

European Social Survey Central Co-ordinating Team

EUROPEAN SOCIAL SURVEY

Round 5

2010

Codice SI300



ADPSS-SOCIODATA

Archivio Dati e Programmi
per le Scienze Sociali

www.sociologiadip.unimib.it/sociodata

E-mail: Adpss.sociologia@unimib.it

Tel.: 02 64487513

Fax: 02 64487561

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Università degli Studi di Milano-Bicocca
Dipartimento di Sociologia e Ricerca Sociale

ESS DOCUMENT DATE: 24.05.10
ALERTS TAKEN ON BOARD: 01, 02, 03, 04



**SOURCE
QUESTIONNAIRE
FINAL**

(Round 5, 2010/11)

This document was written for the European Social Survey (ESS). The Central Coordinating Team of the ESS requests that you use the following form of words to cite this document:

European Social Survey, (2010). *ESS Round 5 Source Questionnaire*. London: Centre for Comparative Social Surveys, City University London.

	Q#	Topics
Core	A1 –A10	Media; social trust
Core	B1 – B40	Politics, including: political interest, efficacy, trust, electoral and other forms of participation, party allegiance, socio-political orientations
Core	C1 – C36	Subjective wellbeing, social exclusion, religion, perceived discrimination, national and ethnic identity
Rotating module	D1-D55	Trust in the Police and Courts, including: confidence in the police and courts, cooperation with the police and courts, contact with the police and attitudes towards punishment.
-	-	THERE IS NO SECTION E
Core	F1 – F69	Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents, union membership and income.
Rotating module	G1-G88	Work, Family and Wellbeing, including: impact of the recession on households and work, job security, housework, wellbeing, experiences of unemployment and work-life balance.
Supplementary	Section H	Human values scale
Supplementary	Section I	Test questions
Interviewer questionnaire	Section J	Interviewer self-completion questions

New questions in the core for Round 5 are marked with ~.

Core questions that have changed since Round 4 are marked with ^.

Some questions that belong to the Work, Family and Wellbeing module are placed in section F. These are marked with *.

Questions and showcards that have been excluded for Round 5 are noted in the questionnaire. Note that the remaining questions and showcards have not been renumbered.

Throughout the questionnaire, annotations (footnotes) are provided to aid translation. These aim to avoid ambiguity by providing definitions and clarification about the concept behind questions, especially where the words themselves are unlikely to have direct equivalents in other languages. Annotations should NOT be translated, they are a translation tool. Under no circumstances should they appear in the questionnaire given to interviewers.

At some questions there are answer codes that appear in brackets. These codes allow for answers respondents might give but should not be read out to them and must never appear on the showcard.

The answer codes on showcards should not generally be read out to respondents by the interviewer.

INTERVIEWER ENTER START DATE: / / (dd/mm/yy)

INTERVIEWER ENTER START TIME: (Use 24 hour clock)

A1 CARD 1 On an average weekday, how much time, in total, do you spend watching television? Please use this card to answer.

No time at all	00	GO TO A3
Less than ½ hour	01	
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	ASK A2
More than 2 hours, up to 2½ hours	05	
More than 2½ hours, up to 3 hours	06	
More than 3 hours	07	
(Don't know)	88	

A2 STILL CARD 1 And again on an average weekday, how much of your time watching television is spent watching news or programmes about politics and current affairs¹? Still use this card.

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

¹ About “politics and current affairs”: about issues to do with governance and public policy, and with the people connected with these affairs.

ASK ALL

A3 STILL CARD 1 On an average weekday, how much time, in total, do you spend listening to the radio? Use the same card.

No time at all	00 GO TO A5
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05 ASK A4
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

A4 STILL CARD 1 And again on an average weekday, how much of your time listening to the radio is spent listening to news or programmes about politics and current affairs? Still use this card.

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

ASK ALL

A5 STILL CARD 1 On an average weekday, how much time, in total, do you spend reading the newspapers? Use this card again

No time at all	00 GO TO A7
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05 ASK A6
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

A6 STILL CARD 1 And how much of this time is spent reading about politics and current affairs? Still use this card.

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

ASK ALL

A7 CARD 2 Now, using this card, how often do you use the internet, the World Wide Web or e-mail – whether at home or at work – for your personal² use?

No access at home or work	00
Never use	01
Less than once a month	02
Once a month	03
Several times a month	04
Once a week	05
Several times a week	06
Every day	07
(Don't know)	88

² "Personal use" is private or recreational use that does not have to do with one's work or occupation.

A8 CARD 3 Using this card, generally speaking, would you say that most people can be trusted, or that you can't be too careful³ in dealing with people? Please tell me on a score of 0 to 10, where 0 means you can't be too careful and 10 means that most people can be trusted.

<i>You can't be too careful</i>											<i>Most people can be trusted</i>	<i>(Don't Know)</i>
00	01	02	03	04	05	06	07	08	09	10	88	

A9 CARD 4 Using this card, do you think that most people would try to take advantage⁴ of you if they got the chance, or would they try to be fair?

<i>Most people would try to take advantage of me</i>											<i>Most people would try to be fair</i>	<i>(Don't know)</i>
00	01	02	03	04	05	06	07	08	09	10	88	

A10 CARD 5 Would you say that most of the time people try to be helpful⁵ or that they are mostly looking out for themselves? Please use this card.

<i>People mostly look out for themselves</i>											<i>People mostly try to be helpful</i>	<i>(Don't know)</i>
00	01	02	03	04	05	06	07	08	09	10	88	

INTERVIEWER ENTER END TIME OF SECTION A: (Use 24 hour clock)
(END time for CAPI countries only)

³ 'Can't be too careful': need to be wary or always somewhat suspicious.
⁴ 'Take advantage': exploit or cheat; 'fair': in the sense of treat appropriately and straightforwardly.
⁵ The intended contrast is between self-interest and altruistic helpfulness.

Now we want to ask a few questions about politics and government

B1 How interested would you say you are in politics – are you... **READ OUT...**

very interested,	1
quite interested,	2
hardly interested,	3
or, not at all interested?	4
(Don't know)	8

Questions B2 and B3 have been excluded for Round 5. Showcards 6 and 7 will not be used in Round 5.

CARD 8 Using this card, please tell me on a score of 0-10 how much you personally trust each of the institutions I read out. 0 means you do not trust an institution at all, and 10 means you have complete trust. Firstly...**READ OUT...**

		<i>No trust at all</i>										<i>Complete trust (Don't know)</i>	
B4	...[country]'s parliament?	00	01	02	03	04	05	06	07	08	09	10	88
B5	...the legal system?	00	01	02	03	04	05	06	07	08	09	10	88
B6	...the police?	00	01	02	03	04	05	06	07	08	09	10	88
B7	...politicians?	00	01	02	03	04	05	06	07	08	09	10	88
B8	...political parties?	00	01	02	03	04	05	06	07	08	09	10	88
B9	...the European Parliament?	00	01	02	03	04	05	06	07	08	09	10	88
B10	...the United Nations?	00	01	02	03	04	05	06	07	08	09	10	88

B11 Some people don't vote nowadays for one reason or another.
Did you vote in the last [country] national⁶ election in [month/year]?

Yes	1	ASK B12
No	2	
Not eligible to vote	3	GO TO B13
(Don't know)	8	

IF YES AT B11 (code 1)

B12 Which party did you vote for in that election?
[Country-specific (question and) codes]

Conservative	01
Labour	02
Liberal Democrat	03
Scottish National Party	04
Plaid Cymru	05
Green Party	06
Other (WRITE IN) _____	07
(Refused)	77
(Don't know)	88

ASK ALL

There are different ways of trying to improve things in [country] or help prevent⁷ things from going wrong. During the last 12 months, have you done any of the following?
Have you...**READ OUT...**

		Yes	No	(Don't know)
B13	...contacted a politician, government or local government official?	1	2	8
B14	...worked in a political party or action group?	1	2	8
B15	...worked in another organisation or association?	1	2	8
B16	...worn or displayed a campaign badge/sticker?	1	2	8
B17	...signed a petition?	1	2	8
B18	...taken part in a lawful public demonstration?	1	2	8
B19	...boycotted certain products?	1	2	8

⁶ This refers to the last election of a country's primary legislative assembly.

⁷ 'Help prevent things going wrong' in the sense of help prevent serious problems arising.

ASK ALL

B20a Is there a particular political party you feel closer⁸ to than all the other parties?

Yes	1	ASK B20b
No	2	GO TO B21
(Don't know)	8	

B20b Which one? [Country-specific codes]

Conservative	01	ASK B20c
Labour	02	
Liberal Democrat	03	
Scottish National Party	04	
Plaid Cymru	05	
Green Party	06	
Other (WRITE IN) _____	07	GO TO B21
(Refused)	77	
(Don't know)	88	

ASK IF PARTY GIVEN AT B20b (codes 01 to 07)

B20c How close do you feel to this party? Do you feel that you are ... **READ OUT...**

very close,	1
quite close,	2
not close,	3
or, not at all close?	4
(Don't know)	8

ASK ALL

B21 Are you a member⁹ of any political party?

Yes	1	ASK B22
No	2	GO TO B23
(Don't know)	8	

⁸ "Feel closer to": in the sense of the party one most identifies or sympathises with or is most attached to, regardless of how one votes.

⁹ Official membership or registration with a party is meant.

ASK IF YES AT B21 (code 1)

B22 Which one? [Country-specific codes]

	Conservative	01
	Labour	02
	Liberal Democrat	03
	Scottish National Party	04
	Plaid Cymru	05
	Green Party	06
Other (WRITE IN) _____		07
	(Refused)	77
	(Don't know)	88

ASK ALL

B23 CARD 9 In politics people sometimes talk of “left” and “right”.

Using this card, where would you place yourself on this scale, where 0 means the left and 10 means the right?

Left											Right	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88	

B24 CARD 10 All things considered, how satisfied are you with your life as a whole nowadays? Please answer using this card, where 0 means extremely dissatisfied and 10 means extremely satisfied.

Extremely dissatisfied										Extremely satisfied	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

B25 STILL CARD 10 On the whole how satisfied are you with the present state of the economy in [country]? Still use this card.

Extremely dissatisfied										Extremely satisfied	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

B26 STILL CARD 10 Now thinking about the [country] government¹⁰, how satisfied are you with the way it is doing its job? Still use this card.

**Extremely
dissatisfied**

**Extremely
satisfied (Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

B27 STILL CARD 10 And on the whole, how satisfied are you with the way democracy¹¹ works in [country]? Still use this card.

**Extremely
dissatisfied**

**Extremely
satisfied (Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

B28 CARD 11 Now, using this card, please say what you think overall about the state of education¹² in [country] nowadays?

**Extremely
bad**

**Extremely
good (Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

B29 STILL CARD 11 Still using this card, please say what you think overall about the state of health services in [country] nowadays?

**Extremely
bad**

**Extremely
good (Don't
know)**

00 01 02 03 04 05 06 07 08 09 10 88

¹⁰ The people now governing, the present regime.

¹¹ The democratic system 'in practice' is meant, as opposed to how democracy 'ought' to work.

¹² The "state of education" (see too, "state of health" in B29) covers issues of quality, access and effectiveness/efficiency.

CARD 12 Using this card, please say to what extent you agree or disagree with each of the following statements. **READ OUT EACH STATEMENT AND CODE IN GRID**

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
B30	The government should take measures to reduce differences in income levels.	1	2	3	4	5	8
B31	Gay men and lesbians should be free to live their own life as they wish ¹³ .	1	2	3	4	5	8
B32	Political parties that wish to overthrow democracy ¹⁴ should be banned.	1	2	3	4	5	8
B33	Modern science can be relied on to solve our environmental problems.	1	2	3	4	5	8

Question B34 has been excluded for Round 5. Showcard 13 will not be used in Round 5.

Now some questions about people from other countries coming to live in [country].

B35 CARD 14 Now, using this card, to what extent do you think [country] should¹⁵ allow people of the same race or ethnic group as most [country]'s people to come and live here¹⁶?

Allow many to come and live here	1
Allow some	2
Allow a few	3
Allow none	4
(Don't know)	8

B36 STILL CARD 14 How about people of a different race or ethnic group from most [country] people? Still use this card.

Allow many to come and live here	1
Allow some	2
Allow a few	3
Allow none	4
(Don't know)	8

¹³ Freedom of lifestyle is meant, 'free/entitled to live as gays and lesbians'.

¹⁴ "Democracy" in the sense of an entire system or any substantial part of a democratic system: the government, free broadcasting service, the courts, etc.

¹⁵ 'Should' in the sense of 'ought to'; not in the sense of 'must'.

¹⁶ 'Here' = country throughout these questions.

B37 STILL CARD 14 How about people from the poorer countries outside Europe? Use the same card.

- Allow many to come and live here 1
- Allow some 2
- Allow a few 3
- Allow none 4
- (Don't know) 8

B38 CARD 15 Would you say it is generally bad or good for [country]'s economy that people come to live here from other countries? Please use this card.

Bad for the economy												Good for the economy	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88		

B39 CARD 16 And, using this card, would you say that [country]'s cultural life is generally undermined or enriched by people coming to live here from other countries?

Cultural life undermined												Cultural life enriched	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88		

B40 CARD 17 Is [country] made a worse or a better place to live by people coming to live here from other countries? Please use this card.

Worse place to live												Better place to live	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88		

INTERVIEWER ENTER END TIME OF SECTION B: (Use 24 hour clock)
(END time for CAPI countries only)

And now a few questions about you and your life.

C1 CARD 18 Taking all things together, how happy would you say you are? Please use this card.

Extremely unhappy												Extremely happy	(Don't know)
00	01	02	03	04	05	06	07	08	09			10	88

C2 CARD 19 Using this card, how often do you meet socially¹⁷ with friends, relatives or work colleagues?

Never	01
Less than once a month	02
Once a month	03
Several times a month	04
Once a week	05
Several times a week	06
Every day	07
(Don't know)	88

C3 Do you have anyone with whom you can discuss intimate and personal¹⁸ matters?

Yes	1
No	2
(Don't know)	8

C4 CARD 20 Compared to other people of your age, how often would you say you take part in social activities¹⁹? Please use this card.

Much less than most	1
Less than most	2
About the same	3
More than most	4
Much more than most	5
(Don't know)	8

¹⁷ 'Meet socially' implies meet by choice rather than for reasons of either work or pure duty.

¹⁸ 'Intimate' implies things like sex or family matters, "personal" could include work or occupational issues as well.

¹⁹ Events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty.

C5 Have you or a member of your household been the victim of a burglary or assault²⁰ in the last 5 years?

Yes	1
No	2
(Don't know)	8

C6 How safe do you – or would you – feel walking alone in this area²¹ after dark? Do – or would – you feel... **READ OUT...**

...very safe,	1
safe,	2
unsafe,	3
or, very unsafe?	4
(Don't know)	8

C7 **CARD 21** How often, if at all, do you worry about your home being burgled? Please choose your answer from this card.

All or most of the time	1	ASK C8
Some of the time	2	
Just occasionally	3	
Never	4	GO TO C9
(Don't know)	8	

ASK IF ANY WORRY AT C7 (CODES 1, 2, 3)

C8 Does this worry about your home being burgled have a...**READ OUT...**

...serious effect on the quality of your life,	1
...some effect,	2
or no real effect on the quality of your life?	3
(Don't know)	8

ASK ALL

C9 **CARD 21 AGAIN** How often, if at all, do you worry about becoming a victim of violent crime²²? Please choose your answer from this card.

All or most of the time	1	ASK C10
Some of the time	2	
Just occasionally	3	
Never	4	GO TO C15
(Don't know)	8	

²⁰ Physical assault.

²¹ Respondent's local area or neighbourhood.

²² "Violent crime" is 'the threat of or actual physical harm'.

ASK IF ANY WORRY AT C9 (CODES 1, 2, 3)**C10** Does this worry about becoming a victim of violent crime have a...**READ OUT...**

...serious effect on the quality of your life,	1
...some effect,	2
or no real effect on the quality of your life?	3
(Don't know)	8

Questions C11, C12, C13 and C14 have been excluded for Round 5. Showcard 22 will not be used in Round 5.

ASK ALL**The next set of questions are about yourself.****C15** How is your health²³ in general? Would you say it is ...**READ OUT...**

...very good,	1
good,	2
fair,	3
bad,	4
or, very bad?	5
(Don't know)	8

C16 Are you hampered²⁴ in your daily activities in any way by any longstanding illness, or disability, infirmity or mental health problem?
IF YES, is that a lot or to some extent?

Yes a lot	1
Yes to some extent	2
No	3
(Don't know)	8

C17 Do you consider yourself as belonging to²⁵ any particular religion or denomination?

Yes	1	ASK C18
No	2	GO TO C19
(Don't know)	8	

²³ Physical and mental health.

²⁴ 'Hampered' = limited, restricted in your daily activities.

²⁵ Identification is meant, not official membership.

C18 Which one? [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

Roman Catholic	01	GO TO C21
Protestant	02	
Eastern Orthodox	03	
Other Christian denomination	04	
Jewish	05	
Islamic	06	
Eastern religions	07	
Other non-Christian religions	08	

NOTE ON ADMINISTRATION OF C18

The set of categories as agreed upon in the religion sign off form should be made available to interviewers. Use of a showcard at C18 is optional.

ASK IF NO RELIGION OR DENOMINATION AT C17 (codes 2 or 8 at C17)

C19 Have you ever considered yourself as belonging to any particular religion or denomination?

Yes	1	ASK C20
No	2	GO TO C21
(Don't know)	8	

C20 Which one? [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

Roman Catholic	01
Protestant	02
Eastern Orthodox	03
Other Christian denomination	04
Jewish	05
Islamic	06
Eastern religions	07
Other non-Christian religions	08

NOTE ON ADMINISTRATION OF C20

The set of categories as agreed upon in the religion sign off form should be made available to interviewers. Use of a showcard at C20 is optional.

ASK ALL

C21 CARD 23 Regardless of whether you belong to a particular religion, how religious would you say you are?
Please use this card.

Not at all religious									Very religious		(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

C22 CARD 24 Apart from special occasions such as weddings and funerals, about how often do you attend religious services nowadays?
Please use this card.

Every day	01
More than once a week	02
Once a week	03
At least once a month	04
Only on special holy days	05
Less often	06
Never	07
(Don't know)	88

C23 STILL CARD 24 Apart from when you are at religious services, how often, if at all, do you pray? Please use this card.

Every day	01
More than once a week	02
Once a week	03
At least once a month	04
Only on special holy days	05
Less often	06
Never	07
(Don't know)	88

ASK ALL

C24 Would you describe yourself as being a member of a group that is discriminated against in this country?

Yes	1	ASK C25
No	2	GO TO C26
(Don't know)	8	

C25 On what grounds is your group discriminated against?

PROBE: 'What other grounds?'

CODE ALL THAT APPLY

Colour or race	01
Nationality	02
Religion	03
Language	04
Ethnic group	05
Age	06
Gender	07
Sexuality	08
Disability	09
Other (WRITE IN) _____	10
(Don't know)	88

ASK ALL

C26 Are you a citizen of [country]?

Yes	1	GO TO C28
No	2	ASK C27
(Don't know)	8	

C27 What citizenship do you hold?

[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _____

(Don't know) 88

ASK ALL

C28 Were you born in [country]?

Yes	1	GO TO C31
No	2	ASK C29
(Don't know)	8	GO TO C31

C29 In which country were you born?

[to be coded into pre-specified ISO 3166-1 (2-character)]

WRITE IN _____

(Don't know) 88

C30^ What year did you first come to live in [country]?

WRITE IN YEAR:

(Don't know) 8888

ASK ALL**[to be coded into ISO 693-2 (3-character)]****C31** What language or languages do you speak most often at home?**WRITE IN UP TO 2 LANGUAGES** _____

(Don't know) 888

C32 Do you belong²⁶ to a minority ethnic group in [country]?

Yes 1

No 2

(Don't know) 8

C33 Was your father born in [country]?Yes 1 **GO TO C35**No 2 **ASK C34**(Don't know) 8 **GO TO C35****[To be coded into pre-specified ISO 3166-1 (2 character)]****C34** In which country was your father born?**WRITE IN** _____

(Don't know) 88

ASK ALL**C35** Was your mother born in [country]?Yes 1 **GO TO D1**No 2 **ASK C36**(Don't know) 8 **GO TO D1****[To be coded into pre-specified ISO 3166-1 (2 character)]****C36** In which country was your mother born?**WRITE IN** _____

(Don't know) 88

INTERVIEWER ENTER END TIME OF SECTION C: (Use 24 hour clock)

(END time for CAPI countries only)

²⁶ "Belong" refers to attachment or identification.

ASK ALL

Now some questions on a different topic.

I would now like to ask you some questions about how wrong²⁷ you consider certain ways of behaving to be.

CARD 25 Using this card please tell me how wrong²⁸ it is to...**READ OUT...**

		Not wrong at all	A bit wrong	Wrong	Seriously wrong	(Don't know)
D1	...make an exaggerated or false insurance claim ²⁹ ?	1	2	3	4	8
D2	...buy something you ³⁰ thought might be stolen?	1	2	3	4	8
D3	...commit a traffic offence like speeding or crossing a red light?	1	2	3	4	8

CARD 26 Now just suppose you were to do any of these things in [country]. Using this card, please tell me how likely it is that you³¹ would be caught and punished³² if you... **READ OUT...**

		Not at all likely	Not very likely	Likely	Very likely	(Don't know)
D4	...made an exaggerated or false insurance claim ³³ ?	1	2	3	4	8
D5	...bought something you ³⁴ thought might be stolen?	1	2	3	4	8
D6	...committed a traffic offence like speeding or crossing a red light?	1	2	3	4	8

²⁷ 'Wrong' in the sense of 'morally wrong'. Countries should use the scale used at E13-E16 in ESS Round 2 for items D1-D3. Note however that only D1 was fielded in Round 2 (as E15) but in a slightly different form.

²⁸ See Footnote 27.

²⁹ The phrase 'Made an exaggerated or false insurance claim' was included in Item E15 in ESS Round 2 but the question stem was different.

³⁰ 'You' as in 'the respondent personally'.

³¹ See footnote 30.

³² 'Punished' as in 'punished by the law'; this could be in the form of a prison sentence, fine or any other sentence.

³³ See footnote 29.

³⁴ See footnote 30.

Now some questions about the police³⁵ in [country].

D7 CARD 27 Taking into account all the things the police are expected to do, would you say they are doing a good job or a bad job? Choose your answer from this card.

- Very good job 1
- Good job 2
- Neither good nor bad job 3
- Bad job 4
- Very bad job 5
- (Don't know) 8

ASK ALL

D8 In the past 2 years, did the police in [country] approach³⁶ you³⁷, stop you or make contact with you for any reason?

Yes	1	ASK D9
No	2	GO TO D10
(Don't know)	8	

ASK IF HAS BEEN APPROACHED / STOPPED / CONTACTED BY THE POLICE FOR ANY REASON IN PAST 2 YEARS (code 1 at D8)

D9 CARD 28 How dissatisfied or satisfied were you with the way the police treated³⁸ you the last time this happened? Choose your answer from this card.

- Very dissatisfied 1
- Dissatisfied 2
- Neither dissatisfied nor satisfied 3
- Satisfied 4
- Very satisfied 5
- (Don't know) 8

³⁵ Note that a generic term should be used here and consistently throughout the module. The translation should encompass all of the different types / levels of police in [country]. Countries might refer to the translation used at B6 in the core questionnaire. If any country specific examples are required to demonstrate that all the police are to be included (e.g. City guards in Poland) these should be mentioned once here and the respondents should then be informed that 'from now on we will simply say the police in [country]'. Countries should reflect on the questions in the module and consider whether any officials who share a range of powers with the police should be mentioned. Note that groups who only control parking should not generally be included. Please contact City if you have any queries about this (ess@city.ac.uk).

³⁶ Approach for any reason (e.g. to ask you for information or because they suspect you have committed a crime or they need to ask you to do something).

³⁷ 'You' as in 'the police approached, stopped or contacted the respondent personally'.

³⁸ 'Treated' in the sense of how the police responded to or dealt with the respondent.

ASK ALL

Now some questions about whether or not the police in [country] treat³⁹ victims of crime equally. Please answer based on what you have heard or your own experience.

D10 CARD 29 When victims report⁴⁰ crimes, do you think the police treat⁴¹ rich people worse, poor people worse, or are rich and poor treated equally? Choose your answer from this card.

Rich people treated worse	1
Poor people treated worse	2
Rich and poor treated equally	3
(Don't know)	8

D11 CARD 30 And when victims report crimes, do you think the police treat⁴² some people worse because of their race or ethnic group or is everyone treated equally? Choose your answer from this card.

People from <u>a different</u> race or ethnic group ⁴³ than most [country] people treated worse	1
People from the <u>same</u> race or ethnic group ⁴⁴ as most [country] people treated worse	2
Everyone treated equally <u>regardless</u> of their race or ethnic group	3
(Don't know)	8

D12 CARD 31 Based on what you have heard or your own experience how successful do you think the police⁴⁵ are at preventing crimes in [country] where violence is used or threatened? Choose your answer from this card, where 0 is extremely unsuccessful and 10 is extremely successful.

Extremely unsuccessful										Extremely successful	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

³⁹ Treat in the sense of how the police respond to and deal with people.
⁴⁰ Report in the sense of 'report in person' so that the police can see them.
⁴¹ See footnote 39.
⁴² See footnote 39.
⁴³ See core questionnaire item B36 for a translation of 'people from a different race or ethnic group as most [country] people'.
⁴⁴ See core questionnaire item B35 for a translation of 'people from the same ethnic group as most [country] people'.
⁴⁵ Again the generic name for all police in [country] should be used (see footnote 35). The question itself and those that follow provide specific cues to respondents that might limit the frame of reference to a specific group / type of police in some countries. However this should be achieved by the crime referred to and NOT by amending the name of the specific police referenced.

D13 STILL CARD 31 And how successful do you think the police are at catching people who commit house burglaries⁴⁶ in [country]? Use the same card.

Extremely unsuccessful										Extremely successful	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

D14 CARD 32 If a violent crime^{47/48} were to occur near to where you live and the police were called⁴⁹, how slowly or quickly do you think they would arrive at the scene? Choose your answer from this card, where 0 is extremely slowly and 10 is extremely quickly.

Extremely slowly										Extremely quickly	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88
(Violent crimes never occur near to where I live)											55

Now some questions about when the police⁵⁰ deal with crimes like house burglary⁵¹ and physical assault. The next few questions do not have a showcard.

D15 Based on what you have heard or your own experience how often would you say the police generally treat people in [country] with respect ...**READ OUT...**

...not at all often,	1
not very often,	2
often,	3
or, very often?	4
(Don't know)	8

⁴⁶ House burglary is when someone breaks into a property or enters uninvited with the intention of stealing.

⁴⁷ 'Violent crime' meaning crimes where violence is used or threatened.

⁴⁸ See question D12.

⁴⁹ Called in the sense of telephoned.

⁵⁰ Note we do not suppose there is a police force that only deals with burglary and physical assault in a particular country. A general reference to the police should be used throughout the module (see footnote 35).

⁵¹ See footnote 46.

D16 About⁵² how often would you say that the police make fair, impartial⁵³ decisions in the cases they deal with? Would you say...**READ OUT...**

...not at all often,	1
not very often,	2
often,	3
or, very often?	4
(Don't know)	8

D17 And when dealing with people in [country], how often would you say the police generally explain their decisions and actions when asked to do so? Would you say...**READ OUT...**

...not at all often,	1
not very often,	2
often,	3
or, very often?	4
(No one ever asks the police to explain their decisions and actions)	5
(Don't know)	8

Now some questions about your duty⁵⁴ towards the police in [country]. Use this card where 0 is not at all your duty and 10 is completely your duty.

CARD 33 To what extent is it your duty to...**READ OUT...**

		Not at all my duty										Completely (Don't my duty know)	
D18	...back ⁵⁵ the decisions made by the police even when you disagree with them?	00	01	02	03	04	05	06	07	08	09	10	88
D19	...do what the police tell you even if you don't understand or agree with the reasons?	00	01	02	03	04	05	06	07	08	09	10	88
D20	... do what the police tell you to do, even if you don't like how they treat you?	00	01	02	03	04	05	06	07	08	09	10	88

⁵² About in the sense of approximately or roughly.

⁵³ 'Fair, impartial' - in British English the use of both of these words clarifies the meaning of 'fair' in the context of this question. Countries should ensure that impartiality is conveyed.

⁵⁴ 'Duty' in the sense of a citizen's moral duty to the state. The same translation for duty should be used for the scale labels at D19 and D20.

CARD 34 Using this card, please say to what extent you agree or disagree with each of the following statements about the police in [country].

READ OUT EACH STATEMENT AND CODE IN GRID

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
D21	The police generally have the same sense of right and wrong ⁵⁶ as I do.	1	2	3	4	5	8
D22	The police stand up for ⁵⁷ values that are important to people like me.	1	2	3	4	5	8
D23	I generally support how the police usually act.	1	2	3	4	5	8
D24	The decisions and actions of the police are unduly influenced by pressure from political parties and politicians.	1	2	3	4	5	8

Now one last question about the police and things they may or may not do.

D25 CARD 35 How often would you say that the police in [country] take bribes⁵⁸?
Choose your answer from this card where 0 is never and 10 is always.

Never											Always	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88

⁵⁵ Back in the sense of 'support'.

⁵⁶ 'Sense of right and wrong' in terms of 'feeling of morally right or wrong from a personal point of view'.

⁵⁷ 'Stand up for' in the sense of 'defend/uphold/promote'.

⁵⁸ 'Bribes' can include ANY unauthorised inducement – whether it is an amount of money and/or something else that is valuable or gives influence.

I am now going to ask you some questions about the courts in [country] that deal with crimes such as house burglary⁵⁹ and physical assault. Again please answer based on what you have heard or your own experience.

D26 CARD 36 Taking into account all the things the courts are expected to do, would you say they are doing a good job or a bad job? Choose your answer from this card.

- Very good job 1
- Good job 2
- Neither good nor bad job 3
- Bad job 4
- Very bad job 5
- (Don't know) 8

D27 CARD 37 Please tell me how often you think the courts make mistakes that let guilty people go free? Use this card where 0 is never and 10 is always.

Never											Always	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88

D28 STILL CARD 37 How often do you think the courts make fair, impartial⁶⁰ decisions based on the evidence⁶¹ made available to them? Use the same card.

Never											Always	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88

⁵⁹ See footnote 46.

⁶⁰ 'See footnote 53.

⁶¹ Evidence' refers to the 'testimony' a witness gives verbally in court AND other materials presented to the court.

Now some questions about the chances of different people in [country] being found guilty⁶² of crimes they did not commit.

D29 **CARD 38** Suppose two people - one rich, one poor - each appear in court, charged with an identical crime they did not commit. Choose an answer from this card to show who you think would be more likely to be found guilty.

- The rich person is more likely to be found guilty 1
- The poor person is more likely to be found guilty 2
- They both have the same chance of being found guilty 3
- (Don't know) 8

D30 **CARD 39** Now suppose two people from different race or ethnic groups each appear in court, charged with an identical crime they did not commit. Choose an answer from this card to show who you think would be more likely to be found guilty.

- The person from a different race or ethnic group than most [country] people⁶³ is more likely to be found guilty 1
- The person from the same race or ethnic group as most [country] people⁶⁴ is more likely to be found guilty 2
- They both have the same chance of being found guilty 3
- (Don't know) 8

Now a question about judges and things they may or may not do.

D31 **CARD 40** Using this card please tell me how often you would say that judges in [country] take bribes⁶⁵?

Never											Always	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88

⁶² 'Found guilty' in the sense of being formally convicted by the courts.
⁶³ See footnote 43.
⁶⁴ See footnote 44.
⁶⁵ See footnote 58.

CARD 41 Using this card, please say to what extent you agree or disagree with each of the following statements about [country] nowadays.

READ OUT EACH STATEMENT AND CODE IN GRID

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
D32	Courts generally protect the interests of the rich and powerful above those of ordinary people.	1	2	3	4	5	8
D33	People who break the law should be given much harsher sentences than they are these days. ⁶⁶	1	2	3	4	5	8
D34	Everyone has a duty ⁶⁷ to back ⁶⁸ the final verdict of the courts.	1	2	3	4	5	8
D35	All laws should ⁶⁹ be strictly obeyed.	1	2	3	4	5	8
D36	Doing the right thing ⁷⁰ sometimes means breaking the law.	1	2	3	4	5	8
D37	The decisions and actions of the courts are unduly influenced by pressure from political parties and politicians.	1	2	3	4	5	8

⁶⁶ This item was included as D5 in Round 4

⁶⁷ See Footnote 54.

⁶⁸ See Footnote 55.

⁶⁹ 'Should' - in the sense of 'must'.

⁷⁰ 'Doing the right thing' in the sense of 'morally from a personal point of view'.

D38 CARD 42 People have different ideas about the sentences which should be given to offenders. Take for instance the case of a 25 year old man who is found guilty of house burglary⁷¹ for the second time. Which one of the following sentences do you think he should receive? Please use this card.

INTERVIEWER NOTE: If the respondent wants to choose more than one sentence, record the sentence with the lowest code number. Code 1 is the lowest code number and code 5 is the highest code number.

If asked what a suspended sentence or community service is please say:

'A suspended prison sentence is only served if the offender commits another crime or breaks other specific conditions during the suspended sentence period'

'Community service refers to a sentence OTHER than a prison sentence or fine where the offender is asked to perform a task or tasks that benefit the community'

Prison sentence	1	ASK D39
Suspended prison sentence	2	GO TO INTRODUCTION BEFORE D40
Fine	3	
Community service	4	
Any other sentence	5	
(Don't know)	8	

ASK IF PRISON SENTENCE GIVEN (code 1 at D38)

D39 CARD 43 And which of the answers on this card comes closest to the length of time you think he should spend in prison? Please use this card.

1-3 months	01
4-6 months	02
7– 11 months	03
About 1 year	04
About 2 years	05
About 3 years	06
About 4 years	07
About 5 years	08
6-10 years	09
More than 10 years	10
(Don't know)	88

⁷¹ See footnote 46.

ASK ALL

Now some questions about what you would do if you were the only witness to a crime. The next few questions do not have a showcard.

D40 Imagine that you were out⁷² and saw someone push a man to the ground and steal his wallet. How likely would you be to call⁷³ the police? Would you be...
READ OUT...

- | | |
|-----------------------|---|
| ...not at all likely, | 1 |
| not very likely, | 2 |
| likely, | 3 |
| or, very likely? | 4 |
| (Don't know) | 8 |

D41 How willing⁷⁴ would you be to identify the person who had done it? Would you be...**READ OUT...**

- | | |
|------------------------|---|
| ...not at all willing, | 1 |
| not very willing, | 2 |
| willing, | 3 |
| or, very willing? | 4 |
| (Don't know) | 8 |

D42 And how willing would you be to give evidence⁷⁵ in court against the accused? Would you be...**READ OUT...**

- | | |
|------------------------|---|
| ...not at all willing, | 1 |
| not very willing, | 2 |
| willing, | 3 |
| or, very willing? | 4 |
| (Don't know) | 8 |

⁷² 'Out' as in 'not at one's home'.

⁷³ 'Call' refers to telephoning the police.

⁷⁴ 'Willing' in the sense of 'freely choose to'.

⁷⁵ 'Evidence' refers to the 'testimony' a witness gives verbally in court.

Now some questions about things you might have done.

CARD 44 Using this card please tell me how often you have done each of these things in the last five years? How often have you...**READ OUT...**

		Never	Once	Twice	3 or 4 times	5 times or more	(Don't know)
D43	...made an exaggerated or false insurance claim ⁷⁶ ?	1	2	3	4	5	8
D44	...bought something you ⁷⁷ thought might be stolen?	1	2	3	4	5	8
D45	...committed a traffic offence like speeding or crossing a red light?	1	2	3	4	5	8

INTERVIEWER ENTER END TIME OF SECTION D: (Use 24 hour clock)
(END time for CAPI countries only)

*** * THERE IS NO SECTION E * ***

⁷⁶ See footnote 29.

⁷⁷ See footnote 30.

Now, I would like to ask you some details about yourself and others in your household.

F1 Including yourself, how many people – including children – live here regularly as members of this household?

WRITE IN NUMBER:

--	--

(Don't know) 88

IN GRID, COLLECT DETAILS OF RESPONDENT (F2/F3 ONLY), THEN OTHER HOUSEHOLD MEMBERS (F2 to F4), IN DESCENDING ORDER OF AGE (OLDEST FIRST).

FOR EASE, IT MAY BE USEFUL TO ADD THE NAMES OR INITIALS OF EACH HOUSEHOLD MEMBER WHERE INDICATED

F2 CODE SEX

F3 And in what year were you/ was he/she born? (Don't know = 8888)

F4 CARD 45 Looking at this card, what relationship is he/she to you?

[This page (questions F1-F4) to face following page (household grid)]

Descending age order (oldest first) ----->

Person	01 (respondent)	02	03	04	05	06
OPTIONAL: First Name or initial						
F2 Sex						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
F3 Year born						
F4 Relationship						
Husband/wife/partner		01	01	01	01	01
Son/daughter (inc. step, adopted, foster, child of partner)		02	02	02	02	02
Parent, parent-in-law, partner's parent, step parent		03	03	03	03	03
Brother/sister (inc. step, adopted, foster)		04	04	04	04	04
Other relative		05	05	05	05	05
Other non-relative		06	06	06	06	06
(Don't know)		88	88	88	88	88

Descending age order (oldest first) ----->

Person	07	08	09	10	11	12
OPTIONAL: First Name or initial						
F2 Sex						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
F3 Year born						
F4 Relationship						
Husband/wife/partner	01	01	01	01	01	01
Son/daughter (inc. step, adopted, foster, child of partner)	02	02	02	02	02	02
Parent, parent-in-law, partner's parent, step parent	03	03	03	03	03	03
Brother/sister (inc. step, adopted, foster)	04	04	04	04	04	04
Other relative	05	05	05	05	05	05
Other non-relative	06	06	06	06	06	06
(Don't know)	88	88	88	88	88	88

F5~ INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F4)

1 **ASK F6**

ALL OTHERS

2 **GO TO F7****F6 ~ CARD 46** You just told me that you live with your husband / wife / partner.Which one of the descriptions on this card describes your relationship to them⁷⁸?

Legally married	01	ASK F7
In a <u>legally registered</u> civil union	02	
Living with my partner (cohabiting) - <u>not</u> legally recognised	03	GO TO F8
Living with my partner (cohabiting) - legally recognised	04	
Legally separated	05	ASK F7
Legally divorced / Civil union dissolved	06	
(Don't know)	88	

F7~ And can I just check have you ever lived with a partner, without being married to them (or in a civil union)⁷⁹?

Yes 1
No 2
(Refused) 7
(Don't know) 8

ASK ALL**F8~** Can I just check have you ever been divorced or had a civil union⁸⁰ dissolved?

Yes 1
No 2
(Refused) 7
(Don't know) 8

F9~ INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND / WIFE / PARTNER (code 01 at F5)

1 **CODE F10**

ALL OTHERS

2 **GO TO F11****F10~ INTERVIEWER CODE:**RESPONDENT COHABITING
(Code 03 or 04 at F6)1 **ASK F11**

ALL OTHERS

2 **GO TO F12**

⁷⁸ Note that these sentences should be translated to provide the same stimulus in ALL countries. See instructions shown after F11 for implementation of the answer codes at F6.

⁷⁹ Countries should include the highlighted text only if civil unions are included at F6. Where these are included the country specific names should be added here. Legally recognised forms of cohabitation should NOT be included or inferred.

⁸⁰ See footnote 79.

ASK IF NOT LIVING WITH A HUSBAND / WIFE / PARTNER OR ARE COHABITING

F11~ CARD 47 This question is about your legal marital status not about who you may or may not be living with. Which one of the descriptions on this card describes your legal marital status now?

CODE ONE ONLY: PRIORITY CODE⁸¹

Legally married	01
In a <u>legally registered</u> civil union	02
Legally separated	03
Legally divorced / Civil union dissolved	04
Widowed / Civil partner died	05
None of these (NEVER married or in <u>legally registered</u> civil union)	06
(Don't know)	88

Implementation note on F6 / F11 (codes 01-06) for NCs (This note is NOT for inclusion in the fielded questionnaires but should be used to guide NCs and translators on translation and / or some limited adaptation)

F6 - The target concept for measurement at this item is the LEGAL status (or otherwise) of the relationship between the respondent and the partner they are currently living within the household. We want to measure how the relationship is viewed under the law of [country]. All countries should 'Ask the Same Question' (ASQ) but should omit and adapt the answer codes according to the circumstances in their country using the guidance notes below.

F11 - The target concept for measurement at this item is the LEGAL marital status of the respondent under [country] law. It is only asked to those NOT currently living with a partner and those who are cohabiting (whether or not this is recognised in law). So respondents who are cohabiting are asked to specify their legal marital status that may stem from a previous relationship. As for F6 countries are requested to 'Ask the Same Question' but to omit and adapt the answer codes according to the circumstances in their country following the notes below.

Code number at F6 and questionnaire description	Guidance notes
01 - Legally married	This code MUST appear in all countries. Note that in countries where same sex couples can legally marry this should be recorded here. This code is also 01 at F11.
02 - In a <u>legally registered</u> civil union	This code must be included in countries that have legal relationship recognition providing rights and responsibilities that are very similar or identical to marriage (e.g. in tax law, property rights etc). Countries must add the country specific name of those scheme(s) which are not formally recognised as 'marriage' in law (e.g. in the UK replace 'legally registered civil union' with 'civil partnership'). Such unions would normally require attendance at a ceremony / register office in order to formally register them with the state. Countries without such a scheme should exclude this code from their questionnaire and showcard. This code is also 02 at F11.
03 - Living with my partner (cohabiting) - not legally recognised	This code should NOT be included in countries where cohabitation is AUTOMATICALLY recognized by law, so that it leads to the rights and responsibilities associated with marriage. Instead, this code should only be applied to cohabiting relationships that confer no legal status to the respondent. It might be necessary to adapt the answer code to clearly differentiate this from the other answer codes depending on the specific situation in the country. In countries where legal rights are acquired after a specific time or after formal registration then relationships PRIOR to this state should be recorded in this code.

⁸¹ Reading from the top to the bottom of the list code the answer given from the highest point on the list e.g. if the respondents says that they are married (code 01) and divorced (code 04) the interviewer should code this as 01.

	Countries - where couples who live together always have some of the rights and responsibilities associated with marriage - should exclude this code. This code does not appear at F11.
04 - Living with my partner (cohabiting) - legally recognised	This code should only be included in countries where cohabitation can be legally recognised. 'Legal recognition' can occur either at the start of cohabitation OR be conferred after a period of time OR following some form of registration. However, which of these takes place will vary across countries. Where possible the formal name of such recognition should be specified (e.g. in France specify Living with my partner (cohabiting) - Parte Civil de Solidarite' (PACS). In countries where legal rights are acquired after a specific time or formal registration then relationships AFTER this change should be recorded in this code. In most cases the formal relationship status of a person in this kind of relationship will be determined by this relationship itself. For example in France since 2006, individuals who have registered a PACS are no longer considered "single" in terms of their marital status. Countries with no such legal recognition of cohabitation should exclude this code. This code does not appear at F11.
05 - Legally separated	This code should only be included in countries where 'legally separated' is a formal legal status. Countries with no such legal state must exclude this code. This code is 03 at F11.
06 – Divorced / Civil union dissolved	This code MUST appear in all countries This code is 04 at F11.

ASK ALL

F12 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:

RESPONDENT HAS CHILDREN LIVING AT HOME
(code 02 at F4)
DOES NOT

1	GO TO F13a
2	ASK F13

F13 Have you ever had any children of your own, step-children, adopted children, foster children or a partner's children living in your household?

Yes 1
No 2
(Don't know) 8

ASK ALL

F13a Is there a fixed-line telephone in (your part of) this accommodation?

INTERVIEWER NOTE: "your part of" refers to separate 'households' living in the same building, not rooms within a household.

Yes 1
No 2
(Don't know) 8

F14 CARD 48 Which phrase on this card best describes the area where you live?

- | | |
|--|---|
| A big city | 1 |
| The suburbs or outskirts of a big city | 2 |
| A town or a small city | 3 |
| A country village | 4 |
| A farm or home in the countryside | 5 |
| (Don't know) | 8 |

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document ‘NC Guidance for Round 5 Education Measurement’].

F15~ CARD 49 What is the highest level of education you have successfully completed?
Please use this card.

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3		129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3		221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5		229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5		321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions		423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor's level		510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a lower tier tertiary institution		610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an upper/single tier tertiary institution		620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from a lower tier tertiary institution		710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from an upper/single tier tertiary institution		720
ISCED 6, doctoral degree		800
	(Other)	5555
	(Don't know)	8888

Question F15a (F6a in Round 4) has been excluded for Round 5.

ASK ALL

F16 About how many years of education have you completed, whether full-time or part-time? Please report these in full-time equivalents and include compulsory years of schooling.
INTERVIEWER NOTE: round answer up or down to the nearest whole year.

WRITE IN:

--	--

(Don't know) 88

F17a CARD 50 Using this card, which of these descriptions applies to what you have been doing for the last 7 days? Select all that apply.
PROMPT Which others?

CODE ALL THAT APPLY

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service⁸² 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

F17b INTERVIEWER CODE:

MORE THAN ONE CODED AT F17a	1 ASK F17c
ONLY ONE CODED AT F17a	2 GO TO F17d

⁸² This code does not apply to JOBS in the military but to compulsory military service only.

F17c STILL CARD 50 And which of these descriptions
best describes your situation (in the last seven days)?
Please select only one.

CODE ONE ANSWER ONLY

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> ⁸³	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Don't know)	88

INTERVIEWER NOTE:

If any code at F17c above is circled, circle the same code at F17d (MAIN ACTIVITY)

If no code at F17c is circled, copy code circled at F17a to F17d (MAIN ACTIVITY).

F17d INTERVIEWER CODE: MAIN ACTIVITY

in <u>paid work</u> (or away temporarily) (employee, self-employed, working for your family business)	01
in <u>education</u> , (not paid for by employer) even if on vacation	02
<u>unemployed</u> and actively looking for a job	03
<u>unemployed</u> , wanting a job but <u>not</u> actively looking for a job	04
permanently <u>sick or disabled</u>	05
<u>retired</u>	06
in <u>community or military service</u> ⁸⁴	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Don't know)	88

F17e INTERVIEWER REFER TO F17a AND CODE:

RESPONDENT IN PAID WORK AT F17a (code 01 at F17a).	1 GO TO F21
RESPONDENT NOT IN PAID WORK AT F17a (All NOT coded 01 at F17a).	2 ASK F18

⁸³ This code does not apply to JOBS in the military but to compulsory military service only.

⁸⁴ This code does not apply to JOBS in the military but to compulsory military service only.

F18 Can I just check, did you do any paid work of an hour or more in the last seven days?

Yes	1	GO TO F21
No	2	ASK F19
(Don't know)	8	

F19 Have you ever had a paid job?

Yes	1	ASK F20
No	2	GO TO F36
(Don't know)	8	

F20 In what year were you last in a paid job?

WRITE IN YEAR:

(Don't know) 8888

INTERVIEWER: If Respondent currently in work (code 01 at F17a or code 1 at F18), ask F21 to F34a about current job; if not in paid work but had a job in the past (code 1 at F19), ask F21 to F34a about last job

INTERVIEWER NOTE: If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.

F21 In your main job are/were you... **READ OUT...**

...an employee,	1	GO TO F23
self-employed,	2	GO TO F22
or, working for your own family's business?	3	GO TO F23
(Don't know)	8	

F22 How many employees (if any) do/did you have?

WRITE IN number of employees:

(Don't know) 88888 **GO TO F24**

ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW (codes 1, 3, 8 at F21)**F23⁸⁵** Do/did you have a work contract of...**READ OUT...**

... <u>unlimited</u> duration,	1	GO TO F24
or, <u>limited</u> duration,	2	ASK F23a
or, do/did you have <u>no contract</u> ?	3	
(Don't know)	8	

ASK IF respondent has/had work contract of limited duration or no contract (Codes 2, 3 or 8 at F23)**F23a⁸⁶** When your job started do you think that it was considered by your employer to be...**READ OUT...**

...a temporary or fixed term job lasting less than 12 months,	1
a temporary or fixed term job lasting 12 months or more,	2
or, a permanent job?	3
(Other)	4
(Don't know)	8

ASK ALL WORKING/PREVIOUSLY WORKED**F24** Including yourself, about how many people are/were employed at the place where you usually work/worked...**READ OUT...**

...under 10,	1
10 to 24,	2
25 to 99,	3
100 to 499,	4
or, 500 or more?	5
(Don't know)	8

F25 In your main job, do/did you have any responsibility for supervising⁸⁷ the work of other employees?

Yes	1	ASK F26
No	2	GO TO F27
(Don't know)	8	

⁸⁵ Routing from this question added for Round 5 for the rotating module on Work, Family and Wellbeing⁸⁶ **NEW QUESTION PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELLBEING.**⁸⁷ "Supervising": intended in the sense of both monitoring and being responsible for the work of others.

F26 How many people are/were you responsible for?

WRITE IN:

(Don't know) 88888

ASK ALL WORKING/PREVIOUSLY WORKED

CARD 51 I am going to read out a list of things about your working life.
Using this card, please say how much the management at your work
allows/allowed you...**READ OUT...**

		I have/ had no influence										I have/had complete control	(Don't know)
F27	...to decide how your own daily work is/was organised?	00	01	02	03	04	05	06	07	08	09	10	88
F28	...to influence policy decisions about the activities of the organisation?	00	01	02	03	04	05	06	07	08	09	10	88
F28a* 88	...to choose or change your pace of work?	00	01	02	03	04	05	06	07	08	09	10	88

F29 What are/were your total 'basic' or contracted hours each week (in your main job), excluding any paid and unpaid overtime?

WRITE IN HOURS:

(Don't know) 888

F30 Regardless of your basic or contracted hours, how many hours do/did you *normally work* a week (in your main job), including any paid or unpaid overtime.

WRITE IN HOURS:

(Don't know) 888

88 **NEW QUESTION** PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELBEING. Question was asked in Round 2 as F19a.

F31 What does/did the firm/organisation you work/worked for mainly make or do? **WRITE IN**

F32 CARD 52 Which of the types of organisation on this card do/did you work for?
CODE ONE ANSWER ONLY

Central or local government	01
Other public sector (such as education and health)	02
A state-owned enterprise	03
A private firm	04
Self-employed	05
Other	06
(Don't know)	08

F33 What is/was the name or title of your main job?
WRITE IN

F34 In your main job, what kind of work do/did you do most of the time?
WRITE IN

F34a What training or qualifications are/were needed for the job?
WRITE IN

[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]

F34b^{*89} CARD 53 Which of the reasons shown on this card best describes your main reason for leaving your last employer?

INTERVIEWER NOTE: CODE ONE ANSWER ONLY

I obtained ⁹⁰ a better job	01
I decided to start my own business / become self-employed	02
My contract ended	03
I was made redundant ⁹¹ or dismissed ⁹²	04
My employer stopped operating	05
My own / family business was closed or was sold	06
Illness or disability	07
I retired	08
Personal or family reasons	09
Other	10
Never left an employer	11
(Don't know)	88

F35 In the last 10 years have you done any paid work in another country for a period of 6 months or more?

Yes	1
No	2
(Don't know)	8

ASK ALL

F36 Have you ever been unemployed and seeking work for a period of more than three months?

Yes	1	ASK F37
No	2	GO TO F39
(Don't know)	8	

F37 Have any of these periods lasted for 12 months or more?

Yes	1
No	2
(Don't know)	8

⁸⁹ **NEW QUESTION** PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELLBEING.

⁹⁰ 'Obtained' can be meant in the passive sense - I was offered another job **or** in the active sense - I was looking for and found a better job.

⁹¹ 'Redundant' – job no longer exists

⁹² 'Dismissed' – being fired

F38 Have any of these periods been within the past 5 years?

NOTE TO INTERVIEWER: these periods refer to the periods of more than 3 months at F36.

Yes	1
No	2
(Don't know)	8

ASK ALL

F39 Are you or have you ever been a member of a trade union or similar organisation? **IF YES**, is that currently or previously?

Yes, currently	1
Yes, previously	2
No	3
(Don't know)	8

F40 CARD 54 Please consider the income of all household members and any income which may be received by the household as a whole. What is the main source of income in your household? Please use this card.

Wages or salaries	01
Income from self-employment (excluding farming)	02
Income from farming	03
Pensions	04
Unemployment/redundancy benefit	05
Any other social benefits or grants	06
Income from investment, savings, insurance or property	07
Income from other sources	08
(Refused)	77
(Don't know)	88

F41 CARD 55 Using this card, please tell me which letter describes your household's total income, after tax and compulsory deductions, from all sources? If you don't know the exact figure, please give an estimate. Use the part of the card that you know best: weekly, monthly or annual income⁹³.

J	01
R	02
C	03
M	04
F	05
S	06
K	07
P	08
D	09
H	10
(Refused)	77
(Don't know)	88

NOTE ON FRAMING DECILE INCOME QUESTION, CATEGORIES AND CARD

An income showcard should be devised with approximate **weekly, monthly and annual amounts**. You should use **ten income range categories, each corresponding broadly to DECILES OF THE ACTUAL HOUSEHOLD INCOME RANGE in your country**. Please see section E1.5 of the ESS 2010 Data Protocol (<http://essdata.nsd.uib.no>) for guidance on data sources to refer to and further instructions on the construction of categories.

Please note that a showcard must **always** be used at this question. The ten rows on the showcard should display the income ranges selected and be preceded by the ten letters used above (or their Cyrillic equivalent) which helps to ensure respondent confidentiality. Each country can choose whether to include weekly, monthly or annual amounts on the showcard or include more than one of these as appropriate. The text in the last sentence of F41 (above) should be rephrased to match the solution selected. Queries should be referred to essdata@nsd.uib.no and ess@city.ac.uk.

F41a⁹⁴ CARD 56 Around how large a proportion of the household income do you provide yourself? Please use this card.

None	01
Very small	02
Under a half	03
About half	04
Over a half	05
Very large	06
All	07
(Refused)	77
(Don't know)	88

⁹³ The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

⁹⁴ **NEW QUESTION** PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELLBEING. Question was asked in Round 2 as F32a.

F42 CARD 57 Which of the descriptions on this card comes closest to how you feel⁹⁵ about your household’s income nowadays?

- Living comfortably on present income 1
- Coping on present income 2
- Finding it difficult on present income 3
- Finding it very difficult on present income 4
- (Don’t know) 8

F43 CARD 58 If for some reason you were in serious financial difficulties and had to borrow money to make ends meet⁹⁶, how difficult⁹⁷ or easy would that be? Please use this card.

- Very difficult 1
- Quite difficult 2
- Neither easy nor difficult 3
- Quite easy 4
- Very easy 5
- (Don’t know) 8

F44 INTERVIEWER CODE:

RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER (code 01 at F5)	1	ASK F45
DOES NOT	2	GO TO F58

⁹⁵ “Feel”: ‘describe’, ‘view’ or ‘see’.

⁹⁶ “To make ends meet”: cover the costs of everything you need to pay.

⁹⁷ Easy or difficult in any sense.

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document 'NC Guidance for Round 5 Education Measurement'].

F45~ CARD 59 What is the highest level of education your husband/wife/partner has successfully completed? **Please use this card.**

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3		129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3		221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5		229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5		321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions		423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor's level		510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a lower tier tertiary institution		610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an upper/single tier tertiary institution		620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from a lower tier tertiary institution		710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from an upper/single tier tertiary institution		720
ISCED 6, doctoral degree		800
	(Other)	5555
	(Don't know)	8888

F46a CARD 60 Which of the descriptions on this card applies to what he/she has been doing for the last 7 days? Select all that apply.

PROMPT Which others?

CODE ALL THAT APPLY

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service⁹⁸ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

F46b INTERVIEWER CODE:

MORE THAN ONE CODED AT F46a

ONLY ONE CODED AT F46a

1 **ASK F46c**

2 **GO TO F47**

F46c STILL CARD 60 And which of the descriptions on this card best describes his/her situation (in the last 7 days)? Please select only one.

- in paid work (or away temporarily) (employee, self-employed, working for your family business) 01
- in education, (not paid for by employer) even if on vacation 02
- unemployed and actively looking for a job 03
- unemployed, wanting a job but not actively looking for a job 04
- permanently sick or disabled 05
- retired 06
- in community or military service⁹⁹ 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

⁹⁸ This code does not apply to JOBS in the military but to compulsory military service only.

⁹⁹ This code does not apply to JOBS in the military but to compulsory military service only.

ASK IF NOT IN PAID WORK AT F46a (codes 02-09, 88).
THOSE IN PAID WORK (code 01 at F46a), GO TO F48

F47 Can I just check, did he/she do any paid work
(of an hour or more) in the last 7 days?

Yes	1	ASK F48
No	2	GO TO F58
(Don't know)	8	

ASK IF PARTNER IN PAID WORK (code 01 at F46a or code 1 at F47)

F48 What is the name or title of his/her main job?
WRITE IN

F49 In his/her main job, what kind of work does he/she do
most of the time? WRITE IN

F50 What training or qualifications are needed for the job?
WRITE IN

[if additional country-specific questions are required for national occupation and industry coding systems, add HERE]

F51 In his/her main job is he/she... READ OUT...

...an employee,	1	GO TO F53
self-employed,	2	ASK F52
or working for your family business?	3	GO TO F53
(Don't know)	8	

F52 How many employees (if any) does he/she have?

WRITE IN NUMBER:

--	--	--	--	--

(Don't know) 88888

ASK IF PARTNER IN PAID WORK (code 01 at F46a or code 1 at F47)

F53 In his/her main job, does he/she have any responsibility for supervising the work of other employees?

Yes	1	ASK F54
No	2	GO TO F57
(Don't know)	8	

F54 How many people is he/she responsible for?

WRITE IN NUMBER:

--	--	--	--	--

(Don't know) 88888

Questions F55 and F56 (F46 and F47 in Round 4) have been excluded for Round 5.

ASK IF PARTNER IN PAID WORK (code 01 at F46a or code 1 at F47)

F57 How many hours does he/she normally work a week (in his/her main job)? Please include any paid or unpaid overtime.

WRITE IN HOURS:

--	--	--

(Don't know) 888

ASK ALL

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document 'NC Guidance for Round 5 Education Measurement'].

F58~ CARD 61 What is the highest level of education your father successfully completed?
Please use this card.

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3		129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3		221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5		229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5		321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions		423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor's level		510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a lower tier tertiary institution		610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an upper/single tier tertiary institution		620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from a lower tier tertiary institution		710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from an upper/single tier tertiary institution		720
ISCED 6, doctoral degree		800
	(Other)	5555
	(Don't know)	8888

F59 When you were 14, did your father work as an employee, was he self-employed, or was he not working then?

Employee	1	GO TO F61
Self-employed	2	ASK F60
Not working	3	GO TO F64
(Father dead/absent ¹⁰⁰ when respondent was 14)	4	
(Don't know)	8	GO TO F62

F60 How many employees did he have?

None	1	
1 to 24	2	GO TO F62
25 or more	3	
(Don't know)	8	

ASK IF FATHER EMPLOYED (code 1 at F59)

F61 Did he have any responsibility for supervising the work of other employees?

Yes	1
No	2
(Don't know)	8

ASK IF FATHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F59)

F62 What was the name or title of his main job?

WRITE IN

¹⁰⁰ 'Absent': not living in same household.

F63 CARD 62 Which of the descriptions¹⁰¹ on this card best describes the sort of work he did when you were 14?

CODE ONE ANSWER ONLY

INTERVIEWER NOTE: Respondents must choose a category themselves. If necessary add: "There is no right or wrong answer. Just choose the category you think fits best".

Professional and technical occupations

such as: doctor – teacher – engineer –
artist – accountant 01

Higher administrator occupations

such as: banker – executive in big business –
high government official – union official 02

Clerical occupations

such as: secretary – clerk – office manager –
book keeper 03

Sales occupations

such as: sales manager – shop owner – shop assistant –
insurance agent 04

Service occupations

such as: restaurant owner – police officer – waiter –
caretaker – barber – armed forces 05

Skilled worker

such as: foreman – motor mechanic – printer –
tool and die maker – electrician 06

Semi-skilled worker

such as: bricklayer – bus driver – cannery worker – carpenter –
sheet metal worker – baker 07

Unskilled worker

such as: labourer – porter – unskilled factory worker 08

Farm worker

such as: farmer – farm labourer– tractor driver– fisherman 09

(Don't know) 88

¹⁰¹ Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact ess_translate@gesis.org.

ASK ALL

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document 'NC Guidance for Round 5 Education Measurement'].

F64~ CARD 63 What is the highest level of education your mother successfully completed?
Please use this card.

INTERVIEWER NOTE: Successful completion occurs when either:

- a formal certificate is issued after an assessment indicating that the course has been passed
- a course or period of education is fully attended but no certificate is ever issued
- a course or period of education is fully attended and a certificate of attendance is issued (and no other certificates e.g. for passing the course are ever issued)

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to ISCED 3		129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to ISCED 3		221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to ISCED level 5		229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to ISCED level 5		321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED level 5 institutions		423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5 institutions		413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary qualification below the bachelor's level		510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from a lower tier tertiary institution		610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from an upper/single tier tertiary institution		620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from a lower tier tertiary institution		710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent from an upper/single tier tertiary institution		720
ISCED 6, doctoral degree		800
	(Other)	5555
	(Don't know)	8888

F65 When you were 14, did your mother work as an employee, was she self-employed, or was she not working then?

Employee	1	GO TO F67
Self-employed	2	ASK F66
Not working	3	GO TO F70
(Mother dead/absent ¹⁰² when respondent was 14)	4	
(Don't know)	8	GO TO F68

F66 How many employees did she have?

None	1
1 to 24	2 GO TO F68
25 or more	3
(Don't know)	8

ASK IF MOTHER EMPLOYED (code 1 at F65)

F67 Did she have any responsibility for supervising the work of other employees?

Yes	1
No	2
(Don't know)	8

ASK IF MOTHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F65)

F68 What was the name or title of her main job?

WRITE IN

¹⁰² "Absent": not living in same household.

F69 CARD 64 Which of the descriptions on this card best describes the sort of work she did when you were 14?
CODE ONE ANSWER ONLY

INTERVIEWER NOTE: Respondents must choose a category themselves.
 If necessary add: "There is no right or wrong answer. Just choose the category you think fits best".

Professional and technical occupations

such as: doctor – teacher – engineer –
 artist – accountant 01

Higher administrator occupations

such as: banker – executive in big business –
 high government official – union official 02

Clerical occupations

such as: secretary – clerk – office manager –
 book keeper 03

Sales occupations

such as: sales manager – shop owner – shop assistant –
 insurance agent 04

Service occupations

such as: restaurant owner – police officer – waiter –
 caretaker – barber– armed forces 05

Skilled worker

such as: foreman – motor mechanic – printer –
 tool and die maker – electrician 06

Semi-skilled worker

such as: bricklayer – bus driver – cannery worker – carpenter –
 sheet metal worker – baker 07

Unskilled worker

such as: labourer – porter – unskilled factory worker 08

Farm worker

such as: farmer – farm labourer– tractor driver– fisherman 09

(Don't know) 88

ASK ALL

F70¹⁰³ During the last twelve months, have you taken any course or attended any lecture or conference to improve your knowledge or skills for work?

Yes	1 ASK F70a
No	2
(Don't know)	8
	GO TO G1

¹⁰³ Routing added for Round 5 only – for rotating module on WORK, FAMILY AND WELLBEING.

ASK IF RESPONDENT HAS TAKEN ANY COURSE, LECTURE OR CONFERENCE IN LAST 12 MONTHS (code 1 at F70)

F70a^{*104} About how many days in total have you spent on this training or education in the last 12 months? Please count two half days as one whole day.

INTERVIEWER NOTE: ‘**training or education**’ refers to the course, lecture or conference at F70 and includes external training. Evening classes should be counted as a quarter of a day.

WRITE IN NUMBER OF DAYS:

(Don't know) 888

F70b^{*105} **CARD 65** Now please think about what you have learnt during this training or education. How useful would what you have learnt be if you wanted to go and work for a different employer or firm? Please use this card.

- | | |
|-------------------|---|
| Very useful | 1 |
| Quite useful | 2 |
| Not very useful | 3 |
| Not at all useful | 4 |
| (Don't know) | 8 |

F70c^{*106} **CARD 66** How much of this training or education was paid for by your employer or firm? Please use this card.

INTERVIEWER: If all training and education was free for the employer or firm code as None.

- | | |
|--------------|---|
| All | 1 |
| Most | 2 |
| About half | 3 |
| Some | 4 |
| None | 5 |
| (Don't know) | 8 |

Questions F71 and F72 (F72 and F73 in Round 4) have been excluded for Round 5.

INTERVIEWER ENTER END TIME OF SECTION F: (Use 24 hour clock)
(END time for CAPI countries only)

¹⁰⁴ **NEW QUESTION** PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELLBEING.

¹⁰⁵ **NEW QUESTION** PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELLBEING.

¹⁰⁶ **NEW QUESTION** PART OF ROUND 5 ROTATING MODULE ON WORK, FAMILY AND WELLBEING.

Now some questions about balancing different parts of your life.

CARD 67 Firstly, I am going to read out a list of statements about how you may have been feeling recently. For each statement I would like you to say how often you have felt like this over the last two weeks. Please use this card.

		All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time	(Don't know)
G1	I have felt cheerful and in good spirits	01	02	03	04	05	06	08
G2	I have felt calm and relaxed	01	02	03	04	05	06	08
G3	I have felt active and vigorous	01	02	03	04	05	06	08

CARD 68 I am now going to read out some statements about men and women and their place¹⁰⁷ in the family. Using this card, please tell me how much you agree or disagree with the following statements.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
G4	A woman should be prepared to cut down on her paid work for the sake of her family. ¹⁰⁸	1	2	3	4	5	8
G5	When jobs are scarce, men should have more right ¹⁰⁹ to a job than women.	1	2	3	4	5	8

G6 STILL CARD 68 Using the same card, please tell me how much you agree or disagree with the following statement. 'The government¹¹⁰ should do much more to prevent people falling¹¹¹ into poverty'.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

¹⁰⁷ 'Place' in the sense of role.

¹⁰⁸ 'Family' in the sense of 'nuclear' rather than 'extended'.

¹⁰⁹ 'More right to' means they should be given preference / priority.

¹¹⁰ 'Government' in the sense of all governments and NOT only the people now governing / present regime. The 'state' can be used instead of 'government' if appropriate.

¹¹¹ 'Falling' as in moving from a state of non-poverty to a state of poverty.

G7¹¹² CARD 69 Using this card, please tell me how much of the time during the past week you felt lonely?

None or almost none of the time	1
Some of the time	2
Most of the time	3
All or almost all of the time	4
(Don't know)	8

CARD 70 Using this card, please tell me to what extent each of the following has applied to you in the last three years. **READ OUT EACH STATEMENT AND CODE IN GRID.**

INTERVIEWER: If respondents never took holidays or bought no new household equipment in the last three years code as 00.

		Not at all						A great deal	(Don't know)
G8	I have had to manage on a lower household income.	00	01	02	03	04	05	06	88
G9	I have had to draw on my savings or get into debt to cover ordinary living expenses.	00	01	02	03	04	05	06	88
G10	I have had to cut back ¹¹³ on holidays or new household equipment ¹¹⁴ .	00	01	02	03	04	05	06	88

ASK ALL

G11 In total, how many years have you been in paid work?

INTERVIEWER NOTE: Count years in full or part-time work equally. Code six months or more as 01; if less than six months in paid work code as 00.

WRITE IN NUMBER OF YEARS

(Never had a paid job) 555

(Don't know) 888

¹¹² Question E12 from ESS Round 3. The question stem has been altered as it is not part of a battery in Round 5.

¹¹³ 'Cut back' in the sense of reducing the number of (quantity) OR the amount spent on (quality).

¹¹⁴ 'Household equipment' includes things like irons, vacuum cleaners or washing machines. Translations should not specifically include these examples but should use a words or phrases that allude to such things.

G12 INTERVIEWER CODE:**INTERVIEWER REFER TO F17d AND CODE: Main activity of respondent**

In paid work (code 01 at F17d)	1 ASK G13
Retired (code 06 at F17d)	2
All others (code 02-05, 07-09, 88 at F17d)	3 GO TO G64

ASK IF MAIN ACTIVITY PAID WORK (code 1 at G12)**G13 CARD 71** In your main job, which one of the following tasks do you generally spend most time on? Please use this card.

INTERVIEWER: Main Job: If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.

INTERVIEWER: ACCEPT ONLY ONE ANSWER

Supervising personnel e.g. managing, instructing, coordinating etc	01
Working with people other than employees at your workplace e.g. customers, clients, patients, students	02
Working with text and/or numbers e.g. reading, writing, counting, computing etc	03
Working with physical objects and/or other physical material e.g. manufacturing, building, assembling, cooking, cleaning, painting, repairing, loading, transporting etc	04
Working with animals and/or plants	05
(Other)	06
(Two or more of these tasks in equal proportion(s))	55
(Don't know)	88

G14 Including all the jobs you have ever had, how many years in total have you been doing the kind of work¹¹⁵ you currently do?

WRITE IN NUMBER OF YEARS

(Don't know) 88

¹¹⁵ "kind of work" – use same form of words and translation as at core item **F34**.

CARD 72 How often does your work involve...**READ OUT...**

		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
G15	...working evenings or nights ^{116?}	01	02	03	04	05	06	07	88
G16	...having to work overtime at short notice?	01	02	03	04	05	06	07	88

G17 **CARD 73** How often does your work involve working at weekends^{117?}

Never	Less than once a month	Once a month	Several times a month	Every week	(Don't know)
1	2	3	4	5	8

G18 **INTERVIEWER CODE:**
INTERVIEWER REFER TO F21 AND CODE

Employee (code 1 at F21)	1 ASK G19
All others (codes 2-8 at F21)	2 GO TO G46

ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)

G19¹¹⁸ In what year did you first start working for your current employer?

WRITE IN YEAR

--	--	--	--

OR CODE (Don't know) 8888

¹¹⁶ This refers to working after the usual and established office hours.

¹¹⁷ "Weekend" is the usual days of the week when offices are closed.

¹¹⁸ This question was asked in Round 2 as G76. Note that the brackets around the word '(first)' have been removed for Round 5.

G20 CARD 74 Do you know¹¹⁹ of any other employers who would have good use¹²⁰ for what you have learnt in your present job? Please use this card.

Yes, many	1
Yes, some	2
Yes, one or two	3
No, none	4
(I have not learnt anything in my present job)	55
(Don't know)	88

G21 CARD 75 People put effort into their work for many different reasons. Which of the reasons shown on this card is the main reason why you put effort¹²¹ into your work?

INTERVIEWER: Ask respondent to choose from list before accepting 'other'

The main reason I put effort¹²² into my work is¹²³.

to be satisfied with what I accomplish ¹²⁴	01	ASK G22
to keep my job	02	
because my work is useful for other people	03	
to get a higher wage or a promotion	04	
because my work tasks are interesting	05	
because it is everyone's duty to always do their best	06	
(Other)	07	
(I do not put effort into my work)	55	GO TO G23
(Don't know)	88	

¹¹⁹ "Know" in the sense of 'being aware of'

¹²⁰ "Good use" in the sense of being able to make productive use of.

¹²¹ "Effort" in the sense of try more than the minimum

¹²² See footnote 121

¹²³ This heading is to appear on the showcard.

¹²⁴ "What I accomplish" in the sense of 'what I manage to achieve, get done or complete'.

ASK G22 IF A REASON IS GIVEN AT G21 (codes 01-07)
G22 CARD 76 And what is the second most important reason? Please use this card.

INTERVIEWER: Ask respondent to choose from list before accepting ‘other’

<u>The second reason I put effort¹²⁵ into my work is¹²⁶:</u>	
to be satisfied with what I accomplish ¹²⁷	01
to keep my job	02
because my work is useful for other people	03
to get a higher wage or a promotion	04
because my work tasks are interesting	05
because it is everyone’s duty to always do their best	06
(Other)	07
(No second reason)	55
(Don’t know)	88

G23 If someone was applying nowadays for the job you do now, would they need any education or vocational schooling beyond compulsory education¹²⁸?

Yes	1	ASK G24
No	2	GO TO G25
(Don’t know)	8	

ASK IF YES AT G23 (code 1)
G24 CARD 77 About how many years of education or vocational schooling beyond compulsory education¹²⁹ would they need? Please use this card.

Less than 1 year (beyond compulsory school)	01
about 1 year	02
about 2 years	03
about 3 years	04
about 4-5 years	05
about 6-7 years	06
about 8-9 years	07
10 years or more (beyond compulsory school)	08
(Don’t know)	88

¹²⁵ See footnote 121.

¹²⁶ This heading is to appear on the showcard.

¹²⁷ ‘What I accomplish’ in the sense of ‘what I manage to achieve, get done or completed.

¹²⁸ ‘Compulsory education’ refers to the age until which you are required by law to remain in full-time education.

¹²⁹ See footnote 128.

ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)

G25 CARD 78 If somebody with the right education and qualifications replaced you in your job, how long would it take for them to learn to do the job reasonably well?

1 day or less	01
2-6 days	02
1-4 weeks	03
1-3 months	04
more than 3 months, up to 1 year	05
more than 1 year, up to 2 years	06
more than 2 years, up to 5 years	07
More than 5 years	08
(Don't know)	88

CARD 79 Using this card, please tell me how true each of the following statements is about your current job.

		Not at all true	A little true	Quite true	Very true	(Don't know)
G26	There is a lot of variety in my work.	1	2	3	4	8
G27	My job requires that I keep learning new things.	1	2	3	4	8
G28	My wage or salary depends on the amount of effort I put into my work.	1	2	3	4	8
G29	I can get support and help from my co-workers when needed.	1	2	3	4	8
G30	My health or safety is at risk because of my work	1	2	3	4	8
G31	I can decide the time I start and finish work.	1	2	3	4	8
G32	My job is secure ¹³⁰	1	2	3	4	8
G33	I may have to move to a less interesting ¹³¹ job in my organisation in the next 12 months.	1	2	3	4	8

¹³⁰ "Secure" in the sense of an actual or implied promise/likelihood of continued employment with that employer.

¹³¹ Less interesting to the respondent in their own opinion.

ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)

CARD 80 Still thinking about your current job, how much do you agree or disagree with each of the following statements?

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
G34	My job requires that I work very hard ¹³² .	1	2	3	4	5	8
G35	I never seem to have enough time to get everything done in my job.	1	2	3	4	5	8
G36	My opportunities for advancement are good.	1	2	3	4	5	8

G37 Is your immediate¹³³ supervisor/boss a man or a woman?

Man	1
Woman	2

G38 CARD 81 What is the proportion of women at your workplace?

NOTE TO INTERVIEWER: Workplace is the establishment at which or from which the respondent works.

None	01
Very small	02
Under a half	03
About half	04
Over a half	05
Very large	06
All	07
(Don't know)	88

G39 CARD 82 How difficult or easy do you think it is for your immediate¹³⁴ boss to know how much effort¹³⁵ you put into your work?

Extremely difficult	Extremely easy	(Don't know)
--------------------------------	---------------------------	-------------------------

¹³² 'Hard' refers to intensity or long hours.

¹³³ "Immediate" is your direct line manager / the person to whom the respondent reports day-to-day.

¹³⁴ See footnote 133.

¹³⁵ "See footnote 121.

00 01 02 03 04 05 06 07 08 09 10 88

G40¹³⁶ STILL CARD 82 How difficult or easy would it be for you to get a similar¹³⁷ or better job with another employer if you had to leave your current job? Please use the same card.

Extremely difficult **Extremely easy** **(Don't know)**

00 01 02 03 04 05 06 07 08 09 10 88

G41 STILL CARD 82 In your opinion, how difficult or easy would it be for your employer to replace you if you left? Use the same card.

Extremely difficult **Extremely easy** **(Would not be replaced)** **(Don't know)**

00 01 02 03 04 05 06 07 08 09 10 55 88

G42 At your workplace are there regular¹³⁸ meetings between representatives¹³⁹ of the employer and employees, in which working conditions and practices¹⁴⁰ can be discussed?

NOTE TO INTERVIEWER: Workplace is the establishment at which or from which the respondent works.

Yes	1	ASK G43
No	2	GO TO G44
(Don't know)	8	

¹³⁶ Similar to G79 asked in Round 2 – in Round 2 the question focused on wanting to leave current job but in Round 5 the focus is on having to leave.

¹³⁷ "Similar" in the sense of 'as good as'.

¹³⁸ "Regular" in the sense of routine.

¹³⁹ 'Representatives meaning formal representatives either elected or appointed to represent employees and employers'.

¹⁴⁰ "Practices" – ways of working.

ASK IF YES AT G42 (code 1)

G43 CARD 83 How much influence would you say these discussions generally have on decisions that affect¹⁴¹ your working conditions and practices¹⁴²? Please choose your answer from this card.

Not much or no influence	1
Some influence	2
Quite a lot of influence	3
A great deal of influence	4
(Don't know)	8

ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)

G44 STILL CARD 83 How much influence would you say that trade unions at your workplace generally have over decisions that affect¹⁴³ your working conditions and practices¹⁴⁴? Please use this card.

Not much or no influence	1
Some influence	2
Quite a lot of influence	3
A great deal of influence	4
(No trade unions / trade union members at the workplace)	55
(Don't know)	88

G45¹⁴⁵ CARD 84 To what extent do you agree or disagree with the following statement: 'Considering all my efforts¹⁴⁶ and achievements in my job, I feel I get paid appropriately'? Please use this card.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

¹⁴¹ "Affect" meaning 'have an impact on'.

¹⁴² 'Practices' – ways of working.

¹⁴³ See footnote 141.

¹⁴⁴ See footnote 142.

¹⁴⁵ This question was asked in Round 3 (E53) but in Round 3 'your efforts' and 'your job' were used. In Round 5 'my efforts' and 'my job' are being used. The question formulation has also been amended from battery format to incorporate the statement into the question.

¹⁴⁶ See footnote 121.

ASK IF MAIN ACTIVITY = PAID WORK (code 1 at G12)
CARD 85 Using this card, how often do you...**READ OUT...**

		Never	Hardly ever	Sometimes	Often	Always	(Don't have partner /family)	(Don't know)
G46	...keep worrying about work problems when you are not working?	1	2	3	4	5	-	8
G47	...feel too tired after work to enjoy ¹⁴⁷ the things you would like to do at home?	1	2	3	4	5	-	8
G48	...find that your job prevents you from giving the time you want to your partner or family ¹⁴⁸ ?	01	02	03	04	05	06	88

NOTE TO INTERVIEWER: 'Partner' mentioned at G48 refers to partners of the same or opposite sex as the respondent (this applies to all questions in this module).

G49 INTERVIEWER CODE:
INTERVIEWER REFER TO G48 AND CODE

Code 06 (Don't have partner /family) at G48
All others - codes 01-05 or 88 at G48

1	GO TO G53
2	ASK G50

¹⁴⁷ "Enjoy" in the sense of get pleasure from.

¹⁴⁸ "Family" in the sense of 'nuclear' rather than 'extended' family.

STILL CARD 85 Using this card, how often do you...**READ OUT...**

		Never	Hardly ever	Sometimes	Often	Always	(Don't know)
G50	...find that your partner or family ¹⁴⁹ gets fed up with the pressure of your job?	1	2	3	4	5	8
G51	...find that your family ¹⁵⁰ responsibilities prevent you from giving the time you should ¹⁵¹ to your job?	1	2	3	4	5	8
G52	...find it difficult to concentrate on work because of your family ¹⁵² responsibilities?	1	2	3	4	5	8

ASK TO THOSE WHOSE MAIN ACTIVITY = PAID WORK (code 1 at G12)
G53 CARD 86 How satisfied are you in your main job? Use this card where 0 is extremely dissatisfied and 10 is extremely satisfied.

Extremely dissatisfied											Extremely satisfied	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88

G54¹⁵³ STILL CARD 86 And how satisfied are you with the balance between the time you spend on your paid work and the time you spend on other aspects of your life? Please use the same card.

Extremely dissatisfied											Extremely satisfied	(Don't know)
00	01	02	03	04	05	06	07	08	09	10		88

¹⁴⁹ See footnote 148.

¹⁵⁰ See footnote 148.

¹⁵¹ “You should” - ‘in the sense of personal motivation or what your employer expects you to do.’

¹⁵² See footnote 148.

¹⁵³ Question E49 from ESS Round 3.

G55 CARD 87 To what extent do you agree or disagree with the following statement?
 'I would enjoy working in my current job even if I did not need the money'.
 Please use this card.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

G56 What is your usual gross pay before deductions for tax and insurance?
 [To be recorded in country's own currency and later converted into Euros]

WRITE IN AMOUNT
 in own currency

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

GO TO G57

OR CODE

(Refusal) n7
 (Don't know) n8

GO TO G58
GO TO G58

[for missing values and currency conversion procedures, see data protocol.]

G57 How long a period does that pay cover?

One hour	01
One day	02
One week	03
Two weeks	04
Four weeks	05
Calendar month	06
Year	07
Other _____	08
(Don't know)	88

ASK TO THOSE WHOSE MAIN ACTIVITY = PAID WORK (code 1 at G12)

Please tell me whether or not each of the following has happened to you in the last three years.
 Have you...**READ OUT...**

	Yes	No	(Don't know)
G58 ...had to do less interesting work?	1	2	8
G59 ...had to take a reduction in pay?	1	2	8
G60 ...had to work shorter hours?	1	2	8
G61 ...had less security ¹⁵⁴ in your job?	1	2	8

¹⁵⁴ Security" in the sense of an actual or implied promise/likelihood of continued employment.

G62 During the last three years, would you say that the organisation for which you work has experienced...**READ OUT...**

NOTE TO INTERVIEWER: if not in organisation for three years, ask 'since you joined the organisation'.

- ...a great deal of financial difficulty, 1
- some financial difficulty, 2
- not much financial difficulty, 3
- or, no financial difficulty? 4
- (Don't know) 8

G63 And during the last three years, would you say that the number of people employed at the organisation for which you work has...**READ OUT...**

NOTE TO INTERVIEWER: if not in organisation for three years, ask 'since you joined the organisation'.

- ...decreased a lot, 1
- decreased a little, 2
- not changed, 3
- increased a little, 4
- or, increased a lot? 5
- (Don't know) 8

**ALL
G64**

**INTERVIEWER CODE:
INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE**

RESPONDENT BORN <u>AFTER</u> 1940 (UNDER 70)	1 ASK G65
RESPONDENT BORN <u>IN 1940 OR BEFORE</u> (OVER 70)	2 GO TO G73

ASK IF RESPONDENT UNDER 70 (code 1 at G64)

CARD 88 For you personally, how important do you think each of the following would be if you were choosing a job? Please use this card.

		Not important at all	Not important	Neither important nor unimportant	Important	Very important	(Don't know)
G65	A job that enabled you to use your own initiative	1	2	3	4	5	8
G66	A secure job	1	2	3	4	5	8
G67	A high income	1	2	3	4	5	8
G68	A job which allowed you to combine work and family responsibilities	1	2	3	4	5	8
G69	A job that offered good training opportunities	1	2	3	4	5	8

G70 **CARD 89** To what extent do you agree or disagree with the following statement.
'I would enjoy having a paid job even if I did not need the money?' Please use this card.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

G71 Thinking just of the last 3 years, what was the longest period in months, if any, that you were continuously unemployed and seeking work?

INTERVIEWER: ACCEPT ESTIMATES. ROUND UP TO NEAREST MONTH.

WRITE IN NUMBER OF MONTHS:

(Don't know) 88
(Not unemployed in the last 3 years) 00

G72 How many hours a week, if any, would you choose to work, bearing in mind that your earnings would go up or down according to how many hours you work?

INTERVIEWER: if the respondent says 'no hours' code as 00

WRITE IN NUMBER OF HOURS

(Don't know) 888

ASK ALL

G73

INTERVIEWER CODE:

INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE.

RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER
(code 01 at F5)

1 **ASK G74**

DOES NOT

2 **GO TO G83**

ASK IF RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER (code 1 at G73)

G74 If you could choose, how many hours a week, if any, would you like your partner to work bearing in mind that your partner's earnings would go up or down according to how many hours s/he works?

INTERVIEWER: if the respondent says 'no hours' code as 00

WRITE IN NUMBER OF HOURS

(Don't know) 888

G75 Thinking just of the last 3 years, what was the longest period in months, if any, that your partner was continuously unemployed and seeking work?

INTERVIEWER: ACCEPT ESTIMATES. ROUND UP TO NEAREST MONTH.

WRITE IN NUMBER OF MONTHS:

(Partner not unemployed in the last 3 years) 00

(Don't know) 88

G76¹⁵⁵ **CARD 90** I would now like to ask you about housework. By housework, I mean things done around the home such as cooking, washing, cleaning, care of clothes, shopping, maintenance of property, but not including childcare or leisure activities. About how many hours a week, in total, do you personally spend on housework?

INTERVIEWER NOTE: ACCEPT ESTIMATES AND ROUND UP TO NEAREST HOUR

WRITE IN NUMBER OF HOURS

(Don't know) 888

¹⁵⁵ This item is similar to those asked as G22 in Round 2.

G77 STILL CARD 90 And what about your spouse or partner? About how many hours a week does s/he spend on housework?

INTERVIEWER NOTE: ACCEPT ESTIMATES AND ROUND UP TO NEAREST HOUR

WRITE IN NUMBER OF HOURS

(Don't know) 888

G78¹⁵⁶ CARD 91 Couples sometimes disagree about household and family issues. Using this card, how often do you and your husband/wife/partner disagree about money?

Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
01	02	03	04	05	06	07	88

G79 INTERVIEWER CODE:
INTERVIEWER REFER TO F46a OR F47 AND CODE

RESPONDENT'S PARTNER IS IN PAID WORK
(code 01 at **F46a** or 1 at **F47**)

1 ASK G80

PARTNER IS NOT IN PAID WORK

2 GO TO G83

STILL CARD 91 How often does his/her work involve...**READ OUT...**

		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
G80	...working evenings or nights ¹⁵⁷ ?	01	02	03	04	05	06	07	88
G81	...having to work overtime at short notice?	01	02	03	04	05	06	07	88

G82 CARD 92 Using this card, how often does his/her work involve working at weekends¹⁵⁸?

Never	Less than once a month	Once a month	Several times a month	Every week	(Don't know)
1	2	3	4	5	8

¹⁵⁶ This item was asked in a battery in Round 2.

¹⁵⁷ This refers to working after the usual and established office hours.

¹⁵⁸ 'Weekend' is the usual days of the week when offices are closed.

ALL

G83

INTERVIEWER CODE:

INTERVIEWER REFER TO G12 AND CODE:

Respondent's main activity is retired
(code 2 at G12)

1 **ASK G84**

All others (codes 1 or 3 at G12)

2 **GO TO G86**

ASK IF MAIN ACTIVITY RETIRED (code 1 at G83)

G84 In what year did you retire?

WRITE IN YEAR

--	--	--	--

ASK G85

OR CODE

(Don't know)

8888

ASK G85

(Never had a paid job)

0000

GO TO G86

G85 Did you want to retire then or would you have preferred to continue in paid work?

Wanted to retire then 1

Preferred to have continued in paid work 2

(Don't know) 8

ALL

G86

INTERVIEWER CODE:

INTERVIEWER REFER TO F3 AND CODE

RESPONDENT BORN IN OR BEFORE 1964 (OVER 45)

1 **ASK G87**

RESPONDENT BORN AFTER 1964 (45 OR UNDER)

2 **GO TO G88**

ASK IF RESPONDENT IS OVER 45 (code 1 at G86)

G87 At what age would you like to /would you have liked to retire?

WRITE IN AGE

--	--	--

GO TO INTERVIEW END DATE

(Don't know) 888

GO TO INTERVIEW END DATE

ASK IF RESPONDENT AGED 45 OR UNDER (code 2 at G86)

G88 CARD 93 Do you plan to have a child within the next three years? Please use this card

NOTE TO INTERVIEWER: IF RESPONDENT OR RESPONDENT'S PARTNER IS PREGNANT, CODE AS 4. ADOPTION SHOULD BE INCLUDED.

Definitely not	1
Probably not	2
Probably yes	3
Definitely yes	4
(Don't know)	8

NOW COMPLETE INTERVIEW END DATE AND TIME

INTERVIEWER ENTER END DATE: / / (dd/mm/yy)

INTERVIEWER ENTER END TIME: (Use 24 hour clock)

(END DATE AND TIME in ALL countries)

NOTE:

SECTION H AND I QUESTIONS TO BE ADMINISTERED NOW

INTERVIEWER CODE:

FACE-TO-FACE VERSION¹⁵⁹:
USE SHOWCARDS AS SPECIFIED

- A 1
- B 2
- C 3

INTERVIEWER CODE:

SELF-COMPLETION VERSION¹⁶⁰:
HAND TO RESPONDENT
AND COLLECT WHEN COMPLETED.

- A 1
- B 2
- C 3

INTERVIEWER THEN ANSWER SECTION J BELOW.

THESE QUESTIONS ARE FOR THE INTERVIEWER TO ANSWER

QUESTIONS ON THE INTERVIEW AS A WHOLE

J1 Did the respondent ask for clarification on any questions?

- Never 1
- Almost never 2
- Now and then 3
- Often 4
- Very often 5
- Don't know 8

¹⁵⁹ Delete either face-to-face or self completion mode as appropriate for your country.

¹⁶⁰ Delete either face-to-face or self completion mode as appropriate for your country.

J2 Did you feel that the respondent was reluctant to answer any questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

J3 Did you feel that the respondent tried to answer the questions to the best of his or her ability?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

J4 Overall, did you feel that the respondent understood the questions?

Never	1
Almost never	2
Now and then	3
Often	4
Very often	5
Don't know	8

J5 Was anyone else present, who interfered with the interview?

Yes	1	ASK J6
No	2	GO TO J7

J6 Who was this? **Code all that apply.**

Husband/wife/partner	1
Son/daughter (inc. step, adopted, foster, child of partner)	2
Parent/parent-in-law/step-parent/partner's parent	3
Other relative	4
Other non-relative	5
Don't know	8

J7 In which language was the interview conducted?
[use pre-specified ISO 639-2 codes for all languages that questionnaire is translated into]

[First language that questionnaire translated into] [appropriate ISO 639-2 code]

[Second language questionnaire translated into] [appropriate ISO 639-2 code]

etc

J8 Interviewer ID. _____

NOTE: THIS NUMBER MUST BE EXCLUSIVE TO INDIVIDUAL INTERVIEWERS AND MUST NOT BE SHARED

J9 If you have any additional comments on the interview, please write them in the space below.

QUESTIONS ON THE SUPPLEMENTARY QUESTIONNAIRE

Implementation note for national teams / fieldwork agencies

Countries should include only one of the sections either J10-J12 OR J13-J14.

Countries with self-completion as the specified mode for the supplementary questionnaire should include J10-J12.

Countries with face-to-face as the specified mode for the supplementary questionnaire should include J13-J14.

Countries with self-completion as the specified mode for the supplementary questionnaire

J10 How was the Supplementary Questionnaire administered?

Completed by the respondent with no help from you (self completion)

Completed by the respondent but with some help from you

Face to face interview

1 **GO TO J12**

2
3 **ASK J11**

J11 The Supplementary Questionnaire should have been completed by the respondent (self-completion) without any help from you. Please tell me why you did not do this?

**GO TO
END**

J12 Was the supplementary questionnaire...

Completed while you were present

Collected by you at a later date

Going to be returned by post

1
2 **GO TO
END**
3

Countries with face-to-face as mode for the supplementary questionnaire

J13 How was the supplementary questionnaire administered?

Face-to-face interview	1	GO TO END
Completed by the respondent but with some help from you	2	ASK J14
Completed by the respondent with no help from you (self-completion)	3	

J14 The Supplementary questionnaire should have been completed by you as a face-to-face interview.
Please tell me why you did not do this?

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

END.

ESS DOCUMENT DATE: 24.05.10
ALERTS TAKEN ON BOARD: 01, 02



EUROPEAN SOCIAL SURVEY

ROUND 5 SHOWCARDS

2010

CARD 1

No time at all

Less than $\frac{1}{2}$ hour

$\frac{1}{2}$ hour to 1 hour

More than 1 hour, up to $1\frac{1}{2}$ hours

More than $1\frac{1}{2}$ hours, up to 2 hours

More than 2 hours, up to $2\frac{1}{2}$ hours

More than $2\frac{1}{2}$ hours, up to 3 hours

More than 3 hours

CARD 2

How often for personal use?

No access at home or work

Never use

Less than once a month

Once a month

Several times a month

Once a week

Several times a week

Every day

Question(s): A8

CARD 3

**You can't be
too careful**

**Most people
can be trusted**

0 1 2 3 4 5 6 7 8 9 10

CARD 4

**Most people
would try to
take advantage
of me**

**Most people
would try to
be fair**

0 1 2 3 4 5 6 7 8 9 10

CARD 5

**People
mostly
look out for
themselves**

**People
mostly
try to be
helpful**

0 1 2 3 4 5 6 7 8 9 10

THERE IS NO CARD 6 OR 7

Question(s): B4, B5, B6, B7, B8, B9, B10

CARD 8

No trust at all

Complete trust

0

1

2

3

4

5

6

7

8

9

10

Question(s): B23

CARD 9

Left

Right

0

1

2

3

4

5

6

7

8

9

10

Question(s): B24, B25, B26, B27

CARD 10

**Extremely
dissatisfied**

**Extremely
satisfied**

0

1

2

3

4

5

6

7

8

9

10

Question(s): B28, B29

CARD 11

**Extremely
bad**

**Extremely
good**

0

1

2

3

4

5

6

7

8

9

10

CARD 12

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

THERE IS NO CARD 13

CARD 14

[*country's*] policy should be to...

Allow many to come and live here

Allow some

Allow a few

Allow none

CARD 15

**Bad
for the
economy**

**Good
for the
economy**

0 1 2 3 4 5 6 7 8 9 10

CARD 16

**Cultural
life
undermined**

**Cultural
life
enriched**

0

1

2

3

4

5

6

7

8

9

10

CARD 17

Worse
place to
live

Better
place to
live

0 1 2 3 4 5 6 7 8 9 10

Question(s): C1

CARD 18

**Extremely
unhappy**

**Extremely
happy**

0

1

2

3

4

5

6

7

8

9

10

CARD 19

Never

Less than once a month

Once a month

Several times a month

Once a week

Several times a week

Every day

CARD 20

Much less than most

Less than most

About the same

More than most

Much more than most

CARD 21

All or most of the time

Some of the time

Just occasionally

Never

THERE IS NO CARD 22

Question(s): C21

CARD 23

**Not at all
religious**

**Very
religious**

0 1 2 3 4 5 6 7 8 9 10

CARD 24

Every day

More than once a week

Once a week

At least once a month

Only on special holy days

Less often

Never

Question(s): D1, D2, D3

CARD 25

Not wrong at all

A bit wrong

Wrong

Seriously wrong

CARD 26

Not at all likely

Not very likely

Likely

Very likely

CARD 27

Very good job

Good job

Neither good nor bad job

Bad job

Very bad job

CARD 28

Very dissatisfied

Dissatisfied

Neither dissatisfied nor satisfied

Satisfied

Very satisfied

CARD 29

Rich people treated worse

Poor people treated worse

Rich and poor treated equally

CARD 30

People from a different race or ethnic group than most [country] people treated worse

People from the same race or ethnic group as most [country] people treated worse

Everyone treated equally regardless of their race or ethnic group

Question(s): D12, D13

CARD 31

**Extremely
unsuccessful**

**Extremely
successful**

0

1

2

3

4

5

6

7

8

9

10

Question(s): D14

CARD 32

**Extremely
slowly**

**Extremely
quickly**

0

1

2

3

4

5

6

7

8

9

10

Question(s): D18, D19, D20

CARD 33

**Not at all
my duty**

**Completely
my duty**

0

1

2

3

4

5

6

7

8

9

10

CARD 34

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

Question(s): D25

CARD 35

Never

Always

0

1

2

3

4

5

6

7

8

9

10

CARD 36

Very good job

Good job

Neither good nor bad job

Bad job

Very bad job

Question(s): D27, D28

CARD 37

Never

Always

0

1

2

3

4

5

6

7

8

9

10

CARD 38

The rich person is more likely to be found guilty

The poor person is more likely to be found guilty

They both have the same chance of being found guilty

CARD 39

The person from a different race or ethnic group than most [country] people more likely to be found guilty

The person from the same race or ethnic group as most [country] people more likely to be found guilty

They both have the same chance of being found guilty

Question(s): D31

CARD 40

Never

Always

0

1

2

3

4

5

6

7

8

9

10

Question(s): D32, D33, D34, D35, D36, D37

CARD 41

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

CARD 42

Prison sentence

Suspended prison sentence

Fine

Community service

Any other sentence

CARD 43

1-3 months

4-6 months

7-11 months

About 1 year

About 2 years

About 3 years

About 4 year

About 5 years

6-10 years

More than 10 years

CARD 44

Never

Once

Twice

3 or 4 times

5 times or more

CARD 45

Husband, wife or partner

Son or daughter (including step, adopted, foster, child of partner)

Parent, parent-in-law, partner's parent, step parent

Brother/sister (including step, adopted, foster)

Other relative

Other non-relative

CARD 46

Legally married

In a legally registered civil union

Living with my partner (cohabiting) - not
legally recognised

Living with my partner (cohabiting) - legally
recognised

Legally separated

Legally divorced / Civil union dissolved

CARD 47

Legally married

In a legally registered civil union

Legally separated

Legally divorced / Civil union dissolved

Widowed / Civil partner died

None of these (NEVER married or in legally registered civil union)

CARD 48

A big city

The suburbs or outskirts of a big city

A town or a small city

A country village

A farm or home in the countryside

CARD 49

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document ‘NC Guidance for Round 5 Education Measurement’].

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level	5 institutions	323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A	institutions	422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED	level 5 institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	a lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	an upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800

CARD 50

In paid work (or away temporarily) (employee, self-employed, working for your family business)

In education (not paid for by employer), even if on vacation

Unemployed and actively looking for a job

Unemployed, wanting a job but not actively looking for a job

Permanently sick or disabled

Retired

In community or military service

Doing housework, looking after children or other persons

CARD 51

**I have/had no
influence**

**I have/had
complete
control**

0 1 2 3 4 5 6 7 8 9 10

CARD 52

Central or local government

Other public sector (such as education and health)

A state-owned enterprise

A private firm

Self-employed

Other

CARD 53

I obtained a better job

I decided to start my own business / become self-employed

My contract ended

I was made redundant or dismissed

My employer stopped operating

My own / family business was closed or was sold

Illness or disability

I retired

Personal or family reasons

Other

Never left an employer

CARD 54

Wages or salaries

Income from self-employment (excluding farming)

Income from farming

Pensions

Unemployment/redundancy benefit

Any other social benefits or grants

Income from investment, savings, insurance or property

Income from other sources

CARD 55

YOUR HOUSEHOLD INCOME

	Approximate WEEKLY	Approximate MONTHLY	Approximate ANNUAL	
J	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households with lowest income (0-10%)	J
R	Weekly equivalent	Monthly equivalent	Income corresponding to that held by next 10% of households (11-20%)	R
C	Weekly equivalent	Monthly equivalent	Income corresponding to that held by next 10% of households (21-30%)	C
M	Weekly equivalent	Monthly equivalent	Income corresponding to that held by next 10% of households (31-40%)	M
F	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households (41-50%)	F
S	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households (51-60%)	S
K	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households (61-70%)	K
P	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households (71-80%)	P
D	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households (81-90%)	D
H	Weekly equivalent	Monthly equivalent	Income corresponding to that held by 10% of households (91-100%)	H

CARD 56

None

Very small

Under a half

About half

Over a half

Very large

All

CARD 57

Living comfortably on present income

Coping on present income

Finding it difficult on present income

Finding it very difficult on present income

CARD 58

Very difficult

Quite difficult

Neither easy nor difficult

Quite easy

Very easy

CARD 59

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document ‘NC Guidance for Round 5 Education Measurement’].

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level	5 institutions	323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A	institutions	422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED	level 5 institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	a lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	an upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800

CARD 60

In paid work (or away temporarily) (employee, self-employed, working for your family business)

In education (not paid for by employer), even if on vacation

Unemployed and actively looking for a job

Unemployed, wanting a job but not actively looking for a job

Permanently sick or disabled

Retired

In community or military service

Doing housework, looking after children or other persons

CARD 61

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document ‘NC Guidance for Round 5 Education Measurement’].

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level	5 institutions	323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A	institutions	422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED	level 5 institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	a lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	an upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800

CARD 62

Professional and technical occupations

such as: doctor – teacher – engineer – artist – accountant

Higher administrator occupations

such as: banker – executive in big business – high government official – union official

Clerical occupations

such as: secretary – clerk – office manager – book keeper

Sales occupations

such as: sales manager – shop owner – shop assistant – insurance agent

Service occupations

such as: restaurant owner – police officer – waiter – caretaker – barber – armed forces

Skilled worker

such as: foreman – motor mechanic – printer – tool and die maker – electrician

Semi-skilled worker

such as: bricklayer – bus driver – cannery worker – carpenter – sheet metal worker – baker

Unskilled worker

such as: labourer – porter – unskilled factory worker

Farm worker

such as: farmer – farm labourer – tractor driver – fisherman

CARD 63

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame outlined in the document ‘NC Guidance for Round 5 Education Measurement’].

	not completed ISCED level 1	000
	ISCED 1, completed primary education	113
Qualification from vocational ISCED 2C programmes of duration shorter than 2 years, no access to	ISCED 3	129
Qualification from vocational ISCED 2C programmes of 2 years or longer duration, no access to	ISCED 3	221
Qualification from vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		222
Qualification from general/pre-vocational ISCED 2A/2B programmes, access to ISCED 3 vocational		212
Qualification from general ISCED 2A programmes, access to ISCED 3A general or all 3		213
Qualification from vocational ISCED 3C programmes of duration shorter than 2 years, no access to	ISCED level 5	229
Qualification from vocational ISCED 3C programmes of 2 years or longer duration, no access to	ISCED level 5	321
Qualification from vocational ISCED 3A programmes, access to 5B/lower tier 5A institutions		322
Qualification from vocational ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level	5 institutions	323
Qualification from general ISCED 3A/3B programmes, access to ISCED 5B/lower tier 5A institutions		312
Qualification from general ISCED 3A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	313
Qualification from ISCED 4 programmes without access to ISCED level 5		421
Qualification from vocational ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A	institutions	422
Qualification from vocational ISCED 4A programmes, access to upper tier ISCED 5A or all ISCED	level 5 institutions	423
Qualification from general ISCED 4A/4B programmes, access to ISCED 5B/lower tier 5A institutions		412
Qualification from general ISCED 4A programmes, access to upper tier ISCED 5A/all ISCED level 5	institutions	413
ISCED 5B programmes of short duration, advanced vocational qualifications		520
ISCED 5A programmes of short duration, intermediate certificate or academic/general tertiary	qualification below the bachelor's level	510
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	a lower tier tertiary institution	610
ISCED 5A programmes of medium duration, qualifications at the bachelor's level or equivalent from	an upper/single tier tertiary institution	620
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from a lower tier tertiary institution	710
ISCED 5A programmes of long cumulative duration, qualifications at the master's level or equivalent	from an upper/single tier tertiary institution	720
	ISCED 6, doctoral degree	800

CARD 64

Professional and technical occupations

such as: doctor – teacher – engineer – artist – accountant

Higher administrator occupations

such as: banker – executive in big business – high government official – union official

Clerical occupations

such as: secretary – clerk – office manager – book keeper

Sales occupations

such as: sales manager – shop owner – shop assistant – insurance agent

Service occupations

such as: restaurant owner – police officer – waiter – caretaker – barber – armed forces

Skilled worker

such as: foreman – motor mechanic – printer – tool and die maker – electrician

Semi-skilled worker

such as: bricklayer – bus driver – cannery worker – carpenter – sheet metal worker – baker

Unskilled worker

such as: labourer – porter – unskilled factory worker

Farm worker

such as: farmer – farm labourer – tractor driver – fisherman

CARD 65

Very useful

Quite useful

Not very useful

Not at all useful

CARD 66

All

Most

About half

Some

None

CARD 67

All of the time

Most of the time

More than half of the time

Less than half of the time

Some of the time

At no time

CARD 68

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

CARD 69

None or almost none of the time

Some of the time

Most of the time

All or almost all of the time

Question(s): G8, G9, G10

CARD 70

Not at all

**A great
deal**

0

1

2

3

4

5

6

CARD 71

Supervising personnel

e.g. managing, instructing, coordinating etc

Working with people other than employees at your workplace

e.g. customers, clients, patients, students

Working with text and/or numbers

e.g. reading, writing, counting, computing etc

Working with physical objects and/or other physical material

e.g. manufacturing, building, assembling, cooking, cleaning, painting, repairing, loading, transporting etc

Working with animals and/or plants

CARD 72

Never

Less than once a month

Once a month

Several times a month

Once a week

Several times a week

Every day

CARD 73

Never

Less than once a month

Once a month

Several times a month

Every week

CARD 74

Yes, many

Yes, some

Yes, one or two

No, none

CARD 75

The main reason I put effort into my work is:

to be satisfied with what I accomplish

to keep my job

because my work is useful for other people

to get a higher wage or a promotion

because my work tasks are interesting

because it is everyone's duty to always do their best

CARD 76

The second most important reason I put effort into my work is:

to be satisfied with what I accomplish

to keep my job

because my work is useful for other people

to get a higher wage or a promotion

because my work tasks are interesting

because it is everyone's duty to always do their best

CARD 77

Less than 1 year (beyond compulsory school)

About 1 year

About 2 years

About 3 years

About 4-5 years

About 6-7 years

About 8-9 years

10 years or more (beyond compulsory school)

CARD 78

1 day or less

2-6 days

1-4 weeks

1-3 months

More than 3 months, up to 1 year

More than 1 year, up to 2 years

More than 2 years, up to 5 years

More than 5 years

CARD 79

Not at all true

A little true

Quite true

Very true

CARD 80

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

CARD 81

None

Very small

Under a half

About half

Over a half

Very large

All

Question(s): G39, G40, G41

CARD 82

**Extremely
difficult**

**Extremely
easy**

0

1

2

3

4

5

6

7

8

9

10

CARD 83

Not much or no influence

Some influence

Quite a lot of influence

A great deal of influence

CARD 84

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

Question(s): G46, G47, G48, G50, G51, G52

CARD 85

Never

Hardly ever

Sometimes

Often

Always

Question(s): G53, G54

CARD 86

**Extremely
dissatisfied**

**Extremely
satisfied**

0

1

2

3

4

5

6

7

8

9

10

CARD 87

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

CARD 88

Not important at all

Not important

Neither important nor unimportant

Important

Very important

CARD 89

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

CARD 90

Housework includes things done for the home, like:

- cooking
- washing
- cleaning
- care of clothes
- shopping
- maintenance of property

Housework excludes:

- childcare
- care of other people e.g. elderly and the sick
- leisure activities

CARD 91

Never

Less than once a month

Once a month

Several times a month

Once a week

Several times a week

Every day

CARD 92

Never

Less than once a month

Once a month

Several times a month

Every week

CARD 93

Definitely not

Probably not

Probably yes

Definitely yes



The European Social Survey

SELF-COMPLETION QUESTIONNAIRE S-C-A (Round 5 2010)

RESPONDENT NUMBER:

VERSION NUMBER: S-C-A

NOTE FOR TRANSLATORS:

The questions in Section I are mainly re-formulations of questions already asked in the Main questionnaire. Translators should refer back to the Main questionnaire for annotations and should be careful to be consistent in their translations where the formulation is identical. Questions which are exact repetitions are marked in the footnote as ‘Identical to Qx’ and teams should use the same translation as in the Main questionnaire. Where questions are similar but not identical, the annotations and translations from the Main questionnaire should still be referred to, to ensure harmonisation where possible (these are marked in the footnote as ‘Similar to Qx’). Sometimes there is only a very small amendment such as a change to the scale or to the introduction. For each question the corresponding question number in the Main questionnaire is given in a footnote.

HS1 MALE RESPONDENTS

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

How much like you is this person?

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
A Thinking up new ideas ¹ and being creative is important to him. He likes to do things in his own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B It is important to him to be rich. He wants to have a lot of money and expensive ² things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D It's important to him to show ³ his abilities. He wants people to admire ⁴ what he does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E It is important to him to live in secure ⁵ surroundings. He avoids anything that might endanger his safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁶ .	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G He believes that people should do what they're told ⁷ . He thinks people should follow rules ⁸ at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H It is important to him to listen to people who are different ⁹ from him. Even when he disagrees with them, he still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

¹ Having new ideas, with an emphasis on the creative side of having them through generating them himself.

² "Expensive": in the sense of costing a lot rather than their being 'luxury' items.

³ The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

⁴ He wants his actions to be admired, not his person.

⁵ In the sense of the surroundings actually being secure, and not that he feels secure.

⁶ Important for himself (his life) is the focus.

⁷ The idea here is that when someone else tells you what to do in actual interpersonal interaction, (implying also that the person has some authority), you should do it.

⁸ "Rules" in the sense of 'rules and regulations'.

⁹ "Different" in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

J Having a good time is important to him. He likes to “spoil”¹⁰ himself. ☐ 01 ☐ 02 ☐ 03 ☐ 04 ☐ 05 ☐ 06

How much like you is this person?

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹¹ on others.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
L	It's very important to him to help the people around him. He wants to care for ¹² their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
M	Being very successful is important to him. He hopes people will recognise his achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
N	It is important to him that the government ensures ¹³ his safety against all threats. He wants the state to be strong so it can defend its citizens.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁴ life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
Q	It is important to him to get ¹⁵ respect from others. He wants people to do what he says.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
R	It is important to him to be loyal to his friends. He wants to devote ¹⁶ himself to people close to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
S	He strongly believes that people should care for ¹⁷ nature. Looking after the environment is important to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
U	He seeks every chance ¹⁸ he can to have fun. It is important to him to do things that give him pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

NOW GO TO QUESTION IS1

¹⁰ “Spoil himself”: “treat himself” is another idiom. Strongly negative ‘self-indulgence’ is not intended.

¹¹ In the sense of not to have to depend on people

¹² “care for”: here in the sense of actively promote their well-being.

¹³ “Ensures” in the sense of ‘guarantees’.

¹⁴ “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

¹⁵ Get/have this respect, not deserve respect

¹⁶ “Devote”: is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

¹⁷ “care for”: look after, basically synonymous with ‘looking after’ in the second sentence.

¹⁸ Seeks: active pursuit rather than ‘taking every’ chance.

HS2 FEMALE RESPONDENTS¹⁹

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

		How much like you is this person?					
		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
A	Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B	It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C	She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D	It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E	It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F	She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G	She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H	It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I	It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
J	Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

¹⁹ Translators: see male version for annotations.

How much like you is this person?

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
K	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
L	It's very important to her to help the people around her. She wants to care for their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
M	Being very successful is important to her. She hopes people will recognise her achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
N	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
P	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
Q	It is important to her to get respect from others. She wants people to do what she says.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
R	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
S	She strongly believes that people should care for nature. Looking after the environment is important to her.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
T	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

NOW GO TO QUESTION IS1

EVERYONE SHOULD ANSWER THE QUESTIONS FROM HERE

To help us improve our questions in the future, here are some final questions on a range of different topics which are similar to previous ones. Please don't try to remember what you answered before but treat them as if they were completely new questions.

The first few questions focus on the amount of time you spend watching television, listening to the radio and reading newspapers.

IS1 On an average weekday, how much time, in total, do you spend watching television? Please include any time spent watching TV using the internet. **Please tick one box.**²⁰

- No time at all ☐ 00
- Less than ½ hour ☐ 01
- ½ hour to 1 hour ☐ 02
- More than 1 hour, up to 1½ hours ☐ 03
- More than 1½ hours, up to 2 hours ☐ 04
- More than 2 hours, up to 2½ hours ☐ 05
- More than 2½ hours, up to 3 hours ☐ 06
- More than 3 hours ☐ 07

IS2 On an average weekday, how much time, in total, do you spend listening to the radio? Please include any time spent listening to the radio using the internet. **Please tick one box.**²¹

- No time at all ☐ 00
- Less than ½ hour ☐ 01
- ½ hour to 1 hour ☐ 02
- More than 1 hour, up to 1½ hours ☐ 03
- More than 1½ hours, up to 2 hours ☐ 04
- More than 2 hours, up to 2½ hours ☐ 05
- More than 2½ hours, up to 3 hours ☐ 06
- More than 3 hours ☐ 07

²⁰ Similar to QA1.

²¹ Similar to QA3.

IS3 And on an average weekday, how much time, in total, do you spend reading the newspapers? Please include any time spent reading newspapers using the internet. **Please tick one box.**²²

- No time at all ☐ 00
- Less than ½ hour ☐ 01
- ½ hour to 1 hour ☐ 02
- More than 1 hour, up to 1½ hours ☐ 03
- More than 1½ hours, up to 2 hours ☐ 04
- More than 2 hours, up to 2½ hours ☐ 05
- More than 2½ hours, up to 3 hours ☐ 06
- More than 3 hours ☐ 07

The next few questions are about the police in [country].

IS4 Based on what you have heard or your own experience how successful do you think the police are at preventing crimes in [country] where violence is used or threatened?²³
Please tick one box.

- | | | | | | | |
|---------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| Extremely
unsuccessful | Very
unsuccessful | Rather
unsuccessful | Neither
unsuccessful
nor successful | Rather
successful | Very
successful | Extremely
successful |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IS5 And how successful do you think the police are at catching people who commit house burglaries in [country]? **Please tick one box.**²⁴

- | | | | | | | |
|---------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| Extremely
unsuccessful | Very
unsuccessful | Rather
unsuccessful | Neither
unsuccessful
nor successful | Rather
successful | Very
successful | Extremely
successful |
| 00 | 01 | 02 | 03 | 04 | 05 | 06 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

²² Similar to QA5.

²³ Similar to QD12.

²⁴ Similar to QD13.

IS6 If a violent crime or house burglary were to occur near to where you live and the police were called, how slowly or quickly do you think they would arrive at the scene? **Please tick one box.** ²⁵

Extremely slowly	Very slowly	Rather slowly	Neither slowly nor quickly	Rather quickly	Very quickly	Extremely quickly
00	01	02	03	04	05	06
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now some questions about when the police deal with crimes like house burglary and physical assault.

IS7 Based on what you have heard or your own experience, how often would you say the police generally treat people in [country] with respect? **Please tick one box.** ²⁶

never	<input type="checkbox"/>	0
hardly ever	<input type="checkbox"/>	1
rarely	<input type="checkbox"/>	2
occasionally	<input type="checkbox"/>	3
sometimes	<input type="checkbox"/>	4
half of the time	<input type="checkbox"/>	5
more often than not	<input type="checkbox"/>	6
often	<input type="checkbox"/>	7
very often	<input type="checkbox"/>	8
almost always	<input type="checkbox"/>	9
always	<input type="checkbox"/>	10

²⁵ Similar to QD14.

²⁶ Similar to QD15.

IS8 And about how often would you say that the police make fair, impartial decisions in the cases they deal with? **Please tick one box.** ²⁷

- never ☐ 0
- hardly ever ☐ 1
- rarely ☐ 2
- occasionally ☐ 3
- sometimes ☐ 4
- half of the time ☐ 5
- more often than not ☐ 6
- often ☐ 7
- very often ☐ 8
- almost always ☐ 9
- always ☐ 10

IS9 And when dealing with people in [country], how often would you say the police generally explain their decisions and actions when asked to do so? **Please tick one box.** ²⁸

- never ☐ 0
- hardly ever ☐ 1
- rarely ☐ 2
- occasionally ☐ 3
- sometimes ☐ 4
- half of the time ☐ 5
- more often than not ☐ 6
- often ☐ 7
- very often ☐ 8
- almost always ☐ 9
- always ☐ 10

²⁷ Similar to QD16.

²⁸ Similar to QD17.

Now some questions about how likely it is that you would be caught and punished if you did certain things in [country].

IS10 How likely is it that you would be caught and punished if you made an exaggerated or false insurance claim? **Please tick one box.** ²⁹

Not at all likely	Not very likely	Likely	Very likely
1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IS11 How likely is it that you would be caught and punished if you bought something you thought might be stolen? **Please tick one box.** ³⁰

Not at all likely	Not very likely	Likely	Very likely
1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IS12 How likely is it that you would be caught and punished if you committed a traffic offence like speeding or crossing a red light? **Please tick one box.** ³¹

Not at all likely	Not very likely	Likely	Very likely
1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ENTER TODAY'S DATE:

DAY		MONTH		YEAR	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

PLEASE RETURN IT AS INSTRUCTED.

²⁹ Similar to QD4.

³⁰ Similar to QD5.

³¹ Similar to QD6.



The European Social Survey

SELF-COMPLETION QUESTIONNAIRE S-C-B (Round 5 2010)

RESPONDENT NUMBER:

VERSION NUMBER: S-C-B

NOTE FOR TRANSLATORS:

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HS1 MALE RESPONDENTS

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

How much like you is this person?

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
A Thinking up new ideas ¹ and being creative is important to him. He likes to do things in his own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B It is important to him to be rich. He wants to have a lot of money and expensive ² things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D It's important to him to show ³ his abilities. He wants people to admire ⁴ what he does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E It is important to him to live in secure ⁵ surroundings. He avoids anything that might endanger his safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁶ .	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G He believes that people should do what they're told ⁷ . He thinks people should follow rules ⁸ at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H It is important to him to listen to people who are different ⁹ from him. Even when he disagrees with them, he still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

¹ Having new ideas, with an emphasis on the creative side of having them through generating them himself.

² "Expensive": in the sense of costing a lot rather than their being 'luxury' items.

³ The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

⁴ He wants his actions to be admired, not his person.

⁵ In the sense of the surroundings actually being secure, and not that he feels secure.

⁶ Important for himself (his life) is the focus.

⁷ The idea here is that when someone else tells you what to do in actual interpersonal interaction, (implying also that the person has some authority), you should do it.

⁸ "Rules" in the sense of 'rules and regulations'.

⁹ "Different" in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

J Having a good time is important to him. He likes to “spoil”¹⁰ himself. ☐ 01 ☐ 02 ☐ 03 ☐ 04 ☐ 05 ☐ 06

How much like you is this person?

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹¹ on others.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
L	It's very important to him to help the people around him. He wants to care for ¹² their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
M	Being very successful is important to him. He hopes people will recognise his achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
N	It is important to him that the government ensures ¹³ his safety against all threats. He wants the state to be strong so it can defend its citizens.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁴ life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
Q	It is important to him to get ¹⁵ respect from others. He wants people to do what he says.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
R	It is important to him to be loyal to his friends. He wants to devote ¹⁶ himself to people close to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
S	He strongly believes that people should care for ¹⁷ nature. Looking after the environment is important to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
U	He seeks every chance ¹⁸ he can to have fun. It is important to him to do things that give him pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

NOW GO TO QUESTION IS13

¹⁰ “Spoil himself”: “treat himself” is another idiom. Strongly negative ‘self-indulgence’ is *not* intended.

¹¹ In the sense of not to have to depend on people

¹² “care for”: here in the sense of actively promote their well-being.

¹³ “Ensures” in the sense of ‘guarantees’.

¹⁴ “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

¹⁵ Get/have this respect, not deserve respect

¹⁶ “Devote”: is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

¹⁷ “care for”: look after, basically synonymous with ‘looking after’ in the second sentence.

¹⁸ Seeks: active pursuit rather than ‘taking every’ chance.

HS2 FEMALE RESPONDENTS¹⁹

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

		How much like you is this person?					
		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
A	Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B	It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C	She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D	It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E	It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F	She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G	She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H	It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I	It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
J	Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

¹⁹ Translators: see male version for annotations.

How much like you is this person?

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
K	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
L	It's very important to her to help the people around her. She wants to care for their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
M	Being very successful is important to her. She hopes people will recognise her achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
N	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
P	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
Q	It is important to her to get respect from others. She wants people to do what she says.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
R	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
S	She strongly believes that people should care for nature. Looking after the environment is important to her.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
T	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

NOW GO TO QUESTION IS13

EVERYONE SHOULD ANSWER THE QUESTIONS FROM HERE

There are no questions IS1-IS12

To help us improve our questions in the future, here are some final questions on a range of different topics which are similar to previous ones. Please don't try to remember what you answered before but treat them as if they were completely new questions.

The first few questions focus on the police in [country].

IS13 Based on what you have heard or your own experience how unsuccessful or successful do you think the police are at preventing crimes in [country] where violence is used or threatened? **Please tick one box.**²⁰

Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful
0	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IS14 And how unsuccessful or successful do you think the police are at catching people who commit house burglaries in [country]? **Please tick one box.**²¹

Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful
0	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IS15 If a violent crime or house burglary were to occur near to where you live and the police were called, how slowly or quickly do you think they would arrive at the scene? **Please tick one box.**²²

Very slowly	Rather slowly	Neither slowly nor quickly	Rather quickly	Very quickly
0	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

²⁰ Similar to QD12.

²¹ Similar to QD13.

²² Similar to QD14.

Now some questions about when the police deal with crimes like house burglary and physical assault.

IS16 Based on what you have heard or your own experience, how often would you say the police generally treat people in [country] with respect? **Please tick one box.**²³

Almost never	0	<input type="checkbox"/>
	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
	3	<input type="checkbox"/>
	4	<input type="checkbox"/>
	5	<input type="checkbox"/>
	6	<input type="checkbox"/>
	7	<input type="checkbox"/>
	8	<input type="checkbox"/>
	9	<input type="checkbox"/>
Almost always	10	<input type="checkbox"/>

IS17 About how often would you say that the police make fair, impartial decisions in the cases they deal with? **Please tick one box.**²⁴

Almost never	0	<input type="checkbox"/>
	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
	3	<input type="checkbox"/>
	4	<input type="checkbox"/>
	5	<input type="checkbox"/>
	6	<input type="checkbox"/>
	7	<input type="checkbox"/>
	8	<input type="checkbox"/>
	9	<input type="checkbox"/>
Almost always	10	<input type="checkbox"/>

²³ Similar to QD15.

²⁴ Similar to QD16.

IS18 And when dealing with people in [country], how often would you say the police generally explain their decisions and actions when asked to do so? **Please tick one box.**²⁵

Almost never	0	<input type="checkbox"/>
	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
	3	<input type="checkbox"/>
	4	<input type="checkbox"/>
	5	<input type="checkbox"/>
	6	<input type="checkbox"/>
	7	<input type="checkbox"/>
	8	<input type="checkbox"/>
	9	<input type="checkbox"/>
Almost always	10	<input type="checkbox"/>

Now some questions about how likely it is that you would be caught and punished if you did certain things in [country].

IS19 How likely is it that you would be caught and punished in [country] if you made an exaggerated or false insurance claim? **Please tick one box.**²⁶

Very unlikely	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
	3	<input type="checkbox"/>
Very likely	4	<input type="checkbox"/>

IS20 How likely is it that you would be caught and punished in [country] if you bought something you thought might be stolen? **Please tick one box.**²⁷

Very unlikely	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
	3	<input type="checkbox"/>
Very likely	4	<input type="checkbox"/>

²⁵ Similar to QD17.

²⁶ Similar to QD4.

²⁷ Similar to QD5.

IS21 How likely is it that you would be caught and punished in [country] if you committed a traffic offence like speeding or crossing a red light? **Please tick one box.** ²⁸

Very unlikely	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
	3	<input type="checkbox"/>
Very likely	4	<input type="checkbox"/>

Now I want to ask you a few questions about politics and government.

IS22 How much would you say the political system in [country] allows people like you to have a say in what the government does? **Please tick one box.** ²⁹

Not at all	<input type="checkbox"/>	1
Very little	<input type="checkbox"/>	2
Not much	<input type="checkbox"/>	3
Much	<input type="checkbox"/>	4
Very much	<input type="checkbox"/>	5

IS23 Do you think you could take an active role in a group involved with political issues? **Please tick one box.** ³⁰

Definitely not	<input type="checkbox"/>	1
Probably not	<input type="checkbox"/>	2
Not sure either way	<input type="checkbox"/>	3
Probably	<input type="checkbox"/>	4
Definitely	<input type="checkbox"/>	5

IS24 And how much would you say that the political system in [country] allows people like you to have a direct influence on politics? **Please tick one box.** ³¹

Not at all	<input type="checkbox"/>	1
Very little	<input type="checkbox"/>	2
Not much	<input type="checkbox"/>	3
Much	<input type="checkbox"/>	4
Very much	<input type="checkbox"/>	5

²⁸ Similar to QD6.

²⁹ New Question.

³⁰ New Question.

³¹ New Question.

IS25 How confident are you in your own ability to participate in politics?
Please tick one box.³²

- Not at all confident ☐ 01
A little confident ☐ 02
Not sure either way ☐ 03
Quite confident ☐ 04
Very confident ☐ 05
Completely confident ☐ 06

PLEASE ENTER TODAY'S DATE:

DAY MONTH YEAR

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

PLEASE RETURN IT AS INSTRUCTED.

³² New Question. 'Confident' - in the sense of personally having sufficient capability, competence or understanding to take part in political activities and/or contribute to political discussions.



The European Social Survey

SELF-COMPLETION QUESTIONNAIRE S-C-C (Round 5 2010)

RESPONDENT NUMBER:

VERSION NUMBER: S-C-C

NOTE FOR TRANSLATORS:

The questions in Section I are mainly re-formulations of questions already asked in the Main questionnaire. Translators should refer back to the Main questionnaire for annotations and should be careful to be consistent in their translations where the formulation is identical. Questions which are exact repetitions are marked in the footnote as ‘Identical to Qx’ and teams should use the same translation as in the Main questionnaire. Where questions are similar but not identical, the annotations and translations from the Main questionnaire should still be referred to, to ensure harmonisation where possible (these are marked in the footnote as ‘Similar to Qx’). Sometimes there is only a very small amendment such as a change to the scale or to the introduction. For each question the corresponding question number in the Main questionnaire is given in a footnote.

HS1 MALE RESPONDENTS

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

How much like you is this person?

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
A Thinking up new ideas ¹ and being creative is important to him. He likes to do things in his own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B It is important to him to be rich. He wants to have a lot of money and expensive ² things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D It's important to him to show ³ his abilities. He wants people to admire ⁴ what he does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E It is important to him to live in secure ⁵ surroundings. He avoids anything that might endanger his safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁶ .	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G He believes that people should do what they're told ⁷ . He thinks people should follow rules ⁸ at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H It is important to him to listen to people who are different ⁹ from him. Even when he disagrees with them, he still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

¹ Having new ideas, with an emphasis on the creative side of having them through generating them himself.

² "Expensive": in the sense of costing a lot rather than their being 'luxury' items.

³ The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

⁴ He wants his actions to be admired, not his person.

⁵ In the sense of the surroundings actually being secure, and not that he feels secure.

⁶ Important for himself (his life) is the focus.

⁷ The idea here is that when someone else tells you what to do in actual interpersonal interaction, (implying also that the person has some authority), you should do it.

⁸ "Rules" in the sense of 'rules and regulations'.

⁹ "Different" in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

J Having a good time is important to him. He likes to “spoil”¹⁰ himself. ☐ 01 ☐ 02 ☐ 03 ☐ 04 ☐ 05 ☐ 06

How much like you is this person?

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
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L	It's very important to him to help the people around him. He wants to care for ¹² their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
M	Being very successful is important to him. He hopes people will recognise his achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
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O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁴ life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
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S	He strongly believes that people should care for ¹⁷ nature. Looking after the environment is important to him.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
U	He seeks every chance ¹⁸ he can to have fun. It is important to him to do things that give him pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

NOW GO TO QUESTION IS26

¹⁰ “Spoil himself”: “treat himself” is another idiom. Strongly negative ‘self-indulgence’ is *not* intended.

¹¹ In the sense of not to have to depend on people

¹² “care for”: here in the sense of actively promote their well-being.

¹³ “Ensures” in the sense of ‘guarantees’.

¹⁴ “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

¹⁵ Get/have this respect, not deserve respect

¹⁶ “Devote”: is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

¹⁷ “care for”: look after, basically synonymous with ‘looking after’ in the second sentence.

¹⁸ Seeks: active pursuit rather than ‘taking every’ chance.

HS2 FEMALE RESPONDENTS¹⁹

Here we briefly describe some people. Please read each description and tick the box on each line that shows how much each person is or is not like you.

		How much like you is this person?					
		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
A	Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
B	It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
C	She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
D	It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
E	It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
F	She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
G	She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
H	It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
I	It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
J	Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

¹⁹ Translators: see male version for annotations.

How much like you is this person?

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all
K	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
L	It's very important to her to help the people around her. She wants to care for their well-being.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
M	Being very successful is important to her. She hopes people will recognise her achievements.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
N	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
P	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
Q	It is important to her to get respect from others. She wants people to do what she says.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
R	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
S	She strongly believes that people should care for nature. Looking after the environment is important to her.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
T	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04	<input type="checkbox"/> 05	<input type="checkbox"/> 06

NOW GO TO QUESTION IS26

EVERYONE SHOULD ANSWER THE QUESTIONS FROM HERE

There are no questions IS1-IS25

To help us improve our questions in the future, here are some final questions on a range of different topics which are similar to previous ones. Please don't try to remember what you answered before but treat them as if they were completely new questions.

The first few questions concern the amount of time you spend watching television, listening to the radio and reading newspapers.

IS26 On an average weekday, how much time, in total, do you spend watching television? Please include the time you spend watching television using the internet. **Please tick one box.**²⁰

No time at all	<input type="checkbox"/>	00	→ GO TO IS28
Less than ½ hour	<input type="checkbox"/>	01	} GO TO IS27
½ hour to 1 hour	<input type="checkbox"/>	02	
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03	
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04	
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05	
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06	
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07	
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08	
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09	
More than 6 hours	<input type="checkbox"/>	10	

IS27 And again on an average weekday, how much of your time watching television is spent watching **news** or programmes about **politics and current affairs**? **Please tick one box.**²¹

No time at all	<input type="checkbox"/>	00
Less than ½ hour	<input type="checkbox"/>	01
½ hour to 1 hour	<input type="checkbox"/>	02
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09
More than 6 hours	<input type="checkbox"/>	10

²⁰ Similar to QA1.

²¹ Similar to QA2.

ASK ALL

IS28 On an average weekday, how much time, in total, do you spend listening to the radio?
Please include the time you spend listening to the radio using the internet.
Please tick one box.²²

No time at all	<input type="checkbox"/>	00	→	GO TO IS30
Less than ½ hour	<input type="checkbox"/>	01	}	GO TO IS29
½ hour to 1 hour	<input type="checkbox"/>	02		
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03		
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04		
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05		
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06		
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07		
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08		
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09		
More than 6 hours	<input type="checkbox"/>	10		

IS29 And again on an average weekday, how much of your time listening to the radio is spent listening to **news** or programmes about **politics and current affairs**? Please tick one box.²³

No time at all	<input type="checkbox"/>	00
Less than ½ hour	<input type="checkbox"/>	01
½ hour to 1 hour	<input type="checkbox"/>	02
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09
More than 6 hours	<input type="checkbox"/>	10

²² Similar to QA3.

²³ Similar to QA4.

ASK ALL

IS30 On an average weekday, how much time, in total, do you spend reading the newspapers? Please include the time you spend reading newspapers using the internet. **Please tick one box.**²⁴

- | | | | | |
|-----------------------------------|--------------------------|----|---|-------------------|
| No time at all | <input type="checkbox"/> | 00 | → | GO TO IS32 |
| Less than 15 minutes | <input type="checkbox"/> | 01 | } | GO TO IS31 |
| 15 minutes up to ½ hour | <input type="checkbox"/> | 02 | | |
| More than ½ hour up to 45 minutes | <input type="checkbox"/> | 03 | | |
| More than 45 minutes up to 1 hour | <input type="checkbox"/> | 04 | | |
| More than 1 hour, up to 1½ hours | <input type="checkbox"/> | 05 | | |
| More than 1½ hours, up to 2 hours | <input type="checkbox"/> | 06 | | |
| More than 2 hours, up to 2½ hours | <input type="checkbox"/> | 07 | | |
| More than 2½ hours, up to 3 hours | <input type="checkbox"/> | 08 | | |
| More than 3 hours | <input type="checkbox"/> | 09 | | |

IS31 And how much of this time is spent reading about **politics and current affairs**?
Please tick one box.²⁵

- | | | |
|-----------------------------------|--------------------------|----|
| No time at all | <input type="checkbox"/> | 00 |
| Less than 15 minutes | <input type="checkbox"/> | 01 |
| 15 minutes up to ½ hour | <input type="checkbox"/> | 02 |
| More than ½ hour up to 45 minutes | <input type="checkbox"/> | 03 |
| More than 45 minutes up to 1 hour | <input type="checkbox"/> | 04 |
| More than 1 hour, up to 1½ hours | <input type="checkbox"/> | 05 |
| More than 1½ hours, up to 2 hours | <input type="checkbox"/> | 06 |
| More than 2 hours, up to 2½ hours | <input type="checkbox"/> | 07 |
| More than 2½ hours, up to 3 hours | <input type="checkbox"/> | 08 |
| More than 3 hours | <input type="checkbox"/> | 09 |

²⁴ Similar to QA5.

²⁵ Similar to QA6.

ASK ALL

Now we would like you to think only of using the internet to watch television, listen to the radio or read newspapers.

IS32 On an average weekday, how much time, in total, do you spend using the internet to watch television programmes? **Please tick one box.**²⁶

No time at all	<input type="checkbox"/>	00	→	GO TO IS34
Less than ½ hour	<input type="checkbox"/>	01	}	GO TO IS33
½ hour to 1 hour	<input type="checkbox"/>	02		
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03		
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04		
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05		
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06		
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07		
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08		
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09		
More than 6 hours	<input type="checkbox"/>	10		

IS33 And how much of this time is spent watching television programs about **politics and current affairs**?²⁷ **Please tick one box.**

No time at all	<input type="checkbox"/>	00
Less than ½ hour	<input type="checkbox"/>	01
½ hour to 1 hour	<input type="checkbox"/>	02
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09
More than 6 hours	<input type="checkbox"/>	10

²⁶ New Question.

²⁷ New Question.

ASK ALL

IS34 On an average weekday, how much time, in total, do you spend using the internet to listen to the radio? **Please tick one box.**²⁸

No time at all	<input type="checkbox"/>	00	→	GO TO IS36
Less than ½ hour	<input type="checkbox"/>	01	}	GO TO IS35
½ hour to 1 hour	<input type="checkbox"/>	02		
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03		
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04		
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05		
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06		
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07		
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08		
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09		
More than 6 hours	<input type="checkbox"/>	10		

↓

IS35 And how much of this time is spent listening to radio programs about politics and current affairs? **Please tick one box.**²⁹

No time at all	<input type="checkbox"/>	00
Less than ½ hour	<input type="checkbox"/>	01
½ hour to 1 hour	<input type="checkbox"/>	02
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09
More than 6 hours	<input type="checkbox"/>	10

²⁸ New Question.

²⁹ New Question.

ASK ALL

IS36 On an average weekday, how much time, in total, do you spend using the internet to read the newspapers online. **Please tick one box.**³⁰

No time at all	<input type="checkbox"/>	00	→	GO TO IS38
Less than 15 minutes	<input type="checkbox"/>	01	}	GO TO IS37
15 minutes up to ½ hour	<input type="checkbox"/>	02		
More than ½ hour up to 45 minutes	<input type="checkbox"/>	03		
More than 45 minutes up to 1 hour	<input type="checkbox"/>	04		
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	05		
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	06		
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	07		
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	08		
More than 3 hours	<input type="checkbox"/>	09		

IS37 And how much of this time is spent reading newspapers about **politics and current affairs**? **Please tick one box**³¹.

No time at all	<input type="checkbox"/>	00
Less than 15 minutes	<input type="checkbox"/>	01
15 minutes up to ½ hour	<input type="checkbox"/>	02
More than ½ hour up to 45 minutes	<input type="checkbox"/>	03
More than 45 minutes up to 1 hour	<input type="checkbox"/>	04
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	05
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	06
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	07
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	08
More than 3 hours	<input type="checkbox"/>	09

³⁰ New Question.

³¹ New Question.

ASK ALL

IS38 On an average weekday, how much time, in total, do you spend using the internet other than for watching television, listening to the radio and reading the newspapers?

Please tick one box.³²

No time at all	<input type="checkbox"/>	00	} GO TO IS39	ENTER DATE BELOW
Less than ½ hour	<input type="checkbox"/>	01		
½ hour to 1 hour	<input type="checkbox"/>	02		
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03		
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04		
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05		
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06		
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07		
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08		
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09		
More than 6 hours	<input type="checkbox"/>	10		

IS39 And how much of this time is spent on **politics and current affairs**?

Please tick one box.³³

No time at all	<input type="checkbox"/>	00
Less than ½ hour	<input type="checkbox"/>	01
½ hour to 1 hour	<input type="checkbox"/>	02
More than 1 hour, up to 1½ hours	<input type="checkbox"/>	03
More than 1½ hours, up to 2 hours	<input type="checkbox"/>	04
More than 2 hours, up to 2½ hours	<input type="checkbox"/>	05
More than 2½ hours, up to 3 hours	<input type="checkbox"/>	06
More than 3 hours, up to 4 hours	<input type="checkbox"/>	07
More than 4 hours, up to 5 hours	<input type="checkbox"/>	08
More than 5 hours, up to 6 hours	<input type="checkbox"/>	09
More than 6 hours	<input type="checkbox"/>	10

DAY MONTH YEAR

PLEASE ENTER TODAY'S DATE:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

PLEASE RETURN IT AS INSTRUCTED.

³² New Question.

³³ New Question.



The European Social Survey

SUPPLEMENTARY QUESTIONNAIRE F-2-F A (Round 5 2010)

RESPONDENT NUMBER:

VERSION NUMBER: F-2-F A

NOTE FOR TRANSLATORS:

The questions in Section I are mainly re-formulations of questions already asked in the Main questionnaire. Translators should refer back to the Main questionnaire for annotations and should be careful to be consistent in their translations where the formulation is identical. Questions which are exact repetitions are marked in the footnote as ‘Identical to Qx’ and teams should use the same translation as in the Main questionnaire. Where questions are similar but not identical, the annotations and translations from the Main questionnaire should still be referred to, to ensure harmonisation where possible (these are marked in the footnote as ‘Similar to Qx’). Sometimes there is only a very small amendment such as a change to the scale or to the introduction. For each question the corresponding question number in the Main questionnaire is given in a footnote.

INTERVIEWER: IF RESPONDENT IS MALE, ASK HF1. IF RESPONDENT IS FEMALE, ASK HF2.

MALE RESPONDENTS

HF1 CARD A¹ Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
A Thinking up new ideas ² and being creative is important to him. He likes to do things in his own original way.	01	02	03	04	05	06	88
B It is important to him to be rich. He wants to have a lot of money and expensive ³ things.	01	02	03	04	05	06	88
C He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	01	02	03	04	05	06	88
D It's important to him to show ⁴ his abilities. He wants people to admire ⁵ what he does.	01	02	03	04	05	06	88
E It is important to him to live in secure ⁶ surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
F He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁷ .	01	02	03	04	05	06	88
G He believes that people should do what they're told ⁸ . He thinks people should follow rules ⁹ at all times, even when no-one is watching.	01	02	03	04	05	06	88
H It is important to him to listen to people who are different ¹⁰ from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
I It is important to him to be humble and modest. He tries not to draw attention to himself.	01	02	03	04	05	06	88
J Having a good time is important to him. He likes to "spoil" ¹¹ himself.	01	02	03	04	05	06	88

¹ Card A must display the response categories vertically.

² Having new ideas, with an emphasis on the creative side of having them through generating them himself.

³ "Expensive": in the sense of costing a lot rather than their being 'luxury' items.

⁴ The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

⁵ He wants his actions to be admired, not his person.

⁶ In the sense of the surroundings actually being secure, and not that he feels secure.

⁷ Important for himself (his life) is the focus.

⁸ The idea here is that when someone else tells you what to do in actual interpersonal interaction, (implying also that the person has some authority), you should do it.

⁹ "Rules" in the sense of 'rules and regulations'.

¹⁰ "Different" in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

¹¹ "Spoil himself": "treat himself" is another idiom. Strongly negative 'self-indulgence' is *not* intended.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹² on others.	01	02	03	04	05	06	88
L	It's very important to him to help the people around him. He wants to care for ¹³ their well-being.	01	02	03	04	05	06	88
M	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
N	It is important to him that the government ensures ¹⁴ his safety against all threats. He wants the state to be strong so it can defend its citizens.	01	02	03	04	05	06	88
O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁵ life.	01	02	03	04	05	06	88
P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	01	02	03	04	05	06	88
Q	It is important to him to get ¹⁶ respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
R	It is important to him to be loyal to his friends. He wants to devote ¹⁷ himself to people close to him.	01	02	03	04	05	06	88
S	He strongly believes that people should care for ¹⁸ nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	01	02	03	04	05	06	88
U	He seeks every chance ¹⁹ he can to have fun. It is important to him to do things that give him pleasure.	01	02	03	04	05	06	88

NOW GO TO QUESTION IF1

¹² In the sense of not to have to depend on people

¹³ "care for": here in the sense of actively promote their well-being.

¹⁴ "Ensures" in the sense of 'guarantees'.

¹⁵ "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

¹⁶ Get/have this respect, not deserve respect

¹⁷ "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

¹⁸ "care for": look after, basically synonymous with 'looking after' in the second sentence.

¹⁹ Seeks: active pursuit rather than 'taking every' chance.

FEMALE RESPONDENTS²⁰

HF2 CARD A²¹ Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
A Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	01	02	03	04	05	06	88
B It is important to her to be rich. She wants to have a lot of money and expensive things.	01	02	03	04	05	06	88
C She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	01	02	03	04	05	06	88
D It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
E It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	01	02	03	04	05	06	88
F She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	01	02	03	04	05	06	88
G She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	01	02	03	04	05	06	88
H It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	01	02	03	04	05	06	88
I It is important to her to be humble and modest. She tries not to draw attention to herself.	01	02	03	04	05	06	88
J Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

²⁰ Translators: see male version for annotations

²¹ Card A must display the response categories vertically.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
K	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	01	02	03	04	05	06	88
L	It's very important to her to help the people around her. She wants to care for their well-being.	01	02	03	04	05	06	88
M	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
N	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	01	02	03	04	05	06	88
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
P	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	01	02	03	04	05	06	88
Q	It is important to her to get respect from others. She wants people to do what she says.	01	02	03	04	05	06	88
R	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	01	02	03	04	05	06	88
S	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
T	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	01	02	03	04	05	06	88
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	01	02	03	04	05	06	88

NOW GO TO QUESTION IF1

ASK ALL

To help us improve our questions in the future, here are some final questions on a range of different topics which are similar to previous ones. Please don't try to remember what you answered before but treat them as if they were completely new questions.

The first few questions focus on the amount of time you spend watching television, listening to the radio and reading newspapers.

IF1 CARD B²² On an average weekday, how much time, in total, do you spend watching television? Please include any time spent watching TV using the internet. Please use this card to answer.²³

- No time at all 00
- Less than ½ hour 01
- ½ hour to 1 hour 02
- More than 1 hour, up to 1½ hours 03
- More than 1½ hours, up to 2 hours 04
- More than 2 hours, up to 2½ hours 05
- More than 2½ hours, up to 3 hours 06
- More than 3 hours 07
- (Don't know) 88

IF2 STILL CARD B On an average weekday, how much time, in total, do you spend listening to the radio? Please include any time spent listening to the radio using the internet. Use the same card.²⁴

- No time at all 00
- Less than ½ hour 01
- ½ hour to 1 hour 02
- More than 1 hour, up to 1½ hours 03
- More than 1½ hours, up to 2 hours 04
- More than 2 hours, up to 2½ hours 05
- More than 2½ hours, up to 3 hours 06
- More than 3 hours 07
- (Don't know) 88

²² Card B must display the response categories vertically.

²³ Similar to QA1.

²⁴ Similar to QA3.

IF3 STILL CARD B And on an average weekday, how much time, in total, do you spend reading the newspapers? Please include any time spent reading newspapers using the internet. Use the same card.²⁵

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours	07
(Don't know)	88

The next few questions are about the police in [country].

IF4 CARD C²⁶ Based on what you have heard or your own experience how successful do you think the police are at preventing crimes in [country] where violence is used or threatened? Choose your answer from this card.²⁷

Extremely unsuccessful	Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful	Extremely successful	(Don't know)
00	01	02	03	04	05	06	88

IF5 STILL CARD C And how successful do you think the police are at catching people who commit house burglaries in [country]? Use the same card.²⁸

Extremely unsuccessful	Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful	Extremely successful	(Don't know)
00	01	02	03	04	05	06	88

IF6 CARD D²⁹ If a violent crime or house burglary were to occur near to where you live and the police were called, how slowly or quickly do you think they would arrive at the scene? Choose your answer from this card.³⁰

Extremely slowly	Very slowly	Rather slowly	Neither slowly nor quickly	Rather quickly	Very quickly	Extremely quickly	(Don't know)
00	01	02	03	04	05	06	88

(Violent crimes and / or house burglaries never occur near to where I live) 55

²⁵ Similar to QA5.

²⁶ Card C must display the response scale horizontally.

²⁷ Similar to QD12.

²⁸ Similar to QD13.

²⁹ Card D must display the response scale horizontally.

³⁰ Similar to QD14.

Now some questions about when the police deal with crimes like house burglary and physical assault.

IF7 CARD E³¹ Based on what you have heard or your own experience, how often would you say the police generally treat people in [country] with respect? Would you say...³²

never,	0
hardly ever,	1
rarely,	2
occasionally,	3
sometimes,	4
half of the time,	5
more often than not,	6
often,	7
very often,	8
almost always,	9
or, always?	10
(Don't know)	88

IF8 STILL CARD E And about how often would you say that the police make fair, impartial decisions in the cases they deal with? Would you say...³³

never,	0
hardly ever,	1
rarely,	2
occasionally,	3
sometimes,	4
half of the time,	5
more often than not,	6
often,	7
very often,	8
almost always,	9
or, always?	10
(Don't know)	88

³¹ Card E must display the response categories vertically.

³² Similar to QD15.

³³ Similar to QD16.

IF9 STILL CARD E And when dealing with people in [country], how often would you say the police generally explain their decisions and actions when asked to do so? Would you say...³⁴

never,	0
hardly ever,	1
rarely,	2
occasionally,	3
sometimes,	4
half of the time,	5
more often than not,	6
often,	7
very often,	8
almost always,	9
or, always?	10
(Don't know)	88
(No one ever asks the police to explain their decisions and actions)	55

Now some questions about how likely it is that you would be caught and punished if you did certain things in [country]. Use this card where 1 is Not at all likely and 4 is Very likely.

CARD F³⁵ How likely is it that you would be caught and punished if you...**READ OUT...**

		Not at all likely	Not very likely	Likely	Very likely	(Don't know)
IF10³⁶	...made an exaggerated or false insurance claim?	1	2	3	4	88
IF11³⁷	...bought something you thought might be stolen?	1	2	3	4	88
IF12³⁸	...committed a traffic offence like speeding or crossing a red light?	1	2	3	4	88

³⁴ Similar to QD17.

³⁵ Card F must display the response scale horizontally.

³⁶ Similar to QD4.

³⁷ Similar to QD5.

³⁸ Similar to QD6.



The European Social Survey

SUPPLEMENTARY QUESTIONNAIRE F-2-F B (Round 5 2010)

RESPONDENT NUMBER:

VERSION NUMBER: F-2-F B

NOTE FOR TRANSLATORS:

The questions in Section I are mainly re-formulations of questions already asked in the Main questionnaire. Translators should refer back to the Main questionnaire for annotations and should be careful to be consistent in their translations where the formulation is identical. Questions which are exact repetitions are marked in the footnote as 'Identical to Qx' and teams should use the same translation as in the Main questionnaire. Where questions are similar but not identical, the annotations and translations from the Main questionnaire should still be referred to, to ensure harmonisation where possible (these are marked in the footnote as 'Similar to Qx'). Sometimes there is only a very small amendment such as a change to the scale or to the introduction. For each question the corresponding question number in the Main questionnaire is given in a footnote.

INTERVIEWER: IF RESPONDENT IS MALE, ASK HF1. IF RESPONDENT IS FEMALE, ASK HF2.

MALE RESPONDENTS

HF1 CARD A¹ Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
A Thinking up new ideas ² and being creative is important to him. He likes to do things in his own original way.	01	02	03	04	05	06	88
B It is important to him to be rich. He wants to have a lot of money and expensive ³ things.	01	02	03	04	05	06	88
C He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	01	02	03	04	05	06	88
D It's important to him to show ⁴ his abilities. He wants people to admire ⁵ what he does.	01	02	03	04	05	06	88
E It is important to him to live in secure ⁶ surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
F He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁷ .	01	02	03	04	05	06	88
G He believes that people should do what they're told ⁸ . He thinks people should follow rules ⁹ at all times, even when no-one is watching.	01	02	03	04	05	06	88
H It is important to him to listen to people who are different ¹⁰ from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
I It is important to him to be humble and modest. He tries not to draw attention to himself.	01	02	03	04	05	06	88
J Having a good time is important to him. He likes to "spoil" ¹¹ himself.	01	02	03	04	05	06	88

¹ Card A must display the response categories vertically.

² Having new ideas, with an emphasis on the creative side of having them through generating them himself.

³ "Expensive": in the sense of costing a lot rather than their being 'luxury' items.

⁴ The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

⁵ He wants his actions to be admired, not his person.

⁶ In the sense of the surroundings actually being secure, and not that he feels secure.

⁷ Important for himself (his life) is the focus.

⁸ The idea here is that when someone else tells you what to do in actual interpersonal interaction, (implying also that the person has some authority), you should do it.

⁹ "Rules" in the sense of 'rules and regulations'.

¹⁰ "Different" in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

¹¹ "Spoil himself": "treat himself" is another idiom. Strongly negative 'self-indulgence' is *not* intended.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹² on others.	01	02	03	04	05	06	88
L	It's very important to him to help the people around him. He wants to care for ¹³ their well-being.	01	02	03	04	05	06	88
M	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
N	It is important to him that the government ensures ¹⁴ his safety against all threats. He wants the state to be strong so it can defend its citizens.	01	02	03	04	05	06	88
O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁵ life.	01	02	03	04	05	06	88
P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	01	02	03	04	05	06	88
Q	It is important to him to get ¹⁶ respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
R	It is important to him to be loyal to his friends. He wants to devote ¹⁷ himself to people close to him.	01	02	03	04	05	06	88
S	He strongly believes that people should care for ¹⁸ nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	01	02	03	04	05	06	88
U	He seeks every chance ¹⁹ he can to have fun. It is important to him to do things that give him pleasure.	01	02	03	04	05	06	88

NOW GO TO QUESTION IF13

¹² In the sense of not to have to depend on people

¹³ "care for": here in the sense of actively promote their well-being.

¹⁴ "Ensures" in the sense of 'guarantees'.

¹⁵ "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

¹⁶ Get/have this respect, not deserve respect

¹⁷ "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

¹⁸ "care for": look after, basically synonymous with 'looking after' in the second sentence.

¹⁹ Seeks: active pursuit rather than 'taking every' chance.

FEMALE RESPONDENTS²⁰

HF2 CARD A Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
A Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	01	02	03	04	05	06	88
B It is important to her to be rich. She wants to have a lot of money and expensive things.	01	02	03	04	05	06	88
C She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	01	02	03	04	05	06	88
D It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
E It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	01	02	03	04	05	06	88
F She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	01	02	03	04	05	06	88
G She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	01	02	03	04	05	06	88
H It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	01	02	03	04	05	06	88
I It is important to her to be humble and modest. She tries not to draw attention to herself.	01	02	03	04	05	06	88
J Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

²⁰ Translators: see male version for annotations

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
K	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	01	02	03	04	05	06	88
L	It's very important to her to help the people around her. She wants to care for their well-being.	01	02	03	04	05	06	88
M	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
N	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	01	02	03	04	05	06	88
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
P	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	01	02	03	04	05	06	88
Q	It is important to her to get respect from others. She wants people to do what she says.	01	02	03	04	05	06	88
R	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	01	02	03	04	05	06	88
S	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
T	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	01	02	03	04	05	06	88
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	01	02	03	04	05	06	88

NOW GO TO QUESTION IF13

ASK ALL

To help us improve our questions in the future, here are some final questions on a range of different topics which are similar to previous ones. Please don't try to remember what you answered before but treat them as if they were completely new questions.

The first few questions focus on the police in [country].

IF13 CARD G²¹ Based on what you have heard or your own experience how unsuccessful or successful do you think the police are at preventing crimes in [country] where violence is used or threatened? Choose your answer from this card, where 0 means very unsuccessful and 4 means very successful.²²

Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful	(Don't know)
0	1	2	3	4	8

IF14 STILL CARD G And how unsuccessful or successful do you think the police are at catching people who commit house burglaries in [country]? Use the same card.²³

Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful	(Don't know)
0	1	2	3	4	8

IF15 CARD H²⁴ If a violent crime or house burglary were to occur near to where you live and the police were called, how slowly or quickly do you think they would arrive at the scene? Choose your answer from this card, where 0 means very slowly and 4 means very quickly.²⁵

Very slowly	Rather slowly	Neither slowly nor quickly	Rather quickly	Very quickly	(Don't know)
0	1	2	3	4	8

(Violent crimes and / or house burglaries never occur near to where I live) 55

²¹ Card G must display the response scale horizontally.

²² Similar to QD12.

²³ Similar to QD13.

²⁴ Card H must display the response scale horizontally.

²⁵ Similar to QD14.

Now some questions about when the police deal with crimes like house burglary and physical assault.

IF16 CARD I²⁶ Based on what you have heard or your own experience, how often would you say the police generally treat people in [country] with respect? Choose your answer from this card, where 0 means almost never and 10 means almost always.²⁷

Almost never	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
Almost always	10
(Don't know)	88

IF17 STILL CARD I About how often would you say that the police make fair, impartial decisions in the cases they deal with? Please use the same card.²⁸

Almost never	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
Almost always	10
(Don't know)	88

²⁶ Card I must display the response scale vertically.

²⁷ Similar to QD15.

²⁸ Similar to QD16.

IF18 STILL CARD I And when dealing with people in [country], how often would you say the police generally explain their decisions and actions when asked to do so? Please use the same card.²⁹

Almost never	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
Almost always	10
(No one ever asks the police to explain their decisions and actions)	55
(Don't know)	88

Now some questions about how likely it is that you would be caught and punished if you did certain things in [country]. Please use this card to answer where 1 is Very unlikely and 4 is Very likely.

CARD J³⁰ How likely is it that you would be caught and punished in [country] if you...**READ OUT...**

IF19³¹ ...made an exaggerated or false insurance claim?

Very unlikely	1
	2
	3
Very likely	4
(Don't know)	8

IF20³² ...bought something you thought might be stolen?

Very unlikely	1
	2
	3
Very likely	4
(Don't know)	8

²⁹ Similar to QD17.
³⁰ Card J must display the response scale vertically.
³¹ Similar to QD4.
³² Similar to QD5.

IF21³³ ...committed a traffic offence like speeding or crossing a red light?

Very unlikely	1
	2
	3
Very likely	4
(Don't know)	8

Now I want to ask you a few questions about politics and government.

IF22 CARD K³⁴ How much would you say the political system in [country] allows people like you to have a say in what the government does?³⁵

Not at all	1
Very little	2
Not much	3
Much	4
Very much	5
(Don't know)	8

IF23 CARD L³⁶ Do you think you could take an active role in a group involved with political issues?³⁷

Definitely not	1
Probably not	2
Not sure either way	3
Probably	4
Definitely	5
(Don't know)	8

IF24 CARD M³⁸ How much would you say that the political system in [country] allows people like you to have a direct influence on politics?³⁹

Not at all	1
Very little	2
Not much	3
Much	4
Very much	5
(Don't know)	8

³³ Similar to QD6.

³⁴ Card K must display the response categories vertically.

³⁵ New Question.

³⁶ Card L must display the response categories vertically.

³⁷ New Question.

³⁸ Card M must display the response categories vertically.

³⁹ New Question.

IF25 CARD N⁴⁰ How confident are you in your own ability to participate in politics⁴¹?

Not at all confident	01
A little confident	02
Not sure either way	03
Quite confident	04
Very confident	05
Completely confident	06
(Don't know)	08

⁴⁰ Card N must display the response categories vertically.

⁴¹ New Question. 'Confident' - in the sense of personally having sufficient capability, competence or understanding to take part in political activities and/or contribute to political discussions.



The European Social Survey

SUPPLEMENTARY QUESTIONNAIRE F-2-F C (Round 5 2010)

RESPONDENT NUMBER:

VERSION NUMBER: F-2-F C

NOTE FOR TRANSLATORS:

The questions in Section I are mainly re-formulations of questions already asked in the Main questionnaire. Translators should refer back to the Main questionnaire for annotations and should be careful to be consistent in their translations where the formulation is identical. Questions which are exact repetitions are marked in the footnote as 'Identical to Qx' and teams should use the same translation as in the Main questionnaire. Where questions are similar but not identical, the annotations and translations from the Main questionnaire should still be referred to, to ensure harmonisation where possible (these are marked in the footnote as 'Similar to Qx'). Sometimes there is only a very small amendment such as a change to the scale or to the introduction. For each question the corresponding question number in the Main questionnaire is given in a footnote.

INTERVIEWER: IF RESPONDENT IS MALE, ASK HF1. IF RESPONDENT IS FEMALE, ASK HF2.

MALE RESPONDENTS

HF1 CARD A¹ Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
A Thinking up new ideas ² and being creative is important to him. He likes to do things in his own original way.	01	02	03	04	05	06	88
B It is important to him to be rich. He wants to have a lot of money and expensive ³ things.	01	02	03	04	05	06	88
C He thinks it is important that every person in the world should be treated equally. He believes everyone should have equal opportunities in life.	01	02	03	04	05	06	88
D It's important to him to show ⁴ his abilities. He wants people to admire ⁵ what he does.	01	02	03	04	05	06	88
E It is important to him to live in secure ⁶ surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
F He likes surprises and is always looking for new things to do. He thinks it is important to do lots of different things in life ⁷ .	01	02	03	04	05	06	88
G He believes that people should do what they're told ⁸ . He thinks people should follow rules ⁹ at all times, even when no-one is watching.	01	02	03	04	05	06	88
H It is important to him to listen to people who are different ¹⁰ from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
I It is important to him to be humble and modest. He tries not to draw attention to himself.	01	02	03	04	05	06	88
J Having a good time is important to him. He likes to "spoil" ¹¹ himself.	01	02	03	04	05	06	88

¹ Card A must display the response categories vertically.

² Having new ideas, with an emphasis on the creative side of having them through generating them himself.

³ "Expensive": in the sense of costing a lot rather than their being 'luxury' items.

⁴ The idea is to show whatever abilities he has, with no assumption that he actually has great abilities. It is important to him to be perceived as being able.

⁵ He wants his actions to be admired, not his person.

⁶ In the sense of the surroundings actually being secure, and not that he feels secure.

⁷ Important for himself (his life) is the focus.

⁸ The idea here is that when someone else tells you what to do in actual interpersonal interaction, (implying also that the person has some authority), you should do it.

⁹ "Rules" in the sense of 'rules and regulations'.

¹⁰ "Different" in almost any way. The key idea is that he sees difference/diversity positively and as something worth learning about.

¹¹ "Spoil himself": "treat himself" is another idiom. Strongly negative 'self-indulgence' is *not* intended.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
K	It is important to him to make his own decisions about what he does. He likes to be free and not depend ¹² on others.	01	02	03	04	05	06	88
L	It's very important to him to help the people around him. He wants to care for ¹³ their well-being.	01	02	03	04	05	06	88
M	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
N	It is important to him that the government ensures ¹⁴ his safety against all threats. He wants the state to be strong so it can defend its citizens.	01	02	03	04	05	06	88
O	He looks for adventures and likes to take risks. He wants to have an exciting ¹⁵ life.	01	02	03	04	05	06	88
P	It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	01	02	03	04	05	06	88
Q	It is important to him to get ¹⁶ respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
R	It is important to him to be loyal to his friends. He wants to devote ¹⁷ himself to people close to him.	01	02	03	04	05	06	88
S	He strongly believes that people should care for ¹⁸ nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
T	Tradition is important to him. He tries to follow the customs handed down by his religion or his family.	01	02	03	04	05	06	88
U	He seeks every chance ¹⁹ he can to have fun. It is important to him to do things that give him pleasure.	01	02	03	04	05	06	88

NOW GO TO QUESTION IF26

¹² In the sense of not to have to depend on people

¹³ "care for": here in the sense of actively promote their well-being.

¹⁴ "Ensures" in the sense of 'guarantees'.

¹⁵ "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

¹⁶ Get/have this respect, not deserve respect

¹⁷ "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

¹⁸ "care for": look after, basically synonymous with 'looking after' in the second sentence.

¹⁹ Seeks: active pursuit rather than 'taking every' chance.

FEMALE RESPONDENTS²⁰

HF2 CARD A²¹ Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. Use this card for your answer.

	Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
A Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	01	02	03	04	05	06	88
B It is important to her to be rich. She wants to have a lot of money and expensive things.	01	02	03	04	05	06	88
C She thinks it is important that every person in the world should be treated equally. She believes everyone should have equal opportunities in life.	01	02	03	04	05	06	88
D It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
E It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	01	02	03	04	05	06	88
F She likes surprises and is always looking for new things to do. She thinks it is important to do lots of different things in life.	01	02	03	04	05	06	88
G She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	01	02	03	04	05	06	88
H It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	01	02	03	04	05	06	88
I It is important to her to be humble and modest. She tries not to draw attention to herself.	01	02	03	04	05	06	88
J Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

²⁰ Translators: see male version for annotations

²¹ Card A must display the response categories vertically.

		Very much like me	Like me	Some- what like me	A little like me	Not like me	Not like me at all	(Don't know)
K	It is important to her to make her own decisions about what she does. She likes to be free and not depend on others.	01	02	03	04	05	06	88
L	It's very important to her to help the people around her. She wants to care for their well-being.	01	02	03	04	05	06	88
M	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
N	It is important to her that the government ensures her safety against all threats. She wants the state to be strong so it can defend its citizens.	01	02	03	04	05	06	88
O	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
P	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	01	02	03	04	05	06	88
Q	It is important to her to get respect from others. She wants people to do what she says.	01	02	03	04	05	06	88
R	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	01	02	03	04	05	06	88
S	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
T	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	01	02	03	04	05	06	88
U	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	01	02	03	04	05	06	88

NOW GO TO QUESTION IF26

ASK ALL

To help us improve our questions in the future, here are some final questions on a range of different topics which are similar to previous ones. Please don't try to remember what you answered before but treat them as if they were completely new questions.

The first few questions concern the amount of time you spend watching television, listening to the radio and reading newspapers.

IF26 CARD O²² On an average weekday, how much time, in total, do you spend watching television? Please include the time you spend watching television using the internet. Please use this card.²³

No time at all	00	GO TO IF28
Less than ½ hour	01	
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	
More than 2 hours, up to 2½ hours	05	ASK IF27
More than 2½ hours, up to 3 hours	06	
More than 3 hours, up to 4 hours	07	
More than 4 hours, up to 5 hours	08	
More than 5 hours, up to 6 hours	09	
More than 6 hours	10	
(Don't know)	88	

IF27 STILL CARD O And again on an average weekday, how much of your time watching television is spent watching **news** or programmes about **politics and current affairs**? Use the same card.²⁴

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours, up to 4 hours	07
More than 4 hours, up to 5 hours	08
More than 5 hours, up to 6 hours	09
More than 6 hours	10
(Don't know)	88

²² Card O must display the response categories vertically.

²³ Similar to QA1.

²⁴ Similar to QA2.

ASK ALL

IF28 STILL CARD O On an average weekday, how much time, in total, do you spend listening to the radio? Please include the time you spend listening to the radio using the internet. Use the same card.²⁵

No time at all	00	GO TO IF30
Less than ½ hour	01	ASK IF29
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	
More than 2 hours, up to 2½ hours	05	
More than 2½ hours, up to 3 hours	06	
More than 3 hours, up to 4 hours	07	
More than 4 hours, up to 5 hours	08	
More than 5 hours, up to 6 hours	09	
More than 6 hours	10	
(Don't know)	88	

IF29 STILL CARD O And again on an average weekday, how much of your time listening to the radio is spent listening to **news** or programmes about **politics and current affairs**? Use the same card.²⁶

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours, up to 4 hours	07
More than 4 hours, up to 5 hours	08
More than 5 hours, up to 6 hours	09
More than 6 hours	10
(Don't know)	88

²⁵ Similar to QA3.

²⁶ Similar to QA4.

ASK ALL

IF30 CARD P²⁷ On an average weekday, how much time, in total, do you spend reading the newspapers? Please include the time you spend reading newspapers using the internet. Please use this card.²⁸

No time at all
 Less than 15 minutes
 15 minutes up to ½ hour
 More than ½ hour up to 45 minutes
 More than 45 minutes up to 1 hour
 More than 1 hour, up to 1½ hours
 More than 1½ hours, up to 2 hours
 More than 2 hours, up to 2½ hours
 More than 2½ hours, up to 3 hours
 More than 3 hours
 (Don't know)

00	GO TO IF32
01	ASK IF31
02	
03	
04	
05	
06	
07	
08	
09	
88	

IF31 STILL CARD P And how much of this time is spent reading about **politics and current affairs**? Use the same card.²⁹

No time at all 00
 Less than 15 minutes 01
 15 minutes up to ½ hour 02
 More than ½ hour up to 45 minutes 03
 More than 45 minutes up to 1 hour 04
 More than 1 hour, up to 1½ hours 05
 More than 1½ hours, up to 2 hours 06
 More than 2 hours, up to 2½ hours 07
 More than 2½ hours, up to 3 hours 08
 More than 3 hours 09
 (Don't know) 88

²⁷ Card P must display the response categories vertically.

²⁸ Similar to QA5.

²⁹ Similar to QA6.

ASK ALL

Now we would like you to think only of using the internet to watch television, listen to the radio or read newspapers.

IF32 CARD Q³⁰ On an average weekday, how much time, in total, do you spend using the internet to watch television programmes? Please use this card.³¹

No time at all	00	GO TO IF34
Less than ½ hour	01	ASK IF33
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	
More than 2 hours, up to 2½ hours	05	
More than 2½ hours, up to 3 hours	06	
More than 3 hours, up to 4 hours	07	
More than 4 hours, up to 5 hours	08	
More than 5 hours, up to 6 hours	09	
More than 6 hours	10	
(Don't know)	88	

IF33 STILL CARD Q And how much of this time is spent watching television programs about **politics and current affairs**? Use the same card.³²

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours, up to 4 hours	07
More than 4 hours, up to 5 hours	08
More than 5 hours, up to 6 hours	09
More than 6 hours	10
(Don't know)	88

³⁰ Card Q must display the response categories vertically.

³¹ New Question.

³² New Question.

ASK ALL

IF34 STILL CARD Q On an average weekday, how much time, in total, do you spend using the internet to listen to the radio? Use the same card.³³

No time at all	00	GO TO IF36
Less than ½ hour	01	ASK IF35
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	
More than 2 hours, up to 2½ hours	05	
More than 2½ hours, up to 3 hours	06	
More than 3 hours, up to 4 hours	07	
More than 4 hours, up to 5 hours	08	
More than 5 hours, up to 6 hours	09	
More than 6 hours	10	
(Don't know)	88	

IF35 STILL CARD Q And how much of this time is spent listening to radio programs about **politics and current affairs**? Use the same card.³⁴

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours, up to 4 hours	07
More than 4 hours, up to 5 hours	08
More than 5 hours, up to 6 hours	09
More than 6 hours	10
(Don't know)	88

³³ New Question.

³⁴ New Question.

ASK ALL

IF36 CARD R³⁵ On an average weekday, how much time, in total, do you spend using the internet to read the newspapers online. Please use this card.³⁶

No time at all	00	GO TO IF38
Less than 15 minutes	01	
15 minutes up to ½ hour	02	
More than ½ hour up to 45 minutes	03	
More than 45 minutes up to 1 hour	04	ASK IF37
More than 1 hour, up to 1½ hours	05	
More than 1½ hours, up to 2 hours	06	
More than 2 hours, up to 2½ hours	07	
More than 2½ hours, up to 3 hours	08	
More than 3 hours	09	
(Don't know)	88	

IF37 STILL CARD R And how much of this time is spent reading newspapers about **politics and current affairs**? Use the same card.³⁷

No time at all	00
Less than 15 minutes	01
15 minutes up to ½ hour	02
More than ½ hour up to 45 minutes	03
More than 45 minutes up to 1 hour	04
More than 1 hour, up to 1½ hours	05
More than 1½ hours, up to 2 hours	06
More than 2 hours, up to 2½ hours	07
More than 2½ hours, up to 3 hours	08
More than 3 hours	09
(Don't know)	88

³⁵ Card R must display the response categories vertically.

³⁶ New Question.

³⁷ New Question.

ASK ALL

IF38 CARD S³⁸ On an average weekday, how much time, in total, do you spend using the internet other than for watching television, listening to the radio and reading the newspapers? Please use this card.³⁹

No time at all	00	GO TO END
Less than ½ hour	01	ASK 39
½ hour to 1 hour	02	
More than 1 hour, up to 1½ hours	03	
More than 1½ hours, up to 2 hours	04	
More than 2 hours, up to 2½ hours	05	
More than 2½ hours, up to 3 hours	06	
More than 3 hours, up to 4 hours	07	
More than 4 hours, up to 5 hours	08	
More than 5 hours, up to 6 hours	09	
More than 6 hours	10	
(Don't know)	88	

IF39 STILL CARD S And how much of this time is spent on **politics and current affairs**? Still use this card.⁴⁰

No time at all	00
Less than ½ hour	01
½ hour to 1 hour	02
More than 1 hour, up to 1½ hours	03
More than 1½ hours, up to 2 hours	04
More than 2 hours, up to 2½ hours	05
More than 2½ hours, up to 3 hours	06
More than 3 hours, up to 4 hours	07
More than 4 hours, up to 5 hours	08
More than 5 hours, up to 6 hours	09
More than 6 hours	10
(Don't know)	88

³⁸ Card S must display the response categories vertically.

³⁹ New Question.

⁴⁰ New Question.

ESS document date: 04/06/2010

HF1/2 / IF1-IF39

**EUROPEAN SOCIAL SURVEY
SUPPLEMENTARY SHOWCARDS**

2010

CARD A

How much like you is this person?

Very much like me

Like me

Somewhat like me

A little like me

Not like me

Not like me at all

CARD B

No time at all

Less than $\frac{1}{2}$ hour

$\frac{1}{2}$ hour to 1 hour

More than 1 hour, up to $1\frac{1}{2}$ hours

More than $1\frac{1}{2}$ hours, up to 2 hours

More than 2 hours, up to $2\frac{1}{2}$ hours

More than $2\frac{1}{2}$ hours, up to 3 hours

More than 3 hours

IF4, IF5

CARD C

Extremely unsuccessful	Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful	Extremely successful
00	01	02	03	04	05	06

IF6

CARD D

**Extremely
slowly**

**Very
slowly**

**Rather
slowly**

**Neither
slowly nor
quickly**

**Rather
quickly**

**Very
quickly**

**Extremely
quickly**

00

01

02

03

04

05

06

CARD E

never

hardly ever

rarely

occasionally

sometimes

half of the time

more often than not

often

very often

almost always

always

IF10, IF11, IF12

CARD F

**Not at all
likely**

1

**Not very
likely**

2

Likely

3

Very likely

4

CARD G

Very unsuccessful	Rather unsuccessful	Neither unsuccessful nor successful	Rather successful	Very successful
0	1	2	3	4

CARD H

**Very
slowly**

**Rather
slowly**

**Neither
slowly nor
quickly**

**Rather
quickly**

**Very
quickly**

0

1

2

3

4

CARD I

Almost never	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
Almost always	10

IF19, IF20, IF21

CARD J

Very unlikely	1
	2
	3
Very likely	4

CARD K

Not at all

Very little

Not much

Much

Very much

CARD L

Definitely not

Probably not

Not sure either way

Probably

Definitely

CARD M

Not at all

Very little

Not much

Much

Very much

CARD N

Not at all confident

A little confident

Not sure either way

Quite confident

Very confident

Completely confident

CARD O

No time at all

Less than $\frac{1}{2}$ hour

$\frac{1}{2}$ hour to 1 hour

More than 1 hour, up to $1\frac{1}{2}$ hours

More than $1\frac{1}{2}$ hours, up to 2 hours

More than 2 hours, up to $2\frac{1}{2}$ hours

More than $2\frac{1}{2}$ hours, up to 3 hours

More than 3 hours, up to 4 hours

More than 4 hours, up to 5 hours

More than 5 hours, up to 6 hours

More than 6 hours

CARD P

No time at all

Less than 15 minutes

15 minutes up to $\frac{1}{2}$ hour

More than $\frac{1}{2}$ hour up to 45 minutes

More than 45 minutes, up to 1 hour

More than 1 hour, up to $1\frac{1}{2}$ hours

More than $1\frac{1}{2}$ hours, up to 2 hours

More than 2 hours, up to $2\frac{1}{2}$ hours

More than $2\frac{1}{2}$ hours, up to 3 hours

More than 3 hours

CARD Q

No time at all

Less than $\frac{1}{2}$ hour

$\frac{1}{2}$ hour to 1 hour

More than 1 hour, up to $1\frac{1}{2}$ hours

More than $1\frac{1}{2}$ hours, up to 2 hours

More than 2 hours, up to $2\frac{1}{2}$ hours

More than $2\frac{1}{2}$ hours, up to 3 hours

More than 3 hours, up to 4 hours

More than 4 hours, up to 5 hours

More than 5 hours, up to 6 hours

More than 6 hours

CARD R

No time at all

Less than 15 minutes

15 minutes up to ½ hour

More than ½ hour up to 45 minutes

More than 45 minutes, up to 1 hour

More than 1 hour, up to 1½ hours

More than 1½ hours, up to 2 hours

More than 2 hours, up to 2½ hours

More than 2½ hours, up to 3 hours

More than 3 hours

CARD S

No time at all

Less than $\frac{1}{2}$ hour

$\frac{1}{2}$ hour to 1 hour

More than 1 hour, up to $1\frac{1}{2}$ hours

More than $1\frac{1}{2}$ hours, up to 2 hours

More than 2 hours, up to $2\frac{1}{2}$ hours

More than $2\frac{1}{2}$ hours, up to 3 hours

More than 3 hours, up to 4 hours

More than 4 hours, up to 5 hours

More than 5 hours, up to 6 hours

More than 6 hours