL, CELWYDD, FFUGIAD.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q26Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **TWYLL, CELWYDD, FFUGIAD.**

ITEM 27

Q27I

INTERVIEWER, SAY: **CORWYNT, SYCHDER, LLUWCHWYNT**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q27Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **CORWYNT, SYCHDER, LLUWCHWYNT**

ITEM 28

Q28I

INTERVIEWER, SAY: **SEIREN, BEGWN, CORN**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q28Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd**

PROMPT IF NECESSARY: **SEIREN, BEGWN, CORN**

DECISION POINT

DEPENDING ON THE CHILD'S PERFORMANCE THE CAPI WILL EITHER:

- **STOP HERE**
- **GO BACK TO ITEM 8**
- **CARRY ON TO ITEM 29**

ITEM 29

Q29I

INTERVIEWER, SAY: **HYPOTHESIS, THEORI, ARGYHOEDDIAD.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q29Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **HYPOTHESIS, THEORI, ARGYHOEDDIAD**

ITEM 30

Q30I

INTERVIEWER, SAY: **LLESTEIRIO, ATAL, GWAHARDD**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q30Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **LLESTEIRIO, ATAL, GWAHARDD**

ITEM 31

Q31I

INTERVIEWER, SAY: **CERDD, CÂN, CERFLUN**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q31Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **CERDD, CÂN, CERFLUN**

ITEM 32

Q32I

INTERVIEWER, SAY: **ENNYD, EGWYL, CENHEDLAETH**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q32Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **ENNYD, EGWYL, CENHEDLAETH**

ITEM 33

Q33I

INTERVIEWER, SAY: **ANGLADD, DATRYSIAD, ALLANFA**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q33Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **ANGLADD, DATRYSIAD, ALLANFA**

ITEM 34

Q34I

INTERVIEWER, SAY: **DILLAD, BRECHIAD, LLOCHES**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q34Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **DILLAD, BRECHIAD, LLOCHES**

ITEM 35

Q35I

INTERVIEWER, SAY: **HWYRGLOCH, SENSORIAETH, CARCHARIAD**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q35Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **HWYRGLOCH, SENSORIAETH, CARCHARIAD**

ITEM 36

Q36I

INTERVIEWER, SAY: **ADOLYGU, ATGYWEIRIO, TRWSIO.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q36Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **ADOLYGU, ATGYWEIRIO, TRWSIO**

ITEM 37

Q37I

INTERVIEWER, SAY: **IECHYD, ADDYSG, AMDDIFFYN.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Beth yw'r pethau hyn i gyd?

Sut maen nhw'n cyd-fynd?

Sut mae'r pethau hyn yn debyg?

Q37Q

INTERVIEWER, SAY: **le. Nawr dywed ffordd arall o ddweud beth ydyn nhw i gyd.**

PROMPT IF NECESSARY: **IECHYD, ADDYSG, AMDDIFFYN**

Tracing Materials



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Ipsos MORI

Dear Sir/Madam,

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

If you are the person, please let us know that you are still living here and we will ask the interviewer to try to make contact with you again. If this letter has been forwarded to you from a different address, please let us have the full details of your current address.

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

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

Please complete the form below and return it to Ipsos MORI in the enclosed FREEPOST envelope - you won't need a stamp if you post it within the UK. If you prefer, you can telephone Ipsos MORI on **Freephone 0808 238 5446** (costs from mobile phones may vary, please check with your provider); or email james.bill@ipsos.com.

Thank you for your help.

Yours sincerely,

Professor Lucinda Platt, Project Director

✂

We are trying to contact:..... **Serial:**

Please tick the appropriate box below, and give details requested.

- | | | | |
|----|--|--------------------------|---------------------------------------|
| A. | I am the person named above..... | <input type="checkbox"/> | Please
give
details
overleaf |
| B. | I am not the person named above, but I know a forwarding address for them | <input type="checkbox"/> | |
| C. | I am not the person named above but I know someone who may be able to help | <input type="checkbox"/> | |
| D. | I do not know the whereabouts of the person named above | <input type="checkbox"/> | |

THE INFORMATION YOU GIVE WILL BE TREATED IN STRICTEST CONFIDENCE.

Please turn over



Please give address details below, using BLOCK CAPITALS

Address:.....
.....

Postcode:..... **Telephone:**

Email address:.....

If you are the person named overleaf, please also complete the following:

Surname:.....

First name(s): **Date of birth:**

Please help by completing this form and returning it in the enclosed FREEPOST envelope - you don't need a stamp if you post it in the UK. If you have any questions, please call **Freephone 0808 238 5446** (costs from mobile phones may vary, please check with your provider).

THANK YOU



Leading education
and social research
Institute of Education
University of London

Ipsos MORI

Date:

Serial number:

Dear Head Teacher,

Child of the New Century – Age 11 Survey Pilot

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

Name **Date of Birth**

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

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

The study is run by the Centre for Longitudinal Studies (CLS), which is part of the Institute of Education (IoE) at the University of London. The study is funded by ESRC (the national Economic and Social Research Council) and several government departments, including those with responsibility for education, in all countries of the UK.

We are writing to seek your help in contacting the child named above. The child's family participated in previous rounds of the study when the child was aged either 5 or 7 (or on both occasions). The last time we spoke to them they told us that the child was attending your school. We have recently tried to contact the family at the last known address we have for them. Unfortunately we have been unable to locate them and we believe that they may have moved to a different address. We would like to contact the family to invite them to take part in the Age 11 Survey Pilot. If you know the child's current address, we would be grateful if you could forward the enclosed pack to their parents.

If you would like further information about the study, please contact Ipsos MORI, our partner organisation who are conducting the interviews, on Freephone 0808 238 5446 or childnc@ipsos.com. You can also visit the website for parents (www.childnc.net) or the CLS website (www.cls.ioe.ac.uk).

Thank you in anticipation of your help.

Yours sincerely

Professor Lucinda Platt
Study Director



Dear

I would like to ask your help with the Child of the New Century Age 11 Survey Pilot. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. You may have taken part in the study when your child was 9 months old and again when he or she was 3, 5 and 7. Your help then was very much appreciated.

Now that your child is 11 we would very much like to come back and find out how your family is getting on. An interviewer from our partner organisation, Ipsos MORI has recently been trying to contact you at the last known address we have for you to invite you to take part in the Age 11 Survey Pilot but has unfortunately been unable to do so. In order to try to contact you, we wrote to the Head Teacher of the school your child was attending when we last spoke to you and they kindly agreed to send this letter to you.

I would be most grateful if you would let Ipsos MORI know your present address, wherever you are living now. You can call them on **Freephone 0808 238 5446** (costs from mobile phones may vary, please check with your provider), email at childnc@ipsos.com or return the form below in the enclosed Freepost envelope – you will not need a stamp.

By giving us your name and address you are not committing yourself to be interviewed for the Age 11 Survey Pilot. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please let us know.

Thank you very much for your help

Yours sincerely,

Professor Lucinda Platt
Study Director, Child of the New Century

✂ -----

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname

Address

.....

Postcode

Telephone number

Email address

Please turn over



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

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

Freephone 0808 238 5446.

THANK YOU FOR YOUR HELP

**Child of the New Century ■ Ipsos MORI ■
Freepost RSRJ-BLAK-YHCY ■ 77-81 Borough Rd ■ London ■ SE1 1FY**



Dear

Child of the New Century is a major national study, following the lives of 19,000 children born in 2000/2001. **A child that you know helped us with the study when they were aged 9 months, 3, 5 or 7.**

We have recently been trying to get in touch with the family of the child named below so that we can invite them to take part in the Age 11 Survey Pilot.

Name:

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

If you know where they are living, please let Ipsos MORI, our partner organisation who are conducting the interviews, know their address. You can do so by calling them on **Freephone 0808 238 5446** (costs from mobile phones may vary, please check with your provider), emailing at childnc@ipsos.com or returning the enclosed form in the Freepost envelope provided.

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

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

Thank you very much for you help.

Yours sincerely,

Professor Lucinda Platt
Project Director

✂ -----

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname

Address

.....

Postcode

Telephone number

Email address

Please turn over



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

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

Freephone 0808 238 5446.

THANK YOU FOR YOUR HELP

**Child of the New Century ■ Ipsos MORI ■
Freepost RSRJ-BLAK-YHCY ■ 77-81 Borough Rd ■ London ■ SE1 1FY**



Dear

I would like to ask your help with the Child of the New Century Age 11 Survey Pilot. Child of the New Century is a major national study, following the lives of 19,000 specially chosen children born in 2000/2001. You may have taken part in the study when your child was 9 months old and again when he or she was 3, 5 and 7. Your help then was very much appreciated.

Now that your child is 11 we would very much like to come back and find out how your family is getting on. An interviewer from our partner organisation, Ipsos MORI spoke to;

.....
who did not wish to give your address without your permission, but did agree to send this letter to you. I would be most grateful if you would let Ipsos MORI know your present address, wherever you are living now. You can call Ipsos MORI on **Freephone 0808 238 5446** (costs from mobile phones may vary, please check with your provider), email at childnc@ipsos.com or return the form below in the enclosed Freepost envelope – you will not need a stamp.

By giving us your name and address you are not committing yourself to be interviewed for the Age 11 Survey Pilot. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

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

Thank you very much for you help.

Yours sincerely,

Professor Lucinda Platt
Project Director, Child of the New Century

✂ -----

Please complete this form using BLOCK CAPITALS Serial number:

Title First name Surname

Address

.....

Postcode

Telephone number

Email address

Please turn over



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

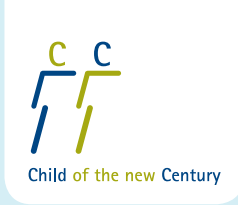
If you have any questions about this form, or about the Child of the New Century please call:

Freephone 0808 238 5446.

THANK YOU FOR YOUR HELP

**Child of the New Century ■ Ipsos MORI ■
Freepost RSRJ-BLAK-YHCY ■ 77-81 Borough Rd ■ London ■ SE1 1FY**

Thank you mailing



Ipsos MORI

Child of the New Century!

Certificate for Taking Part

This is to certify that

#CHILD FIRST NAME# #CHILD SURNAME#

took part in the 'Child of the New Century' Age 11 Survey.

By taking part #CHILD FIRST NAME# has helped us to understand what it's like growing up in England, Scotland, Wales and Northern Ireland today. This will help to make things better for children in the future.

A handwritten signature in brown ink that reads 'Lucinda Platt'.

Professor Lucinda Platt
Survey Director
Institute of Education



Ipsos MORI

Plentyn y Ganrif Newydd

Tystysgrif am Gymryd Rhan

Mae hyn i dystio bod

#ENW CYNTAF PLENTYN# #CYFENW PLENTYN#

wedi cymryd rhan yn Arolwg 11 Oed 'Plentyn y Ganrif Newydd'

Trwy gymryd rhan mae #ENW CYNTAF PLENTYN# wedi'n helpu ni i ddeall sut brofiad ydi hi i dyfu i fyny yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon heddiw. Bydd hyn yn helpu gwneud pethau'n well i blant yn y dyfodol.

Yr Athro Lucinda Platt
Cyfarwyddwr Arolwg
Athrofa Addysg

**Ipsos MORI**

«AddressName»

«AddressBlock»

Ref: «SerialNumber»/10-030358

Thursday, 23 May 2013

Child of the New Century - Age 11 Survey Pilot

Dear «Salutation» and «Partner Salutation»,

We would like to take this opportunity to thank you and your family for taking part in the Child of the New Century Age 11 Survey Pilot. We hope you found it interesting.

We very much appreciate your family giving up your time to help with this important study. Your participation has enabled us to fully test all aspects of the survey, ensuring that the main survey, which will begin in 2012, will provide us with the best information it can. It is having good information which makes this study so valuable.

Included with this letter is a certificate for your child showing our recognition of their participation. We would be grateful if you could pass this on to your child and thank them again from us.

We are hoping to follow the Children of the New Century as they grow up and into adulthood. We would like to thank you for agreeing to be re-contacted when we next want to ask your help to test the survey activities. We don't know yet exactly when this will be but it won't be for at least another few years. Again, your participation would be entirely voluntary. You can decide at the time whether you would like to help us again.

If you have any questions about the survey, please call James Bill at Ipsos MORI on **0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can visit the study website: www.childnc.net

Thank you very much for your help.

With kind regards,

A handwritten signature in black ink that reads 'Lucinda Platt'.

Professor Lucinda Platt
Study Director



Ipsos MORI

«AddressName»

«AddressBlock»

Cyf: «SerialNumber»/10-030358

Dydd Gwener, 24 Mai 2013

Plentyn y Ganrif Newydd – Peilot Arolwg 11 Oed

Annwyl «Salutation» a «Partner Salutation»,

Hoffem fanteisio ar y cyfle hwn i ddiolch i chi a'ch teulu am gymryd rhan yn y Peilot Arolwg 11 Oed Plentyn y Ganrif Newydd. Gobeithio i chi fwynhau'r profiad.

Rydym yn gwerthfawrogi amser eich teulu i helpu'r astudiaeth bwysig hon yn fawr iawn. Mae'ch cyfranogiad wedi'n galluogi i brofi pob agwedd o'r arolwg yn llawn, gan sicrhau y bydd y prif arolwg, a fydd yn cychwyn yn 2012, yn ein darparu â'r wybodaeth orau posibl. Cael gwybodaeth dda sy'n gwneud yr astudiaeth hon mor werthfawr.

Wedi ei gynnwys gyda'r llythyr hwn mae tystysgrif i'ch plentyn yn dangos ein cydnabyddiaeth o'u cyfranogiad. Byddem yn ddiolchgar pe gallech ei roi i'ch plentyn a diolch iddynt unwaith eto ar ein rhan.

Rydym yn gobeithio dilyn Plant y Ganrif Newydd wrth iddynt dyfu i oedolion. Hoffem diolch i chi am gytuno i adael i ni gysylltu â chi eto tro nesaf y byddwn eisieu gofyn am eich cymorth i brofi gweithgareddau'r arolwg. Ni wyddom eto yn union pryd fydd hyn, ond ni fydd am o leiaf ychydig o flynyddoedd. Eto, byddai'ch cyfranogiad yn gwbl wirfoddol. Gallwch benderfynu ar y pryd a hoffech ein helpu eto.

Os oes gennych unrhyw gwestiynau ynglŷn â'r arolwg, ffoniwch James Bill yn Ipsos MORI ar **0808 238 5446** rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â'r astudiaeth yn gyffredinol, gallwch ymweld â gwefan yr astudiaeth: www.childnc.net

Diolch yn fawr iawn am eich help.

Cofion cynnes,

A handwritten signature in black ink, appearing to read 'Lucinda Platt'.

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth

Feedback Materials



Child of the New Century - Age 11 pilot survey Interviewer feedback form (CAPI)

Interviewer name..... **Number**.....

In addition to the overall feedback form, we would very much welcome your thoughts on the CAPI script. We are keen to understand how well the interview worked – in terms of the whether there were problems with any questions or the CAPI programme. This form is to record any difficulties you may have encountered with the CAPI script. The form is divided into the following two sections:

- **Overall feedback on individual sections:** This section provides space to record any difficulties you may have encountered overall with each of the CAPI sections. Please fill in as much as possible on your overall feedback and comments on each (for example, please think about the length, flow, relevance and interest to the respondent, ease of understanding and areas issues with wording or routing).
- **Detailed breakdown of the questionnaire and script:** This table provides space to record any issues with routing or question wording at a question level. Please enter address number for specific cases.

Please ensure that you bring this form with you to the debrief to aid discussion along with the overall feedback form.

1. OVERALL FEEDBACK ON INDIVIDUAL SECTIONS

HOUSEHOLD QUESTIONNAIRE	
Section	Comments
Household Questionnaire	
MAIN RESPONDENT/PARTNER	
Section	Comments
Family Context	
Education (Please include feedback on how easy or difficult it was to do the school look up.)	

MAIN RESPONDENT/PARTNER	
Section	Comments
Child and Family Activities and Child's Behaviour	
Parenting Activities	
Child Health	
Employment, Income and Education	

MAIN RESPONDENT/PARTNER	
Section	Comments
Housing and Local Area	
Other Matters (questions on whether the respondent/partner voted, the Olympics, religion and spending time with their child)	
Self-completion (CASI) (We are particularly interested in feedback on questions about puberty and bullying)	
Contact information	

MAIN RESPONDENT/PARTNER	
Section	Comments
Proxy (Partner)	
How easy or difficult did respondents find it to read the showcards ?	
COGNITIVE ASSESSMENTS	
Section	Comments
Verbal similarities	

COGNITIVE ASSESSMENTS	
Section	Comments
Memory task	
Decision making task	

PHYSICAL MEASUREMENTS	
Section	Comments
Height measurement	

PHYSICAL MEASUREMENTS	
Section	Comments
Weight and body fat measurements	

COGNITIVE OBSERVATIONS	
Section	Comments
Cognitive observations	

OTHER ELEMENTS	
Section	Comments
Child questionnaire (Consent, observations and audio questions)	

OTHER ELEMENTS	
Section	Comments
Teacher survey (Consent and teacher name)	
Child contact details (Consent and contact details from parents and child)	
Other issues (Consent timings, translations, showcards, and child/sibling gifts)	

2. DETAILED BREAKDOWN OF QUESTIONNAIRE AND SCRIPT:

Script	Question name	Address number	Any issues with routing	Any issues with question wording	Further comments
Main interview	FtNw	12345678	None	Several respondents queried the meaning of this question.	None

Script	Question name	Address number	Any issues with routing	Any issues with question wording	Further comments

Script	Question name	Address number	Any issues with routing	Any issues with question wording	Further comments

Script	Question name	Address number	Any issues with routing	Any issues with question wording	Further comments

Script	Question name	Address number	Any issues with routing	Any issues with question wording	Further comments



Child of the New Century - Age 11 pilot survey

Interviewer feedback form

Interviewer name:

Interviewer Number:

We would like to thank you for all your hard work on this survey and ask you to provide some perspectives on the survey.

Your feedback is crucial to the success of the main stage survey. Please make any observations that you think may improve the procedures, and make the main stage of the survey more successful. Please also give your opinions on anything which is not included in this form.

Please ensure that you bring this form along with the CAPI feedback form with you to the debrief to aid discussion.

We are keen to understand how well the interview worked – in terms of the respondent and you as the interviewer being comfortable with the survey, and whether there were problems with any making appointments, collecting consent, child self-completion administration, fieldwork materials, activities/tasks, using the contact sheets, tracing procedures and any other elements of the survey that need to be addressed for the main stage. The key objectives to keep in mind are as follows:

- Gaining co-operation in all aspects effectively;
- Ensuring respondents are happy and comfortable with all aspects of the survey and all ethical requirements are met;
- Ensuring that answers are frank and respondents feel able to answer honestly;
- Ensuring both accuracy and consistency in the completion of all tasks; and
- Ensuring that the survey runs smoothly and efficiently for interviewers.

Given your expertise and experience we would like you to please complete this form when you have finished your interviews, giving as much detail as you can (please use another piece of paper if you run out of space). Please ensure that you do not complete this form during interviewing as it will affect the CAPI timings. So that you do not forget anything, please record any notes and timings immediately after you have left each household so that as much detail can be gained as possible when you come to complete this form at the end of fieldwork.

Please also bear in mind that for the main stage the sample will be longitudinal only. Some issues you might raise here might only be applicable for respondents who are new to the study (i.e. the new sample). If this is the case please note this in your comments.

1. GENERAL PILOT INFORMATION				
Number of successful addresses				
Number fully complete				
Number partially complete				
Length of time to complete each of the survey elements. Please record the minimum, maximum and average time taken in minutes to complete each element. Please try to be as accurate as possible.	Survey element	Min (mins)	Max (mins)	Average (mins)
	Main respondent CAPI (inc HH grid and CASI)			
	Partner CAPI (inc CASI)			
	Child self-completion: Paper			
	Child self-completion: Audio			
	Child self-completion: Interviewer administered			
	Child cognitive assessments			
	Child physical measurements			
Length of time to complete each admin element. Please record the minimum, maximum and average time taken in minutes to complete each element. Please try to be as accurate as possible.	Admin element	Min (mins)	Max (mins)	Average (mins)
	Parental consent for own participation (main respondent)			
	Parental consent for own participation (partner)			
	Parental consent for child elements			
	Child consents			
	Contact information collection (main respondent)			
	Contact information collection (partner)			
	Contact information collection (child)			
	Cognitive observations			
	Other elements			

2. OVERVIEW	
<p>Overall feedback from main respondents</p> <p>What were main respondents' general feelings about the survey?</p> <p>Were there any issues engaging the main respondents?</p>	
<p>Overall feedback from partners</p> <p>What were partners' general feelings about the survey?</p> <p>Were there any issues in engaging partners?</p> <p>How useful was the Partner letter in engaging partners? Is there anything that could be changed to improve partner engagement?</p>	
<p>Overall feedback from child</p> <p>What were childrens' general feelings about the survey?</p> <p>Was the number and range of activities suitable for 11 year olds overall?</p> <p>Were there any issues engaging children?</p>	
<p>Overall interviewer feedback</p> <p>What are your overall feelings about the survey?</p>	
3. MAKING CONTACT AND APPOINTMENT MAKING	
<p>Feedback on making contact in general.</p> <p>Were there any difficulties making contact? Or any problems with the contact information provided?</p>	
<p>Feedback on appointment making in general.</p> <p>Were there any issues with the process of booking appointments?</p>	

<p>Feedback on appointment making by telephone.</p> <p>Were there any issues with the process of booking appointments by telephone?</p>	
4. GAINING CO-OPERATION AT HOUSEHOLD LEVEL	
<p>Were there any families who were reluctant to take part? How did you persuade them? What worked for you?</p> <p>If you had families who refused to take part, what were the most common reasons? Is there anything you feel we could do to address these reasons?</p>	
5. CONTACT SHEETS/SAMPLE INFORMATION SHEETS	
<p>How easy did you find it to use the contact sheets?</p> <p>Is there anything that would have made them easier to use?</p> <p><i>Is there anything else needed, etc?</i></p> <p>How helpful was the contact information update sheet?</p>	
<p>How useful did you find the sample information sheet?</p> <p>What information did you find particularly useful?</p> <p>Was there any information you did not find useful?</p>	
<p>How well did the calls record (Section A in the contact sheet) work?</p> <p>Did you feel confident that you were recording your attempted contact correctly?</p> <p>How easy did you find it to transfer the information into iProgress?</p>	

<p>How helpful did you find Section F of the contact sheet (the section where you could record what the household is eligible for and what you have completed)?</p> <p>Do you have any suggestions for improving the flow of the contact sheet?</p>	
<p>Was any information or a dedicated space missing from the contact sheet that would have been useful to you?</p>	
6. TRACING	
<p>How easy did you find it to use the tracing letters?</p> <p><i>Process, inc stamps, which letters were sent where and when, how they were fulfilled, etc</i></p>	
<p>Was it clear how you should go about tracing a family?</p>	
<p>Did you encounter difficulties tracing a family?</p> <p>Is there any further information we could have provided at the briefing that would have helped you?</p>	
7. iPROGRESS	
<p>Did you face any difficulties using iProgress? If so, what were these, etc</p>	

<p>Was it clear what you needed to enter in the 'Additional contact' screen?</p>	
<p>What other comments would you like to make about iProgress? Problems? Suggestions? What would you do differently and why?</p>	
8. CONSENTS	
<p>Were there any issues collecting consent from the child? How easy or difficult was it to administer this using the 'Consent from child' form?</p> <p><i>E.g. General comprehension</i> <i>E.g. Comprehension of confidentiality</i> <i>E.g. Pressure from parent(s)</i></p>	
<p>Were there any issues collecting consents from parent(s) for the child elements?</p>	
<p>Were there any issues collecting consents from parent(s) for their own participation?</p>	
9. COLLECTION OF CHILD CONTACT DETAILS	
<p>Were there any issues asking parents about collecting child contact details?</p> <p>Were there any issues asking the child for their contact details?</p> <p>Were there any issues recording child contact details:</p> <p style="padding-left: 20px;"><i>on parent consent form?</i></p> <p style="padding-left: 20px;"><i>on CAPI?</i></p>	

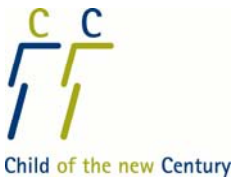
10. CHILD SELF COMPLETION QUESTIONNAIRE ADMINISTRATION	
<p>Targeting of Child Self Completion questionnaire</p> <p>Were there any issues with targeting the audio / interviewer administration?</p> <p>What triggers were most useful in targeting the audio / interviewer administration?</p>	
<p>Administering the Child Self Completion questionnaire</p> <p>Were there any issues in administering the Child Self Completion questionnaire?</p> <p><i>e.g. Administering first two pages of questionnaire; ensuring child comprehension.</i></p> <p><i>e.g. Gaining child consent</i></p> <p>What worked well / worked less well?</p>	
<p>Administering Audio for the Child Self Completion questionnaire</p> <p>Were there any issues in administering the audio for the Child Self Completion questionnaire?</p> <p><i>e.g. Any issues with the equipment?</i></p> <p><i>e.g. Any issues with the practice questions?</i></p> <p><i>e.g. Any issues with the routing?</i></p> <p>Did the children find the audio recording useful?</p> <p>What worked well / worked less well?</p>	
11. MATERIALS	
<p>Parent(s) / child feedback on materials</p> <p>How did the household respond to the materials? Positive/negative for which materials?</p> <p>Were there any issues with the materials?</p> <p><i>E.g. Reacting badly to them.</i></p> <p><i>E.g. Not reading them.</i></p> <p><i>E.g. Understanding them</i></p> <p><i>E.g. Lacking information</i></p>	

<p>Interviewer feedback on materials</p> <p>What is your overall feedback on the materials in your workpack?</p> <p><i>E.g. How easy was it to use them and manage them?</i></p> <p><i>E.g. How easy was it to differentiate between different survey materials? What could have been done to make this easier?</i></p> <p><i>E.g. Were any of the materials hard to find or easily missed?</i></p>	
<p>Thank you Gift</p> <p>Please provide feedback on the 'thank you' gift for the child (Top Trumps).</p>	
12. CHILD & PARENT WELLBEING	
<p>Did the child find any parts of the interview upsetting? How best could this be avoided?</p> <p>Did the child at any point feel obliged to take part when uncomfortable in doing so? How best could this be avoided?</p>	
<p>Did the parent(s) find any parts of the interview upsetting? How best could this be avoided?</p> <p>Did anything in the interview cause arguments between the child's parents? How best could this be avoided?</p>	
13. HOUSEHOLD, MAIN & PARTNER QUESTIONNAIRE	
<p>What is your general impression about the questionnaire as a whole?</p> <p><i>E.g. Think about the length, flow, relevance and interest to the respondent, ease of understanding.</i></p>	

14. CHILD MEASUREMENTS AND ASSESSMENTS	
<p>Height</p> <p>Were there any practical issues administering the height measurement? What worked well / worked less well?</p> <p><i>E.g. Issues with equipment / with child participation / with respondent reaction</i></p>	
<p>Weight</p> <p>Were there any practical issues administering the weight measurement? What worked well / worked less well?</p> <p><i>E.g. Issues with equipment / with child participation / with respondent reaction</i></p>	
<p>CANTAB</p> <p>Were there any practical issues administering the CANTAB exercises? What worked well / worked less well?</p> <p><i>E.g. Issues with equipment (inc touch screen, CANTAB key, laminated cards...) / with controlling pace of assessment / child participation / respondent reaction</i></p>	
<p>Verbal Similarities</p> <p>Were there any practical issues administering the verbal similarities exercise? What worked well / worked less well?</p> <p><i>E.g. Issues with equipment / controlling pace of assessment / child participation / respondent reaction</i></p>	
15. COGNITIVE OBSERVATIONS	
<p>Were there any issues in filling in the cognitive observations?</p> <p><i>E.g. Issues filling in after leaving the household / accuracy of recorded observation, any details potentially forgotten.</i></p>	

16. CAPI	
<p>In general, how well did the script(s) flow? <i>(NOTE: Please record question specifics in the CAPI feedback form)</i></p> <p><i>E.g. Ease of navigation between scripts, information on consent, interviewer instructions.</i></p>	
17. TEACHER SURVEY	
<p>Were there any general issues about collecting consent for teacher survey? Or the Letter for class teacher?</p> <p>Were there any issues collecting teacher details?</p> <p><i>E.g. Respondent knowledge/recollection.</i></p> <p>How and when was the best time to collect teacher details from parent?</p> <p>What worked well / worked less well?</p>	
18. VISITING THE HOUSEHOLDS	
<p>The overall visit to the household</p> <p>How long did it take you to get up to speed with everything you had to do?</p> <p>How many visits did it take for you to feel fully confident in knowing what to do?</p> <p>What aspect/element took the longest for you to feel fully confident about doing?</p> <p>What aspect did you find the easiest?</p>	
<p>Managing the elements</p> <p>How did you find it organising and managing lots of different elements with different people?</p> <p>Was there anything you found particularly difficult?</p>	

<p>Managing the households</p> <p>Were there any issues in managing other adults or siblings in the household? What worked well / worked less well?</p> <p>With siblings, what was their reaction to not being involved? Did any want to take part/feel left out? Is there anything you feel could alleviate this problem? How did the younger siblings respond to the sticker sheets?</p>	
19. ADDITIONAL FEEDBACK	
<p>Please give your views on the briefing session.</p> <p>How helpful was it? Did it focus on the right areas? Were there any areas that were not covered sufficiently?</p> <p>How could it have been improved?</p> <p>Were there enough practice tasks?</p> <p>Were there any aspects of the survey that you still felt uncertain of after leaving the briefing?</p> <p>Would it have been better if any of the elements had been briefed in a different order?</p> <p>Did you find the training videos helpful?</p>	
<p>We would welcome your feedback on the interviewer instructions (inc the CAPI interviewer instructions)</p> <p>How can we better tailor them to meet your needs?</p> <p><i>E.g. Are there any sections which are less relevant to you or too long?</i></p> <p><i>E.g. What additional information do you think should be included?</i></p> <p><i>E.g. Which parts did you find particularly useful?</i></p>	
<p>Is there anything that could be done to make the survey easier for you to gain co-operation, make the respondent more comfortable or generally carry out?</p>	



Child of the New Century - Age 11 pilot survey

Exec accompaniments form

Date:

Location:

Interviewer name:

Executive name:

Introduction:

EXEC TO BE INTRODUCED BY THE INTERVIEWER AT THE BEGINNING OF THE APPOINTMENT.

REASSURE CONFIDENTIALITY AND EXPLAIN PURPOSE OF EXEC VISIT.

SECTION 1: PRE-APPOINTMENT

(TO BE COMPLETED WITH INTERVIEWER PRIOR TO ARRIVING AT HOUSEHOLD)

1. PRE-APPOINTMENT PROCEDURES

Interviewer's feedback on making contact, booking the appointment, using the contact sheet. Also feedback from interviewer on tracing (if relevant).

Probe on issues experienced by interviewer in contacting family, persuading family to take part/gaining cooperation. Probe on any issues with the contact sheet.

SECTION 2: IN THE HOUSEHOLD

(TO BE COMPLETED WHILE OBSERVING INTERVIEW PROCESS IN THE HOUSEHOLD)

2. MATERIALS	
<p>Parent(s) / child feedback on materials</p> <p>How did the household respond to the materials? Positive/negative for which materials?</p> <p>Were there any issues with the materials?</p> <p>E.g. Reacting badly to them.</p> <p>E.g. Not reading them.</p> <p>E.g. Understanding them</p> <p>E.g. Lacking information</p>	
<p>Interviewer feedback on materials</p> <p>How easy/difficult did the interviewer find managing the materials in the household?</p> <p>How easy/difficult did the interviewer find it to differentiate between the materials?</p> <p>Did the interviewer use and refer to the materials at the correct junctures during the visit?</p> <p>Were any materials not referred to or missed during the visit?</p>	
<p>Thank you Gift</p> <p>How did the child respond to the thank you gift.</p>	
3. CONSENTS	
<p>Were there any issues collecting consent from the child? How easy or difficult did the interviewer find administering this using the 'Consent from child' form?</p> <p>E.g. General comprehension</p> <p>E.g. Comprehension of confidentiality</p> <p>E.g. Pressure from parent(s)</p>	

<p>Were there any issues collecting consents from parent(s) for the child elements?</p>	
<p>Were there any issues collecting consents from parent(s) for their own participation?</p>	
4. COLLECTION OF CHILD CONTACT DETAILS	
<p>Were there any issues asking parents about collecting child contact details?</p> <p>Were there any issues asking the child for their contact details?</p> <p>Did the interviewer have any problems recording the child contact details:</p> <p style="padding-left: 20px;">on parent consent form?</p> <p style="padding-left: 20px;">on CAPI?</p>	
5. CHILD SELF COMPLETION QUESTIONNAIRE ADMINISTRATION	
<p>Targeting of Child Self Completion questionnaire</p> <p>Did the interviewer have any issues with targeting the audio / interviewer administration?</p> <p>What triggers were most useful in targeting the audio / interviewer administration?</p>	
<p>Administering the Child Self Completion questionnaire</p> <p>Did the interviewer experience any issues in administering the Child Self Completion questionnaire?</p> <p>e.g. Administering first two pages of questionnaire; ensuring child comprehension.</p> <p>e.g. Gaining child consent</p> <p>What worked well / worked less well?</p>	

<p>Administering Audio for the Child Self Completion questionnaire</p> <p>Did the interviewer experience any issues in administering the audio for the Child Self Completion questionnaire?</p> <p>E.g. Any issues with the equipment?</p> <p>E.g. Any issues with the practice questions?</p> <p>E.g. Any issues with the routing?</p> <p>How did the child find the audio recording? Were there any issues?</p> <p>What worked well / worked less well?</p>	
6. HOUSEHOLD, MAIN & PARTNER QUESTIONNAIRE	
<p>Observations about the main and partner questionnaires.</p> <p>How did parents find their respective interviews?</p> <p>Did they enjoy them, not enjoy them? Find them interesting, boring?</p> <p>How did the parents feel about the length?</p> <p>Were there any problems with understanding?</p> <p>Were there any issues with content?</p>	
7. CHILD MEASUREMENTS AND ASSESSMENTS	
<p>Height</p> <p>How did the interviewer find administering the height measurement?</p> <p>Were there any practical issues? What worked well / less well?</p> <p>Were there any issues with the equipment?</p> <p>How did the child feel about being measured?</p> <p>How did the parent feel?</p> <p>Did the interviewer follow the measuring protocols correctly? I.e. the Frankfort plane and stretching the child.</p>	

<p>Weight/body fat percentage</p> <p>How did the interviewer find administering the weight/body fat measurement(s)?</p> <p>Were there any practical issues? What worked well / less well?</p> <p>Were there any issues with the equipment?</p> <p>How did the child feel about weighed?</p> <p>How did the parent feel?</p> <p>Did the interviewer follow the measuring protocols correctly? I.e. bare feet, nothing in pockets, light clothing.</p>	
<p>Verbal Similarities</p> <p>How did the interviewer find administering the Verbal Similarities assessment?</p> <p>Were there any practical issues? What worked well / less well?</p> <p>How easy/difficult did the interviewer find it to control the pace of the assessment?</p> <p>How did the child find the Verbal Similarities assessments? Did the child get anxious, upset? If so, how did the interviewer deal with it?</p> <p>How did the parent feel?</p>	
<p>CANTAB</p> <p>How did the interviewer find administering the CANTAB assessments?</p> <p>Were there any practical issues? What worked well / less well?</p> <p>Were there any issues with the equipment? I.e. Were there any problems with calibrating the touchscreen (if relevant) or inserting the software key?</p> <p>How easy/difficult did the interviewer find using the CANTAB laminated script? Did they read out the correct text at the appropriate moments? Did they miss any text?</p> <p>How easy/difficult did the interviewer find it to control the pace of the assessment?</p> <p>How did the child find the CANTAB assessments? How did the parent feel?</p>	

8. TEACHER SURVEY	
<p>Were there any general issues about collecting consent for teacher survey? Or the Letter for class teacher?</p> <p>Were there any issues collecting teacher details?</p> <p>E.g. Respondent knowledge/recollection.</p> <p>What worked well / worked less well?</p>	
9. CAPI	
<p>In general, how well did the interviewer feel the script(s) flowed?</p> <p>How easy/difficult did the interviewer find navigating through the three scripts for main / partner interviews, using the information on consent?</p> <p>How easy/difficult did the interview find navigating between scripts for the different elements?</p>	
10. VISITING THE HOUSEHOLDS	
<p>Managing the elements</p> <p>How did the interviewer find organising and managing the different elements of the visit?</p> <p>Was there anything the interviewer found difficult?</p> <p>Did the interviewer use any techniques to manage the elements effectively?</p>	
<p>Managing the household</p> <p>Did the interviewer have any issues in managing other adults or siblings in the household? What worked well / worked less well?</p> <p>With siblings, what was their reaction to not being involved? Did any want to take part/feel left out?</p> <p>How did the younger siblings respond to the sticker sheets?</p> <p>Were there any other issues in the managing the household? I.e. loud environment, multiple distractions, pets. And how did the interviewer cope with these issues?</p>	

11. CHILD & PARENT WELLBEING	
<p>Did the child find any parts of the interview upsetting?</p> <p>Did the child at any point feel obliged to take part when uncomfortable in doing so?</p>	
<p>Did the parent(s) find any parts of the interview upsetting?</p> <p>Did anything in the interview cause disagreements between the child's parents?</p>	
12. INTERVIEWER-RESPONDENT INTERACTION	
<p>How was the interaction between interviewer and respondent?</p> <p>What was the general attitude of respondents during the course of the visit?</p> <p>Was there anything that the interviewer found challenging when interacting with the respondent?</p>	
13. INTERVIEWER ADMIN	
<p>How easy/difficult did the interviewer find coping with the admin of the visit?</p> <p>E.g. were there any issues with bar-code labels being correctly used?</p> <p>E.g. were there any issues with the parent consent forms?</p> <p>Were the consents achieved at the right time and in the right order?</p>	

14. GENERAL OVERVIEW (based on general impressions and (if appropriate) a quick, informal conversation with respondent at the end of the visit).	
<p>Overall feedback from main respondent</p> <p>What were the main respondent's general feelings about the survey?</p> <p>Were there any issues engaging the main respondents?</p>	
<p>Overall feedback from partner</p> <p>What were the partner's general feelings about the survey?</p> <p>Were there any issues in engaging the partner?</p> <p>How useful was the Partner letter in?</p> <p>Is there anything that could be changed to improve partner engagement?</p>	
<p>Overall feedback from child</p> <p>What were the child's general feelings about the survey?</p> <p>Was the number and range of activities suitable for an 11-year-old overall?</p> <p>Were there any issues engaging the child?</p>	
<p>Specific feedback on audio self-completion (if relevant)</p> <p>How did the child find completing the questionnaire with the help of the audio equipment?</p> <p>Did they find it awkward/straightforward?</p> <p>Was the equipment easy/difficult to use?</p> <p>How did the parent feel about the child using audio for the self-completion?</p>	

SECTION 3: POST-APPOINTMENT

(TO BE COMPLETED WITH THE INTERVIEWER AFTER LEAVING THE HOUSEHOLD)

15. INTERVIEWER FEEDBACK

How did the interviewer find the visit overall?

What were the things the interviewer found challenging?

What were the things the interviewer found most enjoyable?

How did the interviewer feel about managing the household and the different elements?

Did the interviewer feel the visit could have gone more smoothly? And, if so, how? What could have been improved?

16. ADDITIONAL FEEDBACK

Space to record additional feedback.

What **other comments** would you like to make? Problems? Suggestions? What would you do differently and why?

Thank you very much for taking the time to complete this form.

Please bring it with you when you attend the DR debrief along with the CAPI feedback form.

Appendix B

Cambridge Cognition – Pilot study findings
(CANTAB assessment analysis)

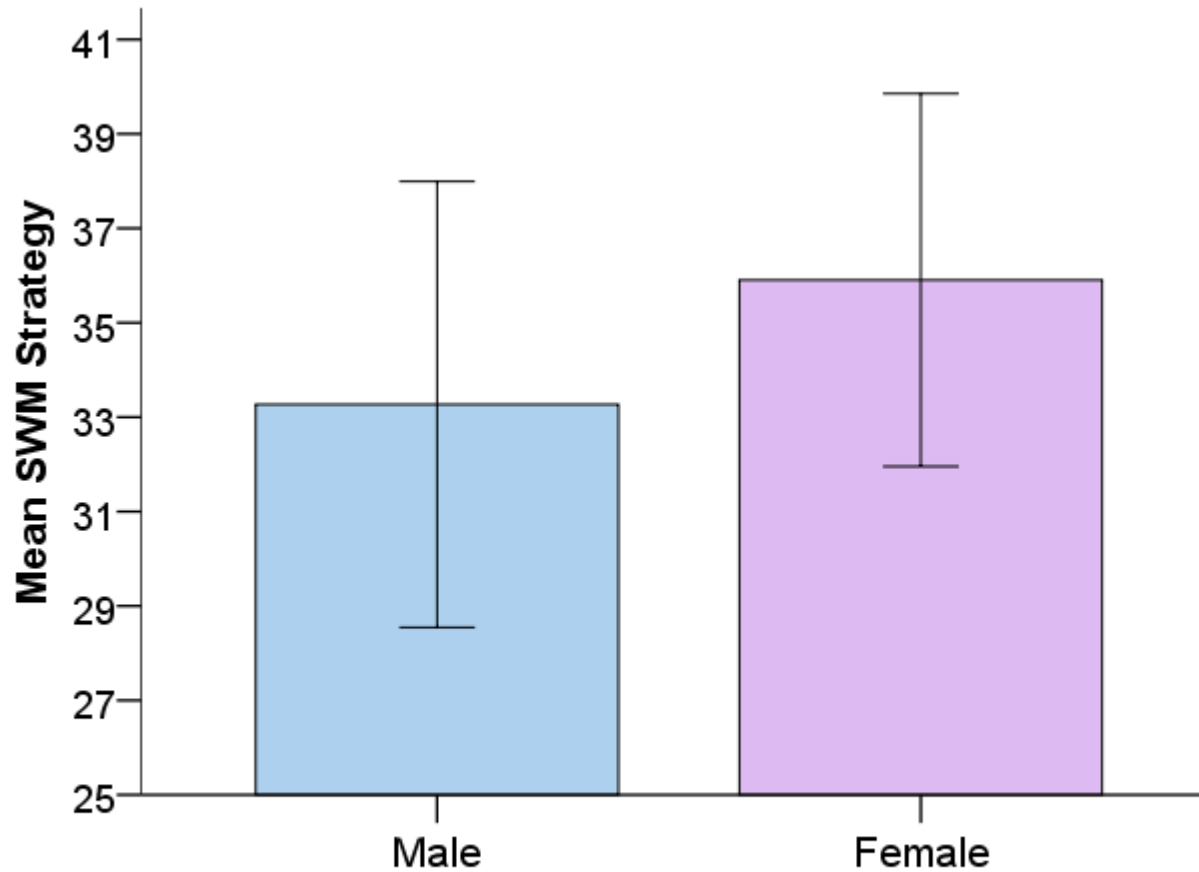
SWM & Gender

ONE WAY ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
SWM Between Errors	Between Groups	200.071	1	200.071	.670	.415
	Within Groups	22979.676	77	298.437		
	Total	23179.747	78			
SWM Between errors 6 to 10 boxes	Between Groups	196.694	1	196.694	.737	.393
	Within Groups	20537.027	77	266.715		
	Total	20733.722	78			
SWM Strategy	Between Groups	136.527	1	136.527	7.286	.009
	Within Groups	1442.916	77	18.739		
	Total	1579.443	78			
SWM Within Errors	Between Groups	12.025	1	12.025	3.479	.066
	Within Groups	266.153	77	3.457		
	Total	278.177	78			
SWM Within Errors 6 to 10 boxes	Between Groups	9.660	1	9.660	3.020	.086
	Within Groups	246.315	77	3.199		
	Total	255.975	78			

CGT & Gender

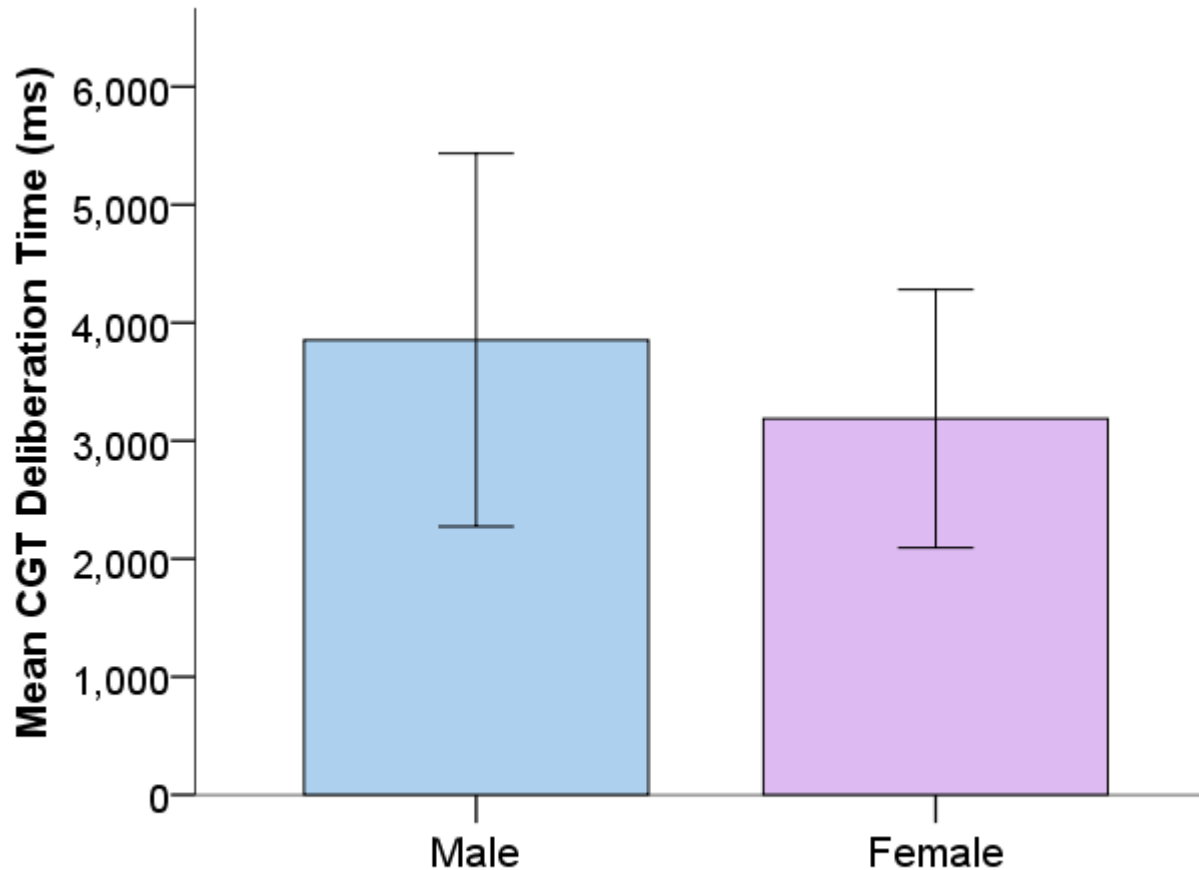
ONE WAY ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
CGT Delay Aversion	Between Groups	.019	1	.019	.373	.543
	Within Groups	3.938	77	.051		
	Total	3.957	78			
CGT Deliberation Time	Between Groups	8722182.131	1	8722182.131	4.830	.031
	Within Groups	1.390E8	77	1805797.208		
	Total	1.478E8	78			
CGT Overall Proportion Bet	Between Groups	.045	1	.045	2.196	.142
	Within Groups	1.569	77	.020		
	Total	1.614	78			
CGT Quality of Decision Making	Between Groups	.007	1	.007	.299	.586
	Within Groups	1.823	77	.024		
	Total	1.830	78			
CGT Risk Adjustment	Between Groups	.517	1	.517	.399	.530
	Within Groups	99.858	77	1.297		
	Total	100.375	78			
CGT Risk Taking	Between Groups	.096	1	.096	4.208	.044
	Within Groups	1.763	77	.023		
	Total	1.859	78			

Boys have a better Strategy at SWM than Girls



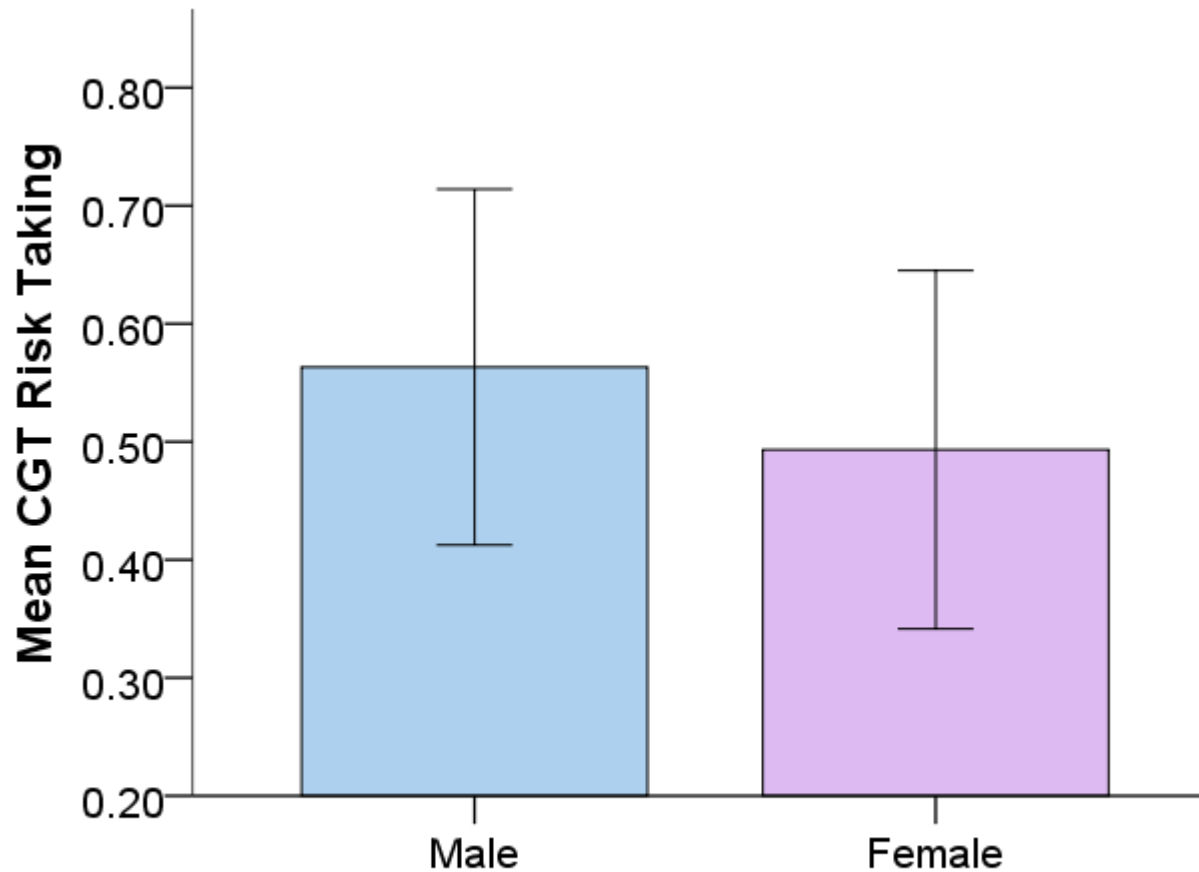
Error Bars: +/- 1 SD

Boys take longer than Girls to make Gambling Decision in CGT



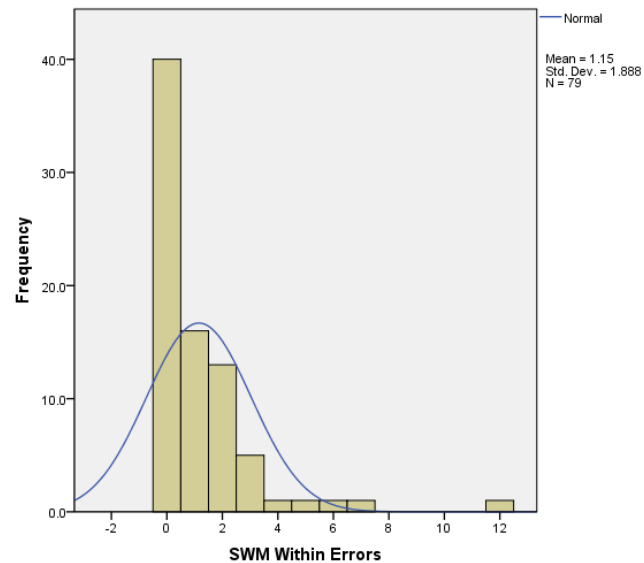
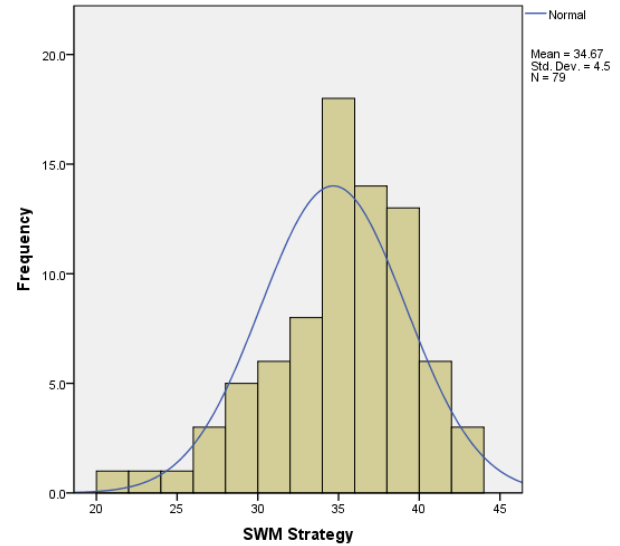
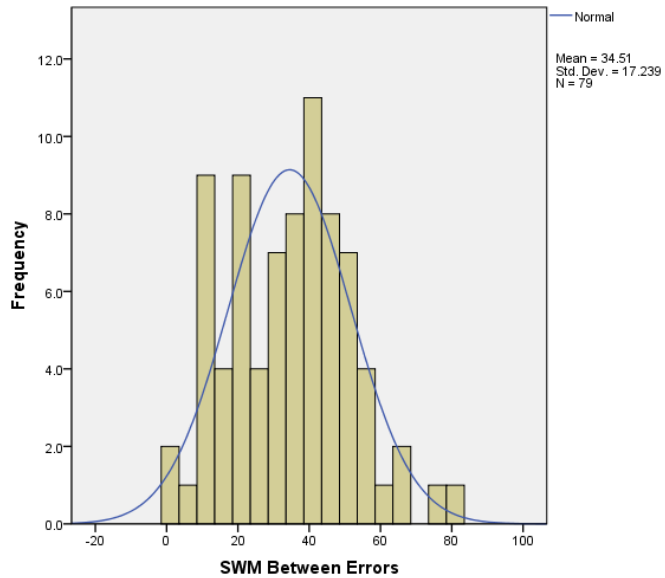
Error Bars: +/- 1 SD

Girls bet lower amounts than Boys on CGT (when likely to win)

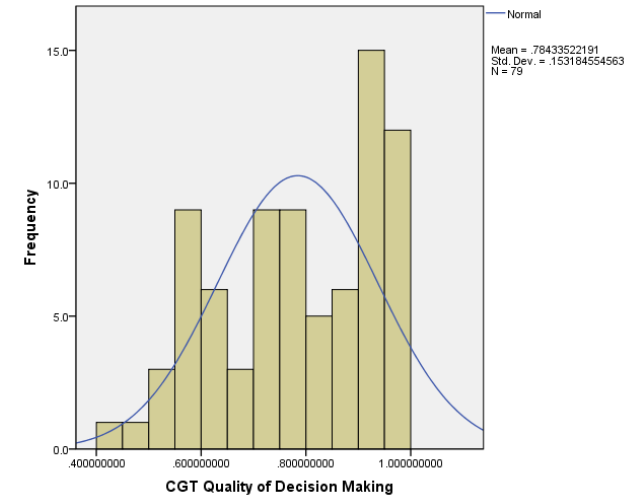
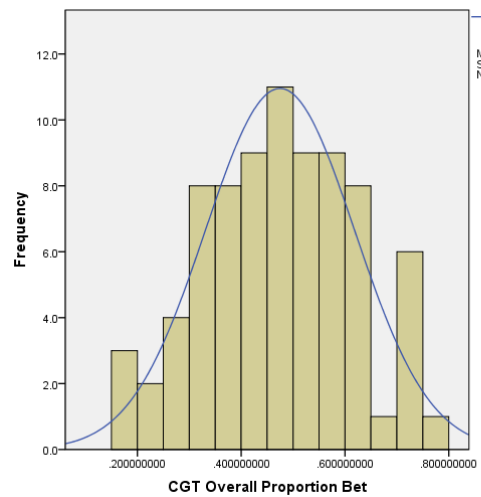
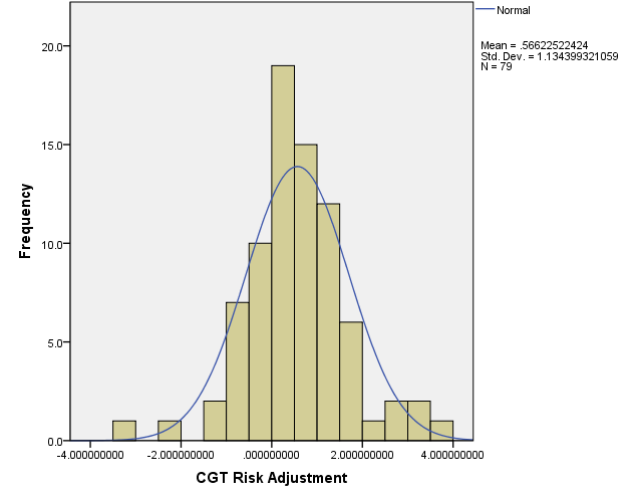
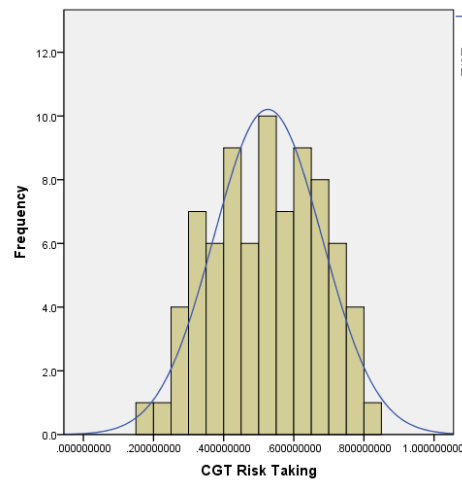
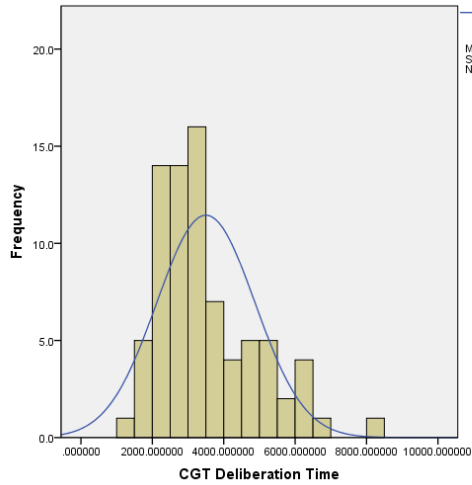


Error Bars: +/- 1 SD

Distribution of SWM Variables



Distribution of CGT Variables



CGT & Effect of Clip-on Touchscreen – ALL NS

		Sum of Squares	df	Mean Square	F	Sig.
CGT Delay Aversion	Between Groups	.043	1	.043	.853	.359
	Within Groups	3.914	77	.051		
	Total	3.957	78			
CGT Deliberation Time	Between Groups	6758140.211	1	6758140.211	3.690	.058
	Within Groups	1.410E8	77	1831304.246		
	Total	1.478E8	78			
CGT Overall Proportion Bet	Between Groups	.009	1	.009	.452	.504
	Within Groups	1.604	77	.021		
	Total	1.614	78			
CGT Quality of Decision Making	Between Groups	.000	1	.000	.003	.957
	Within Groups	1.830	77	.024		
	Total	1.830	78			
CGT Risk Adjustment	Between Groups	3.752	1	3.752	2.990	.088
	Within Groups	96.623	77	1.255		
	Total	100.375	78			
CGT Risk Taking	Between Groups	.002	1	.002	.083	.774
	Within Groups	1.857	77	.024		
	Total	1.859	78			

SWM & Effect of Clip-on Touchscreen – ALL NS

		Sum of Squares	df	Mean Square	F	Sig.
SWM Between Errors	Between Groups	9.600	1	9.600	.032	.859
	Within Groups	23170.147	77	300.911		
	Total	23179.747	78			
SWM Between errors 6 to 10 boxes	Between Groups	5.357	1	5.357	.020	.888
	Within Groups	20728.365	77	269.200		
	Total	20733.722	78			
SWM Strategy	Between Groups	38.364	1	38.364	1.917	.170
	Within Groups	1541.079	77	20.014		
	Total	1579.443	78			
SWM Within Errors	Between Groups	.076	1	.076	.021	.885
	Within Groups	278.101	77	3.612		
	Total	278.177	78			
SWM Within Errors 6 to 10 boxes	Between Groups	.362	1	.362	.109	.742
	Within Groups	255.613	77	3.320		
	Total	255.975	78			