

**European Social Survey Central Co-ordinating Team**

# **EUROPEAN SOCIAL SURVEY**

**Round 6**

**2012**

**Codice SI321**



## **ADPSS-SOCIODATA**

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**SOURCE  
QUESTIONNAIRE  
AMENDMENT 01**

**(Round 6, 2012/13)**

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	Q#	Topics
Core	A1 –A5	Television watching; social trust
Core	B1 – B34	Politics, including: political interest, trust, electoral and other forms of participation, party allegiance, socio-political orientations
Core	C1 – C28	Subjective wellbeing, social exclusion, religion, perceived discrimination, national and ethnic identity, immigration
Rotating module	D1-D39	Personal and social wellbeing, helping others, feelings in the last week, life satisfaction, physical activity
Rotating module	E1-E45	Understandings and evaluation of different elements of democracy
Core	F1 – F60	Socio-demographic profile, including: household composition, sex, age, marital status, type of area, education & occupation of respondent, partner, parents, union membership and income.
Supplementary	Section H	Human values scale
Supplementary	Section I	Test questions
Interviewer questionnaire	Section J	Interviewer self-completion questions

Core questions or annotations that have changed since Round 5 are marked with ^.

Some questions that belong to the module on Understanding of Democracy are placed in section B. These are marked with \*.

Some questions that belong to the module on Personal and Social Wellbeing are placed in section F. These are marked with \*\*.

**Some questions have been permanently cut from the core questionnaire from Round 6 onwards. The remaining core questions have been renumbered accordingly. Please refer to the separate document outlining correspondence between Round 5 and Round 6 question numbers for reference.**

Throughout the questionnaire, annotations (footnotes) are provided to aid translation and questionnaire implementation. In some cases 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. In other cases the annotations provide operational instructions. Annotations should NOT be translated. **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 these should not be read out or offered and must never appear on the showcard.

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

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

INTERVIEWER ENTER START TIME:     (Use 24 hour clock)

(START DATE AND TIME IN ALL COUNTRIES)

**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	<b>GO TO A3</b>
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	<b>ASK A2</b>
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 affairs<sup>1</sup>? 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

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<sup>1</sup> 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 CARD 2** Using this card, generally speaking, would you say that most people can be trusted, or that you can't be too careful<sup>2</sup> 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

**A4 CARD 3** Using this card, do you think that most people would try to take advantage<sup>3</sup> 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

**A5 CARD 4** Would you say that most of the time people try to be helpful<sup>4</sup> 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

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

<sup>2</sup> 'Can't be too careful': need to be wary or always somewhat suspicious.

<sup>3</sup> 'Take advantage': exploit or cheat; 'fair': in the sense of treat appropriately and straightforwardly.

<sup>4</sup> 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

**CARD 5** 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</i>	<i>(Don't know)</i>
<b>B2</b>	...[country]'s parliament?	00	01	02	03	04	05	06	07	08	09	10	88
<b>B3</b>	...the legal system?	00	01	02	03	04	05	06	07	08	09	10	88
<b>B4</b>	...the police?	00	01	02	03	04	05	06	07	08	09	10	88
<b>B5</b>	...politicians?	00	01	02	03	04	05	06	07	08	09	10	88
<b>B6</b>	...political parties?	00	01	02	03	04	05	06	07	08	09	10	88
<b>B7</b>	...the European Parliament?	00	01	02	03	04	05	06	07	08	09	10	88
<b>B8</b>	...the United Nations?	00	01	02	03	04	05	06	07	08	09	10	88

**B9** Some people don't vote nowadays for one reason or another.  
Did you vote in the last [country] national<sup>5</sup> election in [month/year]?

Yes	1	<b>ASK B10</b>
No	2	
Not eligible to vote	3	<b>GO TO B11</b>
(Don't know)	8	

<sup>5</sup> This refers to the last election of a country's primary legislative assembly.

**ASK IF YES AT B9 (code 1)**

**B10** 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 ( <b>WRITE IN</b> ) _____	07
(Refused)	77
(Don't know)	88

**ASK ALL**

There are different ways of trying to improve things in [country] or help prevent<sup>6</sup> 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)
<b>B11</b>	...contacted a politician, government or local government official?	1	2	8
<b>B12</b>	...worked in a political party or action group?	1	2	8
<b>B13</b>	...worked in another organisation or association?	1	2	8
<b>B14</b>	...worn or displayed a campaign badge/sticker?	1	2	8
<b>B15</b>	...signed a petition?	1	2	8
<b>B16</b>	...taken part in a lawful public demonstration?	1	2	8
<b>B17</b>	...boycotted certain products?	1	2	8

**ASK ALL**

**B18a** Is there a particular political party you feel closer<sup>7</sup> to than all the other parties?

Yes	1	<b>ASK B18b</b>
No	2	<b>GO TO B18d</b>
(Don't know)	8	

<sup>6</sup> 'Help prevent things going wrong' in the sense of help prevent serious problems arising.

<sup>7</sup> "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.

ASK IF YES AT B18a (code 1)

<b>B18b</b> Which one? [Country-specific codes]	
Conservative	01
Labour	02
Liberal Democrat	03
Scottish National Party	04
Plaid Cymru	05
Green Party	06
Other ( <b>WRITE IN</b> ) _____	07
(Refused)	77
(Don't know)	88

**ASK B18c**

**GO TO B18d**

**ASK IF PARTY GIVEN AT B18b (codes 01 to 07)**  
**B18c** 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

**\*B18d<sup>8</sup> CARD 6** How important is it for you to live in a country that is governed democratically? Choose your answer from this card where 0 is not at all important and 10 is extremely<sup>9</sup> important.

<b>Not at all important</b>										<b>Extremely important</b>		<b>(Don't Know)</b>
00	01	02	03	04	05	06	07	08	09	10	88	

<sup>8</sup> **NEW QUESTION** PART OF ROUND 6 ROTATING MODULE ON DEMOCRACY  
<sup>9</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

7



**\*B18e<sup>10</sup> CARD 7** How democratic do you think [country] is overall? Choose your answer from this card where 0 is not at all democratic and 10 is completely<sup>11</sup> democratic.

Not at all democratic										Completely democratic	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

**B19 CARD 8** 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

**B20 CARD 9** All things considered, how satisfied are you with your life as a whole nowadays? Please answer using this card, where 0 means extremely<sup>12</sup> 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

**B21 STILL CARD 9** 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

<sup>10</sup> **NEW QUESTION** PART OF ROUND 6 ROTATING MODULE ON DEMOCRACY

<sup>11</sup> ‘completely’ in the sense of ‘an ending point on the scale where nothing can go beyond it. This might be represented also by ‘extremely’, ‘fully’, ‘absolutely’, ‘totally’, etc.

<sup>12</sup> Please note that for CORE items using ‘extremely’ or ‘completely’, the same translation should be used as in previous rounds. This applies throughout sections A, B, C and F. If translators are unsure, contact [ess\\_translate@gesis.org](mailto:ess_translate@gesis.org).

**B22 STILL CARD 9** Now thinking about the [country] government<sup>13</sup>, 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

**B23 STILL CARD 9** And on the whole, how satisfied are you with the way democracy<sup>14</sup> 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

**B24 CARD 10** Now, using this card, please say what you think overall about the state of education<sup>15</sup> in [country] nowadays?

Extremely bad											Extremely good	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10		88

**B25 STILL CARD 10** 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

<sup>13</sup> The people now governing, the present regime.

<sup>14</sup> The democratic system 'in practice' is meant, as opposed to how democracy 'ought' to work.

<sup>15</sup> The "state of education" (see too, "state of health services" in B25) covers issues of quality, access and effectiveness/efficiency.

**CARD 11** 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)
B26	The government should take measures to reduce differences in income levels.	1	2	3	4	5	8
B27	Gay men and lesbians should be free to live their own life as they wish <sup>16</sup> .	1	2	3	4	5	8

**B28<sup>17</sup> CARD 12** Now thinking about the European Union, some say European unification<sup>18</sup> should go further. Others say it has already gone too far. Using this card, what number on the scale best describes your position?

Unification has already gone too far										Unification should go further	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

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

**B29 CARD 13** Now, using this card, to what extent do you think [country] should<sup>19</sup> allow people of the same race or ethnic group as most [country]'s people to come and live here<sup>20</sup>?

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

<sup>16</sup> Freedom of lifestyle is meant, 'free/entitled to live as gays and lesbians'.  
<sup>17</sup> This question was excluded in Round 5, but has been reinstated from Round 6 onwards.  
<sup>18</sup> "Unification" refers to further integration rather than further enlargement.  
<sup>19</sup> 'Should' in the sense of 'ought to'; not in the sense of 'must'.  
<sup>20</sup> 'Here' = country throughout these questions.

**B30 STILL CARD 13** 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

**B31 STILL CARD 13** 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

**B32 CARD 14** 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

**B33 CARD 15** 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

**B34 CARD 16** 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	

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 17** 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 18** Using this card, how often do you meet socially<sup>21</sup> 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^ CARD 19** How many people, if any, are there with whom you can discuss intimate and personal<sup>22</sup> matters? Choose your answer from this card.

None	00
1	01
2	02
3	03
4-6	04
7-9	05
10 or more	06
(Don't know)	88

<sup>21</sup> 'Meet socially' implies meet by choice rather than for reasons of either work or pure duty.

<sup>22</sup> 'Intimate' implies things like sex or family matters; 'personal' could include work or occupational issues as well. Note that this item has changed since Round 5, now asking for the *number of people* rather than if there is anyone. Translation should closely reflect the translation used in previous rounds.

**C4 CARD 20** Compared to other people of your age,  
how often would you say you take part in social activities<sup>23</sup>?  
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

**C5** Have you or a member of your household been the victim of  
a burglary or assault<sup>24</sup> 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 area<sup>25</sup> after dark? Do – or would – you feel... **READ OUT...**

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

**The next set of questions are about yourself.**

**C7** How is your health<sup>26</sup> 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

<sup>23</sup> Events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty.

<sup>24</sup> Physical assault.

<sup>25</sup> Respondent's local area or neighbourhood.

<sup>26</sup> Physical and mental health.

**C8** Are you hampered<sup>27</sup> 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

**C9** Do you consider yourself as belonging to<sup>28</sup> any particular religion or denomination?

Yes	1	<b>ASK C10</b>
No	2	<b>GO TO C11</b>
(Don't know)	8	

**C10** Which one? [Can be asked as a country-specific question. To be recoded into the ESS coding frame below]

Roman Catholic	01	<b>GO TO C13</b>
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 C10

The set of country specific categories that are listed in the 'Consultation outcomes' for religion on the ESS6 Intranet should be made available to interviewers. Use of a showcard at C10 is optional.

**ASK IF NO RELIGION/DENOMINATION OR DON'T KNOW AT C9 (codes 2 or 8 at C9)**

**C11** Have you ever considered yourself as belonging to any particular religion or denomination?

Yes	1	<b>ASK C12</b>
No	2	<b>GO TO C13</b>
(Don't know)	8	

<sup>27</sup> 'Hampered' = limited, restricted in your daily activities.

<sup>28</sup> Identification is meant, not official membership.



**ASK IF YES AT C11 (code 1)**

**C12** 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 C12**

The set of country specific categories that are listed in the 'Consultation outcomes' for religion on the ESS6 Intranet should be made available to interviewers. Use of a showcard at C12 is optional.

**ASK ALL**

**C13 CARD 21** 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

**C14 CARD 22** 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

**C15 STILL CARD 22** 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**

**C16** Would you describe yourself as being a member of a group that is discriminated against in this country?

Yes	1	<b>ASK C17</b>
No	2	<b>GO TO C18</b>
(Don't know)	8	

**C17** 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 ( <b>WRITE IN</b> ) _____	10
(Don't know)	88

**ASK ALL**

**C18** Are you a citizen of [country]?

Yes	1	<b>GO TO C20</b>
No	2	<b>ASK C19</b>
(Don't know)	8	

**ASK IF NO OR DONT KNOW AT C18 (codes 2 or 8)****C19** What citizenship do you hold?**[to be coded into pre-specified ISO 3166-1 (2-character)]****WRITE IN** \_\_\_\_\_

(Don't know) 88

**ASK ALL****C20** Were you born in [country]?

Yes

1

**GO TO C23**

No

2

**ASK C21**

(Don't know)

8

**GO TO C23****C21** In which country were you born?**[to be coded into pre-specified ISO 3166-1 (2-character)]****WRITE IN** \_\_\_\_\_

(Don't know) 88

**C22** 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)]****C23** What language or languages do you speak most often at home?**WRITE IN UP TO 2 LANGUAGES** \_\_\_\_\_

\_\_\_\_\_

(Don't know) 888

**C24** Do you belong<sup>29</sup> to a minority ethnic group in [country]?

Yes

1

No

2

(Don't know)

8

<sup>29</sup> "Belong" refers to attachment or identification.

**C25** Was your father born in [country]?

Yes	1	<b>GO TO C27</b>
No	2	<b>ASK C26</b>
(Don't know)	8	<b>GO TO C27</b>

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

**C26** In which country was your father born?

**WRITE IN** \_\_\_\_\_  
(Don't know) 88

**ASK ALL**

**C27** Was your mother born in [country]?

Yes	1	<b>GO TO D1</b>
No	2	<b>ASK C28</b>
(Don't know)	8	<b>GO TO D1</b>

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

**C28** In which country was your mother born?

**WRITE IN** \_\_\_\_\_  
(Don't know) 88

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

**ASK ALL**

**D1 CARD 23** In the past 12 months, how often did you get involved in work for voluntary or charitable organisations?  
Please use this card.

At least once a week	01
At least once a month	02
At least once every three months	03
At least once every six months	04
Less often	05
Never	06
(Don't know)	88

Now we want to ask you some questions about how you feel about yourself and your life.

**CARD 24** Using this card, please say how much 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)
<b>D2</b>	I'm always optimistic about my <sup>30</sup> future.	1	2	3	4	5	8
<b>D3</b>	In general I feel very positive about myself.	1	2	3	4	5	8
<b>D4</b>	At times I feel as if I am a failure.	1	2	3	4	5	8

<sup>30</sup> New footnote for a Round 3 item being repeated in Round 6: The translation of 'my' must refer to the respondent's personal future and not the future in general. If the translation used in Round 3 did not reflect this countries should contact the Translation team for further guidance.

**CARD 25** I will now read out a list of the ways you might have felt or behaved during the past week. Using this card, please tell me how much of the time during the past week...**READ OUT...**

		None or almost none of the time	Some of the time	Most of the time	All or almost all of the time	(Don't know)
<b>D5</b>	...you felt depressed?	1	2	3	4	8
<b>D6</b>	...you felt that everything you did was an effort?	1	2	3	4	8
<b>D7</b>	...your sleep was restless?	1	2	3	4	8
<b>D8</b>	...you were happy?	1	2	3	4	8
<b>D9</b>	...you felt lonely?	1	2	3	4	8
<b>D10</b>	...you enjoyed life?	1	2	3	4	8
<b>D11</b>	...you felt sad?	1	2	3	4	8
<b>D12</b>	...you could not get going <sup>31</sup> ?	1	2	3	4	8

And please tell me how much of the time during the past week... **READ OUT...**

<b>D13</b>	...you had a lot of energy?	1	2	3	4	8
<b>D14</b>	...you felt anxious?	1	2	3	4	8
<b>D15</b>	...you felt calm and peaceful?	1	2	3	4	8

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<sup>31</sup> 'could not get going' in the sense of 'felt lethargic and lacked motivation'.

**CARD 26** Using this card, please tell me 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)
<b>D16</b>	I feel I am free to decide for myself how to live my life.	1	2	3	4	5	8
<b>D17</b>	In my daily life I get very little chance to show how capable I am.	1	2	3	4	5	8
<b>D18</b>	Most days I feel a sense of accomplishment from what I do.	1	2	3	4	5	8
<b>D19</b>	When things go wrong in my life, it generally takes me a long time to get back to normal.	1	2	3	4	5	8

**CARD 27** Using this card, please tell me to what extent...**READ OUT...**

		Not at all						A great deal <sup>32</sup>	(Don't know)
<b>D20</b>	...you learn new things in your life?	00	01	02	03	04	05	06	88
<b>D21</b>	...you feel that people in your local area <sup>33</sup> help one another?	00	01	02	03	04	05	06	88
<b>D22</b>	...you feel that people treat you with respect?	00	01	02	03	04	05	06	88

<sup>32</sup> 'A great deal' means 'a large amount' and 'very much'.

<sup>33</sup> Respondent's local area or neighbourhood

**CARD 28** 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)
<b>D23</b>	I generally feel that what I do in my life is valuable and worthwhile <sup>34</sup> .	1	2	3	4	5	8
<b>D24</b>	The way things are now, I find it hard to be hopeful about the future of the world.	1	2	3	4	5	8
<b>D25</b>	There are lots of things I feel I am good at.	1	2	3	4	5	8
<b>D26</b>	For most people in [country] life is getting worse rather than better.	1	2	3	4	5	8
<b>D27</b>	I feel close to <sup>35</sup> the people in my local area.	1	2	3	4	5	8

**D28 CARD 29** To what extent do you make time<sup>36</sup> to do the things you really want to do? Please use this card where 0 is not at all and 10 is completely<sup>37</sup>.

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

**D29 STILL CARD 29** To what extent do you feel appreciated<sup>38</sup> by the people you are close to<sup>39</sup>? Please use the same card.

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

<sup>34</sup> 'worthwhile' means 'beneficial to others'.

<sup>35</sup> 'close to' means 'identify with', 'feel attached to'

<sup>36</sup> 'to make time' in the sense of 'to allow yourself time' or 'to put aside time', which is used to do something specific.

<sup>37</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc.

<sup>38</sup> 'appreciated' in the sense of 'valued, recognised, respected and acknowledged'.

<sup>39</sup> 'close to' in the sense of 'emotionally close' rather than 'physically close'.



**D30 CARD 30** How difficult or easy do you find it to deal with<sup>40</sup> important<sup>41</sup> problems that come up in your life? Please use this card where 0 is extremely<sup>42</sup> difficult and 10 is extremely easy.

Extremely difficult										Extremely easy	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

Please use **CARD 31** for the next three questions. How much of the time would you generally say you are...**READ OUT...**

		None of the time										All of (Don't the know) time	
D31	...interested in what you are doing?	00	01	02	03	04	05	06	07	08	09	10	88
D32	...absorbed <sup>43</sup> in what you are doing?	00	01	02	03	04	05	06	07	08	09	10	88
D33	...enthusiastic about what you are doing?	00	01	02	03	04	05	06	07	08	09	10	88

**D34 CARD 32** On a typical day, how often do you take notice of<sup>44</sup> and appreciate<sup>45 46</sup> your surroundings<sup>47</sup>?

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

<sup>40</sup> 'to deal with' in the sense of 'to handle'  
<sup>41</sup> 'important' in the sense of 'major' or 'significant'  
<sup>42</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.  
<sup>43</sup> 'absorbed' in the sense of 'focused or involved'  
<sup>44</sup> 'take notice of' in the sense of 'become aware of'  
<sup>45</sup> Both actions MUST be translated, that is, 'take notice of' and 'appreciate'; please use two verbs in your language.  
<sup>46</sup> 'appreciate' in the sense of 'value'  
<sup>47</sup> 'surroundings' whether physical or social

**D35 CARD 33** To what extent do you feel that you have a sense of direction<sup>48</sup> in your life? Please use this card where 0 is not at all and 10 is completely<sup>49</sup>.

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

**D36 CARD 34** To what extent do you receive help and support<sup>50</sup> from people you are close to<sup>51</sup> when you need it? Please use this card where 0 is not at all and 6 is completely.

Not at all						Completely	(Don't know)
00	01	02	03	04	05	06	88

**D37 STILL CARD 34** And to what extent do you provide help and support<sup>52</sup> to people you are close to<sup>53</sup> when they need it?

Not at all						Completely	(Don't know)
00	01	02	03	04	05	06	88

<sup>48</sup> 'sense of direction' – a feeling or an idea of how someone would like their life to be in the future

<sup>49</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc. This also applies at D36 and D37.

<sup>50</sup> 'help and support' whether emotional or material.

<sup>51</sup> 'close to' in the sense of 'emotionally close' rather than 'physically close'.

<sup>52</sup> 'help and support' whether emotional or material.

<sup>53</sup> 'close to' in the sense of 'emotionally close' rather than 'physically close'.

**D38 CARD 35** There are people who tend to be<sup>54</sup> towards the top of our society and people who tend to be towards the bottom. On this card there is a scale that runs from top to bottom. Where would you place yourself on this scale nowadays?

Top of our society	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
Bottom of our society	0	

(Don't Know) 88

**D39 CARD 36** Using this card, please tell me on how many of the last 7 days you were physically active continuously for 20 minutes or longer?  
**INTERVIEWER NOTE: include household tasks such as housework or gardening if mentioned, as long as performed for 20 minutes or longer.**

No days	00
One day	01
Two days	02
Three days	03
Four days	04
Five days	05
Six days	06
Seven days	07
(Don't know)	88

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

<sup>54</sup> 'tend to be' in the sense of 'are generally'.

Now some questions about democracy. Later on I will ask you about how democracy is working in [country]. First, however, I want you to think instead about how important you think different things are for democracy in general. There are no right or wrong answers so please just tell me what you think.

# **ASK ALL**

**CARD 37** Using this card, please tell me how important you think it is for democracy in general...**READ OUT...**

		Not at all important for democracy in general <sup>55</sup>										Extremely <sup>56</sup> important for democracy in general	(Don't know)
		00	01	02	03	04	05	06	07	08	09	10	88
<b>E1<sup>57</sup></b>	...that national elections <sup>58</sup> are free and fair <sup>59</sup> ?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E2</b>	...that voters discuss politics with people they know before deciding how to vote?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E3</b>	...that different political parties <sup>60</sup> offer clear alternatives to one another?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E4</b>	...that opposition parties <sup>61</sup> are free to <sup>62</sup> criticise <sup>63</sup> the government?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E5</b>	...that the media are free to <sup>64</sup> criticise <sup>65</sup> the government?	00	01	02	03	04	05	06	07	08	09	10	88

<sup>55</sup> The full scale and the end labels MUST appear on the showcard

<sup>56</sup> 'extremely' in the sense of 'an end point on the scale where nothing can go beyond it. This might also be represented by 'completely', 'fully', 'absolutely', 'totally', etc. This applies to all references to 'extremely' throughout section E.

<sup>57</sup> For items E1 – E16 and items E31, E32, E34, E36, E37, E39, E41, E42 and E44, countries should ensure that their translation does not make reference to country-specific terms.

<sup>58</sup> 'national elections' refers to national elections for a country's primary legislative assembly. Under no circumstances should the actual name of a national parliament be included in this question

<sup>59</sup> Both senses – 'free and fair' – MUST be expressed in all translations; this can be done by using one or two adjectives or by using an idiomatic expression, if this exists.

<sup>60</sup> Countries should refer to 'candidates' instead of or in addition to 'political parties' if this is more appropriate

<sup>61</sup> 'opposition parties' in the sense of 'parties which are in the legislature but are not part of the government'; if a country does not have 'opposition parties' they should refer instead to 'political parties'.

<sup>62</sup> 'are free to' in the sense of 'are allowed to'

<sup>63</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>64</sup> 'are free to' in the sense of 'are allowed to'

<sup>65</sup> 'criticise' in the sense of 'contest' or 'dispute' rather than 'being able to disrupt'

**STILL CARD 37** And still thinking generally rather than about [country], how important do you think it is for democracy in general...**READ OUT...**

		Not at all important for democracy in general <sup>66</sup>										Extremely important for democracy in general	(Don't know)
<b>E6</b>	...that the media provide citizens with reliable <sup>67</sup> information to judge <sup>68</sup> the government?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E7</b>	...that the rights of minority groups are protected?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E8</b>	...that citizens have the final say on the most important political issues by voting on them directly in referendums?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E9</b>	....that immigrants <sup>69</sup> only get the right to vote in national elections <sup>70</sup> once they become citizens?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E10</b>	...that the courts treat <sup>71</sup> everyone the same <sup>72</sup> ?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E11</b>	...that the courts are able to stop the government acting beyond its authority?	00	01	02	03	04	05	06	07	08	09	10	88

<sup>66</sup> The full scale and the end labels MUST appear on the showcard

<sup>67</sup> 'reliable' in the sense of 'accurate'

<sup>68</sup> 'judge' in the sense of 'to assess' or 'evaluate' any aspect of the government

<sup>69</sup> 'immigrants' in the sense of 'people who come to live in one country from another country'

<sup>70</sup> 'national elections' refers to national elections for the country's primary legislative assembly. Under no circumstances should the actual name of a national parliament be included in this question

<sup>71</sup> 'treat' in the sense of 'deal with'

<sup>72</sup> 'the same' in the sense of 'exactly the same way in the same situation'

**STILL CARD 37** And still thinking generally rather than about [country], how important do you think it is for democracy in general!...**READ OUT**...

		Not at all important for democracy in general <sup>73</sup>										Extremely important for democracy in general	(Don't know)
<b>E12</b>	...that governing parties are punished in elections <sup>74</sup> when they have done a bad job?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E13</b>	...that the government protects all citizens against poverty?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E14</b>	...that the government explains its decisions to voters?	00	01	02	03	04	05	06	07	08	09	10	88
<b>E15</b>	...that the government takes measures to reduce differences in income levels?	00	01	02	03	04	05	06	07	08	09	10	88

**(STILL CARD 37)** And how important do you think it is for democracy in general!...**READ OUT**...

		Not at all important for democracy in general <sup>75</sup>										Extremely important for democracy in general	(Don't know)
<b>E16</b>	...that politicians take into account the views of other European <sup>76</sup> governments before making decisions?	00	01	02	03	04	05	06	07	08	09	10	88

<sup>73</sup> The full scale and the end labels MUST appear on the showcard

<sup>74</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'

<sup>75</sup> The full scale and the end labels MUST appear on the showcard

<sup>76</sup> 'European' in the sense of geographically, not only EU countries

Now some questions about the same topics, but this time about how you think democracy is working in [country] today<sup>77</sup>. Again, there are no right or wrong answers, so please just tell me what you think.

**CARD 38** Using this card, please tell me to what extent you think each of the following statements applies in [country]. 0 means you think the statement does not apply at all and 10 means you think it applies completely<sup>78</sup>. **READ OUT EACH STATEMENT AND CODE IN THE GRID.**

		Does not apply at all										Applies completely	(Don't know)
E17	National elections <sup>79</sup> in [country] are free and fair <sup>80</sup> .	00	01	02	03	04	05	06	07	08	09	10	88
E18	Voters in [country] discuss politics with people they know before deciding how to vote.	00	01	02	03	04	05	06	07	08	09	10	88
E19	Different political parties <sup>81</sup> in [country] offer clear alternatives to one another.	00	01	02	03	04	05	06	07	08	09	10	88
E20	Opposition parties <sup>82</sup> in [country] are free to <sup>83</sup> criticise <sup>84</sup> the government <sup>85</sup> .	00	01	02	03	04	05	06	07	08	09	10	88
E21	The media in [country] are free to <sup>86</sup> criticise <sup>87</sup> the government.	00	01	02	03	04	05	06	07	08	09	10	88

<sup>77</sup> For items E17 – E30 and E33, E35, E40, E43 and E45, country specific terms can be used where appropriate, whilst ensuring functional equivalence with the British English source questionnaire.

<sup>78</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc. This applies throughout section E.

<sup>79</sup> 'National elections' refers to national elections for the country's primary legislative assembly

<sup>80</sup> Both senses – 'free and fair' – MUST be expressed in all translations; this can be done by using one or two adjectives or by using an idiomatic expression, if this exists in your language.

<sup>81</sup> Countries should refer to 'candidates' instead of or in addition to 'political parties' if this is more appropriate

<sup>82</sup> 'opposition parties' in the sense of 'parties which are in the legislature but are not part of the government'; if a country does not have 'opposition parties' they should refer instead to 'political parties'

<sup>83</sup> 'are free to' in the sense of 'are allowed to'

<sup>84</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>85</sup> A country specific word for 'the government' may be used here if appropriate. This applies to E20, E21, E27, E28, E29, E38, E40, E43 and E45.

<sup>86</sup> 'are free to' in the sense of 'are allowed to'

<sup>87</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

**(STILL CARD 38)** Using the same card please tell me to what extent you think each of these statements applies in [country]. **READ OUT EACH STATEMENT AND CODE IN THE GRID.**

		Does not apply at all										Applies (Don't completely know)	
		00	01	02	03	04	05	06	07	08	09	10	88
<b>E22</b>	The media in [country] provide citizens with reliable <sup>88</sup> information to judge <sup>89</sup> the government.												
<b>E23</b>	The rights of minority groups in [country] are protected.												
<b>E24</b>	Citizens in [country] have the final say on the most important political issues by voting on them directly in referendums.												
<b>E25</b>	The courts in [country] treat <sup>90</sup> everyone the same <sup>91</sup> .												

<sup>88</sup> 'reliable' in the sense of 'accurate'

<sup>89</sup> 'judge' in the sense of 'assess' or 'evaluate' any aspect of governments

<sup>90</sup> 'treat' in the sense of 'deal with'

<sup>91</sup> 'the same' in the sense of 'exactly the same way in the same situation'



**(STILL CARD 38)** And using the same card please tell me to what extent you think each of these statements applies in [country]. **READ OUT EACH STATEMENT AND CODE IN THE GRID.**

		Does not apply at all										Applies (Don't completely know)	
		00	01	02	03	04	05	06	07	08	09	10	88
<b>E26</b>	Governing parties in [country] are punished in elections <sup>92</sup> when they have done a bad job.												
<b>E27</b>	The government in [country] protects all citizens against poverty.												
<b>E28</b>	The government in [country] explains its decisions to voters.												
<b>E29</b>	The government in [country] takes measures to reduce differences in income levels.												

**(STILL CARD 38)** And to what extent does this statement apply in [country]?

		Does not apply at all										Applies (Don't completely know)	
		00	01	02	03	04	05	06	07	08	09	10	88
<b>E30</b>	Politicians in [country] take into account the views of other European <sup>93</sup> governments before making decisions.												

<sup>92</sup> 'Punished in elections' in the sense of 'getting fewer votes than in the previous election'

<sup>93</sup> 'European' in the sense of geographically, not only EU countries

CARD 39

At the next questions, I'll first ask you to choose between two options. Then I'll ask how important you think your choice is for democracy in general. Finally, I'll ask you to think about this issue in [country] today. Remember, there are no right or wrong answers, so please just tell me what you think.

E31 (CARD 39) There are differing opinions on whether or not everyone should be free to<sup>94</sup> express their political views openly in a democracy, even if they are extreme<sup>95</sup>. Which one of the statements on this card describes what you think is best for democracy in general?

INTERVIEWER: CODE ONE ANSWER ONLY.

IF CODE 1, 2 OR 8 NOT MENTIONED EXPLICITLY, PROBE ONCE:  
'PLEASE TRY TO CHOOSE AN ANSWER FROM THIS CARD THAT BEST MATCHES YOUR OPINION'.

Everyone should be free to express their political views openly, even if they are extreme	1	ASK E32
Those who hold extreme political views should be prevented from expressing them openly	2	GO TO E34
(It depends on the circumstances)	5	GO TO E33
(Don't know)	8	

ASK IF CODE 1 AT E31

E32 CARD 40 How important do you think it is for democracy in general that everyone is free to express their political views openly, even if they are extreme? Please use this card.

Not at all important for democracy in general										Extremely important for democracy in general	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

<sup>94</sup> 'are free to' in the sense of 'are allowed to'  
<sup>95</sup> 'extreme' in the sense of 'far from moderate'

**ASK IF CODE 1, 5 OR 8 AT E31**

**E33 CARD 41** Using this card, to what extent do you think everyone in [country] today is free to express their political views openly, even if they are extreme?

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

**GO TO E36**

**ASK IF CODE 2 AT E31**

**E34 CARD 40** How important do you think it is for democracy in general that those who hold extreme political views are prevented from expressing them openly? Please use this card.

Not at all important for democracy in general										Extremely important for democracy in general	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

**E35 CARD 41** Using this card, to what extent do you think those who hold extreme political views in [country] today are prevented from expressing them openly?

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

ASK ALL

E36 CARD 42 Sometimes the government disagrees with what most people think is best for the country. Which one of the statements on this card describes what you think is best for democracy in general?

INTERVIEWER: CODE ONE ANSWER ONLY.

IF CODE 1, 2 OR 8 NOT MENTIONED EXPLICITLY, PROBE ONCE:  
'PLEASE TRY TO CHOOSE AN ANSWER FROM THIS CARD THAT BEST MATCHES YOUR OPINION'.

The government should <u>change</u> its planned policies in response to what most people think	1	ASK E37
The government should <u>stick to</u> <sup>96</sup> its planned policies regardless of what most people think	2	GO TO E39
(It depends on the circumstances)	5	GO TO E38
(Don't know)	8	

ASK IF CODE 1 AT E36

E37 CARD 43 How important do you think it is for democracy in general that the government changes its planned policies in response to what most people think? Please use this card.

Not at all important for democracy in general										Extremely important for democracy in general	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

ASK IF CODE 1, 5 OR 8 AT E36

E38 CARD 44 Using this card, please tell me how often you think the government in [country] today changes its planned policies in response to what most people think?

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

GO TO E41

<sup>96</sup> 'stick to' in the sense of 'not change'

**ASK IF CODE 2 AT E36**

**E39 CARD 43** How important do you think it is for democracy in general that the government sticks to its planned policies regardless of what most people think? Please use this card.

Not at all important for democracy in general										Extremely important for democracy in general	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

**E40 CARD 44** Using this card, please tell me how often you think the government in [country] today sticks to its planned policies regardless of what most people think?

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

**ASK ALL**

**E41 CARD 45** The government in some countries is formed by<sup>97</sup> a single party; in other countries by two or more parties in coalition. Which option on this card describes what you think is best for democracy in general?

**INTERVIEWER: CODE ONE ANSWER ONLY.**

**IF CODE 1, 2 OR 8 NOT MENTIONED EXPLICITLY, PROBE ONCE:  
'PLEASE TRY TO CHOOSE AN ANSWER FROM THIS CARD  
THAT BEST MATCHES YOUR OPINION'.**

A single party forms the government	1	ASK E42
Two or more parties in coalition form the government	2	GO TO E44
(It depends on the circumstances)	5	GO TO E45
(Don't know)	8	

<sup>97</sup> 'formed by' in the sense of 'made up of'

**ASK IF CODE 1 AT E41**

**E42 CARD 46** How important do you think it is for democracy in general that the government is formed by a single party? Please use this card.

Not at all  
important for  
democracy  
in general

Extremely  
important for  
democracy  
in general

(Don't  
Know)

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

**E43 CARD 47** Now for the last question on this topic. Using this card, please tell me how often you think the government in [country] is formed by a single party?

Never

Always

(Don't  
Know)

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

**GO TO END TIME SECTION E**

**ASK IF CODE 2 AT E41**

**E44 CARD 46** How important do you think it is for democracy in general that the government is formed by two or more parties in coalition? Please use this card.

Not at all  
important for  
democracy  
in general

Extremely  
important for  
democracy  
in general

(Don't  
Know)

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

**ASK IF CODE 2, 5 OR 8 AT E41**

**E45 CARD 47** Now for the last question on this topic. Using this card, please tell me how often you think the government in [country] is formed by two or more parties in coalition?

Never

Always

(Don't  
Know)

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

**ENTER END TIME OF SECTION E:**     (Use 24 hour clock)

(END time for CAPI countries only)

**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 48** 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
<b>OPTIONAL:</b> <b>First Name or initial</b>						
<b>F2 Sex</b>						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
<b>F3 Year born</b>						
<b>F4 Relationship</b>						
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
<b>OPTIONAL:</b> <b>First Name or initial</b>						
<b>F2 Sex</b>						
Male	1	1	1	1	1	1
Female	2	2	2	2	2	2
<b>F3 Year born</b>						
<b>F4 Relationship</b>						
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)

ALL OTHERS

1	<b>ASK F6</b>
2	<b>GO TO F7</b>

**F6 CARD 49** You just told me that you live with your husband / wife / partner.Which one of the descriptions on this card describes your relationship to them<sup>98</sup>?

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

**NOTE ON CATEGORIES FOR F6 (CARD 49)**

The set of country specific categories that are applicable to F6 and are listed in the 'Consultation outcomes' for marital status on the ESS6 Intranet should be made available to interviewers.

**F7** And can I just check have you ever lived with a partner, without being married to them(or in a civil union)<sup>99</sup>?

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 union<sup>100</sup> dissolved?

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

**F9 INTERVIEWER CODE:**

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

ALL OTHERS

1	<b>CODE F10</b>
2	<b>GO TO F11</b>

<sup>98</sup> Note that these sentences should be translated to provide the same stimulus in ALL countries.

<sup>99</sup> 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.

<sup>100</sup> See footnote 99.

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

ALL OTHERS

2 **GO TO F12****ASK IF NOT LIVING WITH A HUSBAND / WIFE / PARTNER OR ARE COHABITING****F11 CARD 50** 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 CODE<sup>101</sup>**

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

**NOTE ON CATEGORIES FOR F11 (CARD 50)**

The set of country specific categories that are applicable to F11 and are listed in the 'Consultation outcomes' for marital status on the ESS6 Intranet should be made available to interviewers.

**CODE ALL****F12 INTERVIEWER REFER TO HOUSEHOLD GRID AND CODE:**RESPONDENT HAS CHILDREN LIVING AT HOME  
(code 02 at F4)1 **GO TO F14**

DOES NOT

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

<sup>101</sup> 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.

**ASK ALL**

**F14 CARD 51** 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].**

**F15 CARD 52** 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 a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
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		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 a general ISCED 3 programme without access to tertiary, but considered as level 3	completion	311
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

**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 53** 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 <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> <sup>102</sup>  | 07 |
| doing <u>housework, looking after children or other persons</u>                                       | 08 |
| (other)   | 09 |
| (Don't know)  | 88 |

**F17b INTERVIEWER CODE:**

MORE THAN ONE CODED AT F17a

ONLY ONE CODED AT F17a

1	<b>ASK F17c</b>
2	<b>GO TO F17d</b>

<sup>102</sup> This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

**ASK IF MORE THAN ONE CODED IN F17b (code 1)**

**F17c STILL CARD 53** 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> <sup>103</sup>	07
doing <u>housework, looking after children or other persons</u>	08
(other)	09
(Don't know)	88

**CODE ALL**

**F17d INTERVIEWER REFER TO F17a AND CODE:**

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

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

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

**F19** Have you ever had a paid job?

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

<sup>103</sup> This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

**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	<b>GO TO F23</b>
self-employed,	2	<b>GO TO F22</b>
or, working for your own family's business?	3	<b>GO TO F23</b>
(Don't know)	8	

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

**WRITE IN number of employees:**  **GO TO F24**

(Don't know) 88888

**ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW (codes 1, 3, 8 at F21)**

**F23** Do/did you have a work contract of...**READ OUT...**

... <u>unlimited</u> duration,	1
or, <u>limited</u> duration,	2
or, do/did you have <u>no contract</u> ?	3
(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 supervising<sup>104</sup> the work of other employees?

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

**ASK IF YES AT F25 (code 1)**  
**F26** How many people are/were you responsible for?

**WRITE IN:**

--	--	--	--	--

(Don't know) 88888

**ASK ALL WORKING/PREVIOUSLY WORKED**  
**CARD 54** 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)
<b>F27</b>	...to decide how your own daily work is/was organised?	00	01	02	03	04	05	06	07	08	09	10	88
<b>F28</b>	...to influence policy decisions about the activities of the organisation?	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

<sup>104</sup> "Supervising": intended in the sense of both monitoring and being responsible for the work of others.

47



**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

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


**F32 CARD 55** 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]

**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

**CODE ALL**

**\*\*F35a<sup>105</sup>** INTERVIEWER REFER TO F17d AND CODE:

RESPONDENT IN PAID WORK AT F17 <u>d</u> (code 01 at F17d).	1 ASK F35b
RESPONDENT NOT IN PAID WORK AT F17 <u>d</u> (code 02 at F17d).	2 GO TO F36

**\*\*F35b<sup>106</sup>**

**CARD 56** All things considered, how satisfied are you with your present job?  
**INTERVIEWER NOTE:** if more than one job, respondent should answer about their main job.

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

**\*\*F35c<sup>107</sup>**

**STILL CARD 56** 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?

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

**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

<sup>105</sup> **NEW INTERVIEWER CODE** PART OF ROUND 6 ROTATING MODULE ON PERSONAL AND SOCIAL WELLBEING

<sup>106</sup> **NEW QUESTION:** repeat item from Round 3; part of Round 6 rotating module on personal and social wellbeing.

<sup>107</sup> **NEW QUESTION:** repeat item from Round 3; part of Round 6 rotating module on personal and social wellbeing.

**ASK IF YES AT F36 (code 1)**

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

Yes	1
No	2
(Don't know)	8

**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 57** 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 58** 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 income<sup>108</sup>.

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 the ESS 2012 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](mailto:essdata@nsd.uib.no) and [ess@city.ac.uk](mailto:ess@city.ac.uk).

**F42 CARD 59** Which of the descriptions on this card comes closest to how you feel<sup>109</sup> 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

<sup>108</sup> The actual amounts must NOT appear on the questionnaire. Only the letters and the corresponding numeric codes.

<sup>109</sup> "Feel": 'describe', 'view' or 'see'.

**F43 INTERVIEWER CODE:**

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

DOES NOT

1	<b>ASK F44</b>
2	<b>GO TO F52</b>

[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].

**F44 CARD 60** 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 a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
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		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 a general ISCED 3 programme without access to tertiary, but considered as level 3	completion	311
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

**F45a CARD 61** 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 service<sup>110</sup> 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

**F45b INTERVIEWER CODE:**

MORE THAN ONE CODED AT F45a

ONLY ONE CODED AT F45a

1 **ASK F45c**

2 **GO TO F45d**

**F45c STILL CARD 61** 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 service<sup>111</sup> 07
- doing housework, looking after children or other persons 08
- (other) 09
- (Don't know) 88

<sup>110</sup> This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

<sup>111</sup> This code does not apply to JOBS in the military but to compulsory military and community service only. The category should be removed in countries where there is no compulsory military service (or equivalent compulsory community service served as an alternative to compulsory military service).

F45d<sup>112</sup> INTERVIEWER REFER TO F45a AND CODE:

**PARTNER IN PAID WORK AT F45a**  
(code 01 at F45a).  
**PARTNER NOT IN PAID WORK AT F45a**  
(All NOT coded 01 at F45a).

1	<b>GO TO F47</b>
2	<b>ASK F46</b>

**F46** Can I just check, did he/she do any paid work  
(of an hour or more) in the last 7 days?

Yes	1	<b>ASK F47</b>
No	2	<b>GO TO F52</b>
(Don't know)	8	

**ASK IF PARTNER IN PAID WORK (code 01 at F45d or code 1 at F46)**  
**F47** What is the name or title of his/her main job?

**WRITE IN**  
\_\_\_\_\_

**F48** In his/her main job, what kind of work does he/she do  
most of the time? **WRITE IN**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F49** 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]

**F50** In his/her main job is he/she... **READ OUT...**

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

<sup>112</sup> **NEW INTERVIEWER CODE** for Round 6



**F51** 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].

**F52 CARD 62** 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 a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
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		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 a general ISCED 3 programme without access to tertiary, but considered as level 3	completion	311
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

**F53** When you were 14, did your father work as an employee,  
was he self-employed, or was he not working then?

Employee	1	<b>ASK F54</b>
Self-employed	2	<b>ASK F54</b>
Not working	3	<b>GO TO F56</b>
(Father dead/absent <sup>113</sup> when respondent was 14)	4	
(Don't know)	8	<b>ASK F54</b>

**ASK IF FATHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F53)**

**F54** What was the name or title of his main job?

**WRITE IN**

\_\_\_\_\_

<sup>113</sup> 'Absent': not living in same household.

**F55 CARD 63** Which of the descriptions<sup>114</sup> 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

<sup>114</sup> Most of the occupations here have not been annotated. If translators are unable to identify the intended occupation, contact [ess\\_translate@gesis.org](mailto: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].

**F56 CARD 64** 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 a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
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		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 a general ISCED 3 programme without access to tertiary, but considered as level 3	completion	311
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
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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

**F57** When you were 14, did your mother work as an employee,  
was she self-employed, or was she not working then?

Employee	1	<b>ASK F58</b>
Self-employed	2	<b>ASK F58</b>
Not working	3	<b>GO TO F60</b>
(Mother dead/absent <sup>115</sup> when respondent was 14)	4	
(Don't know)	8	<b>ASK F58</b>

**ASK IF MOTHER WORKING OR DON'T KNOW (codes 1, 2 or 8 at F57)**

**F58** What was the name or title of her main job?  
**WRITE IN**

\_\_\_\_\_

<sup>115</sup> "Absent": not living in same household.

**F59 CARD 65** 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**

**F60** 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

No 2

(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 VERSION<sup>116</sup>:  
USE SHOWCARDS AS SPECIFIED**

A	1
B	2
C	3
D	4

**INTERVIEWER CODE:**

**SELF-COMPLETION VERSION<sup>117</sup>:  
HAND TO RESPONDENT  
AND COLLECT WHEN COMPLETED.**

A	1
B	2
C	3
D	4

**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

<sup>116</sup> Delete either face-to-face or self completion mode as appropriate for your country.

<sup>117</sup> 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

**J4b** Thinking specifically about the questions measuring Understanding of Democracy (that is questions E1-E45), how often did you feel that the respondent had difficulty distinguishing between democracy in general and democracy in [country]?

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	<b>ASK J6</b>
No	2	<b>GO TO J7</b>

**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.

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## 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

Completed by the respondent but with some help from you

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

1	<b>GO TO END</b>
2	<b>ASK J14</b>
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?

---

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**THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.**

**END.**

ESS DOCUMENT DATE: 30.03.12  
ALERTS TAKEN ON BOARD: 01



# **EUROPEAN SOCIAL SURVEY**

## **ROUND 6 SHOWCARDS**

**2012**

### **AMENDMENT 01**

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## **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

Question(s): A3

## CARD 2

**You can't be  
too careful**

**Most people  
can be trusted**

**0      1      2      3      4      5      6      7      8      9      10**

Question(s): A4

## CARD 3

**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**



Question(s): A5

## CARD 4

**People  
mostly  
look out for  
themselves**

**People  
mostly  
try to be  
helpful**

**0      1      2      3      4      5      6      7      8      9      10**

Question(s): B2, B3, B4, B5, B6, B7, B8

## CARD 5

**No trust  
at all**

**Complete  
trust**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): B18d

## CARD 6

**Not at all  
important**

**Extremely  
important**

**0      1      2      3      4      5      6      7      8      9      10**

## CARD 7

**Not at all  
democratic**

**Completely  
democratic**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): B19

## CARD 8

**Left**

**Right**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): B20, B21, B22, B23

## CARD 9

**Extremely  
dissatisfied**

**Extremely  
satisfied**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): B24, B25

## CARD 10

**Extremely  
bad**

**Extremely  
good**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 11**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly



## CARD 12

Unification  
has  
already  
gone too  
far

Unification  
should go  
further

0 1 2 3 4 5 6 7 8 9 10

## CARD 13

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

Allow many to come and live here

Allow some

Allow a few

Allow none

## CARD 14

**Bad  
for the  
economy**

**Good  
for the  
economy**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## CARD 15

**Cultural  
life  
undermined**

**Cultural  
life  
enriched**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## CARD 16

**Worse  
place to  
live**

**Better  
place to  
live**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): C1

## CARD 17

**Extremely  
unhappy**

**Extremely  
happy**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 18**

Never

Less than once a month

Once a month

Several times a month

Once a week

Several times a week

Every day

## CARD 19

None

1

2

3

4-6

7-9

10 or more



## **CARD 20**

Much less than most

Less than most

About the same

More than most

Much more than most

Question(s): C13

## CARD 21

**Not at all  
religious**

**Very  
religious**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 22**

Every day

More than once a week

Once a week

At least once a month

Only on special holy days

Less often

Never

**CARD 23**

At least once a week

At least once a month

At least once every three months

At least once every six months

Less often

Never

## **CARD 24**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

Question(s): D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15

## **CARD 25**

None or almost none of the time

Some of the time

Most of the time

All or almost all of the time

## **CARD 26**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

Question(s): D20, D21, D22

## **CARD 27**

**Not at all**

**A great deal**

**0**

**1**

**2**

**3**

**4**

**5**

**6**



Question(s): D23, D24, D25, D26, D27

## **CARD 28**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

Question(s): D28, D29

## CARD 29

Not at all

Completely

0 1 2 3 4 5 6 7 8 9 10

Question(s): D30

## CARD 30

**Extremely  
difficult**

**Extremely  
easy**

**0      1      2      3      4      5      6      7      8      9      10**

Question(s): D31, D32, D33

## CARD 31

**None of the  
time**

**All of the  
time**

**0      1      2      3      4      5      6      7      8      9      10**

Question(s): D34

## CARD 32

**Never**

**Always**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): D35

## CARD 33

Not at all

Completely

0 1 2 3 4 5 6 7 8 9 10

Question(s): D36, D37

## CARD 34

**Not at all**

**Completely**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

CARD 35

Top of our society	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
Bottom of our society	0	



**CARD 36**

No days

One day

Two days

Three days

Four days

Five days

Six days

Seven days

Question(s): E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, E16

## **CARD 37**

**Not at all  
important for  
democracy  
in general**

**Extremely  
important for  
democracy  
in general**

**0      1      2      3      4      5      6      7      8      9      10**

Question(s): E17, E18, E19, E20, E21, E22, E23, E24, E25, E26, E27, E28, E29, E30

## CARD 38

**Does not apply  
at all**

**Applies  
completely**

**0      1      2      3      4      5      6      7      8      9      10**

## **CARD 39**

Everyone should be free to express their political views openly, even if they are extreme

Those who hold extreme political views should be prevented from expressing them openly

## CARD 40

**Not at all  
important for  
democracy  
in general**

**Extremely  
important for  
democracy  
in general**

**0      1      2      3      4      5      6      7      8      9      10**

Question(s): E33, E35

## CARD 41

**Not at all**

**Completely**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 42**

The government should change its planned policies in response to what most people think

The government should stick to its planned policies regardless of what most people think

## CARD 43

**Not at all  
important for  
democracy  
in general**

**Extremely  
important for  
democracy  
in general**

**0      1      2      3      4      5      6      7      8      9      10**



Question(s): E38, E40

## CARD 44

**Never**

**Always**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 45**

A single party forms the government

Two or more parties in coalition form the government

## CARD 46

**Not at all  
important for  
democracy  
in general**

**Extremely  
important for  
democracy  
in general**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

Question(s): E43, E45

## CARD 47

**Never**

**Always**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 48**

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 49

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 50

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 51**

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 52

**[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].**

	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 a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
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		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 a general ISCED 3 programme without access to tertiary, but considered as level 3 completion		311
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 53**

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 54

I have/had no  
influence

I have/had  
complete  
control

0      1      2      3      4      5      6      7      8      9      10

## **CARD 55**

Central or local government

Other public sector (such as education and health)

A state-owned enterprise

A private firm

Self-employed

Other

Question(s): F35b, F35c

## CARD 56

**Extremely  
dissatisfied**

**Extremely  
satisfied**

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

## **CARD 57**

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 58

**YOUR HOUSEHOLD INCOME**

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

## **CARD 59**

Living comfortably on present income

Coping on present income

Finding it difficult on present income

Finding it very difficult on present income



## CARD 60

**[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].**

	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 a vocational ISCED 2 programme giving access to ISCED 3 (general or all)		223
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		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 a general ISCED 3 programme without access to tertiary, but considered as level 3 completion		311
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 61**

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 62**

**[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].**

	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 a vocational ISCED 2 programme giving access to ISCED 3 (general	or all)	223
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 a general ISCED 3 programme without access to tertiary, but	considered as level 3 completion	311
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 63**

### **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 64

**[To be asked as a country-specific question(s). To be recoded into the ESS Education Detailed ISCED Coding Frame].**

	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 a vocational ISCED 2 programme giving access to ISCED 3 (general	or all)	223
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		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 a general ISCED 3 programme without access to tertiary, but	considered as level 3 completion	311
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 65

### **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



**The European Social Survey**

**SUPPLEMENTARY QUESTIONNAIRE F-2-F A (Round 6 2012)**

**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.**

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)
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> things.	01	02	03	04	05	06	88
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> what he does.	01	02	03	04	05	06	88
<b>E</b> It is important to him to live in secure <sup>5</sup> surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
<b>F</b> 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 <sup>6</sup> .	01	02	03	04	05	06	88
<b>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> at all times, even when no-one is watching.	01	02	03	04	05	06	88
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
<b>I</b> 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
<b>J</b> Having a good time is important to him. He likes to "spoil" <sup>10</sup> himself.	01	02	03	04	05	06	88

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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

<sup>10</sup> "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)
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> on others.	01	02	03	04	05	06	88
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> their well-being.	01	02	03	04	05	06	88
<b>M</b>	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> himself to people close to him.	01	02	03	04	05	06	88
<b>S</b>	He strongly believes that people should care for <sup>17</sup> nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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

<sup>11</sup> In the sense of not to have to depend on people

<sup>12</sup> "care for": here in the sense of actively promote their well-being.

<sup>13</sup> "Ensures" in the sense of 'guarantees'.

<sup>14</sup> "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

<sup>15</sup> Get/have this respect, not deserve respect

<sup>16</sup> "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

<sup>17</sup> "care for": look after, basically synonymous with 'looking after' in the second sentence.

<sup>18</sup> Seeks: active pursuit rather than 'taking every' chance.

## FEMALE RESPONDENTS<sup>19</sup>

**HF2 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)
<b>A</b> 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>B</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
<b>C</b> 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
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
<b>E</b> 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
<b>F</b> 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
<b>G</b> 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
<b>H</b> 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
<b>I</b> 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
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

<sup>19</sup> Translators should refer to the male version, HF1, for annotations

		<b>Very much like me</b>	<b>Like me</b>	<b>Some- what like me</b>	<b>A little like me</b>	<b>Not like me</b>	<b>Not like me at all</b>	<b>(Don't know)</b>
<b>K</b>	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
<b>L</b>	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
<b>M</b>	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
<b>N</b>	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
<b>O</b>	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	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 how you feel about yourself and your life<sup>20</sup>

**IF1 CARD A2** Using this card, please tell me how interested you would generally say you are in what you are doing.<sup>21</sup>

Not at all interested										Fully <sup>22</sup> interested	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

**IF2 CARD A3** Using this card, please tell me how absorbed<sup>23</sup> you would generally say you are in what you are doing.<sup>24</sup>

Not at all absorbed										Fully absorbed	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

**IF3 CARD A4** Using this card, please tell me how enthusiastic you would generally say you are about what you are doing.<sup>25</sup>

Not at all enthusiastic										Fully enthusiastic	(Don't Know)
00	01	02	03	04	05	06	07	08	09	10	88

---

<sup>20</sup> Similar to introduction before D31

<sup>21</sup> Similar to D31

<sup>22</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>23</sup> 'absorbed' in the sense of 'focused or involved'

<sup>24</sup> Similar to D32

<sup>25</sup> Similar to D33

**CARD A5** I will now read out a list of the ways you might have felt or behaved during the past week. Using this card, please tell me how much of the time during the past week...**READ OUT...**<sup>26</sup>

		None or almost none of the time				All or almost all of the time (Don't know)	
<b>IF4</b>	...you felt depressed? <sup>27</sup>	0	1	2	3	8	
<b>IF5</b>	...your sleep was restless? <sup>28</sup>	0	1	2	3	8	
<b>IF6</b>	...you felt lonely? <sup>29</sup>	0	1	2	3	8	

Now I'm going to ask you some questions about how you think democracy is working in [country] today.

**IF7 CARD A6** Using this card, please tell me how often you think opposition parties<sup>30</sup> in [country] are free to<sup>31</sup> criticise<sup>32</sup> the government<sup>33</sup>? Please use this card.<sup>34</sup>

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

**IF8 STILL CARD A6** Please tell me how often you think the media in [country] are free to<sup>35</sup> criticise<sup>36</sup> the government. Use the same card.<sup>37</sup>

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

<sup>26</sup> Similar to introduction before D5

<sup>27</sup> Similar to D5

<sup>28</sup> Similar to D7

<sup>29</sup> Similar to D9

<sup>30</sup> 'opposition parties' in the sense of 'parties which are in the legislature but are not part of the government'; if a country does not have 'opposition parties' they should refer instead to 'political parties'

<sup>31</sup> 'are free to' in the sense of 'are allowed to'

<sup>32</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>33</sup> A country specific word for 'the government' may be used here if appropriate. This also applies to IF8 and IF9.

<sup>34</sup> Similar to E20

<sup>35</sup> 'are free to' in the sense of 'are allowed to'

<sup>36</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>37</sup> Similar to E21

**IF9 STILL CARD A6** Please tell me how often you think the media in [country] provide citizens with reliable<sup>38</sup> information to judge<sup>39</sup> the government. Use the same card.<sup>40</sup>

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

<sup>38</sup> 'reliable' in the sense of 'accurate'  
<sup>39</sup> 'judge' in the sense of 'assess' or 'evaluate' any aspect of governments  
<sup>40</sup> Similar to E22



**The European Social Survey**

**SELF-COMPLETION QUESTIONNAIRE S-C-A (Round 6 2012)**

**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.**

**UNDER NO CIRCUMSTANCES SHOULD THE  
ANNOTATIONS BE INCLUDED IN THE QUESTIONNAIRE**

# 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
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> 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
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> 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
<b>E</b> It is important to him to live in secure <sup>5</sup> 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
<b>F</b> 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 <sup>6</sup> .	<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>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> 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
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> 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
<b>I</b> 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

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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



### How much like you is this person?

<b>J</b>	Having a good time is important to him. He likes to “spoil” <sup>10</sup> 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
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> 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
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> 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
<b>M</b>	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
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> 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
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> 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
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> 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
<b>S</b>	He strongly believes that people should care for <sup>17</sup> 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
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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

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

<sup>11</sup> In the sense of not to have to depend on people

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

<sup>13</sup> “Ensures” in the sense of ‘guarantees’.

<sup>14</sup> “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

<sup>15</sup> Get/have this respect, not deserve respect

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

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

<sup>18</sup> Seeks: active pursuit rather than ‘taking every’ chance.

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
<b>A</b> Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>B</b> It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>C</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>E</b> It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>F</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>G</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>H</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>I</b> It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>

<sup>19</sup> 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
<b>K</b>	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
<b>L</b>	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
<b>M</b>	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
<b>N</b>	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
<b>O</b>	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
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	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
<b>T</b>	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
<b>U</b>	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 how you feel about yourself and your life<sup>20</sup>

**IS1** How interested would you generally say you are in what you are doing? **Please tick one box.**<sup>21</sup>

Not at all  
interested

Fully<sup>22</sup>  
interested

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IS2** How absorbed<sup>23</sup> would you generally say you are in what you are doing? **Please tick one box.**<sup>24</sup>

Not at all  
absorbed

Fully  
absorbed

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IS3** How enthusiastic would you generally say you are about what you are doing?  
**Please tick one box.**<sup>25</sup>

Not at all  
enthusiastic

Fully  
enthusiastic

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>20</sup> Similar to introduction before D31

<sup>21</sup> Similar to D31

<sup>22</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>23</sup> 'absorbed' in the sense of 'focused or involved'

<sup>24</sup> Similar to D32

<sup>25</sup> Similar to D33

The next few questions are about the ways you might have felt or behaved during the past week<sup>26</sup>.

**IS4** How much of the time during the past week did you feel depressed? **Please tick one box.**<sup>27</sup>

None or almost none of  
the time

All or almost all of the  
time

0  
☐

1  
☐

2  
☐

3  
☐

**IS5** How much of the time during the past week was your sleep restless? **Please tick one box.**<sup>28</sup>

None or almost none of  
the time

All or almost all of the  
time

0  
☐

1  
☐

2  
☐

3  
☐

**IS6** How much of the time during the past week did you feel lonely? **Please tick one box.**<sup>29</sup>

None or almost none of  
the time

All or almost all of the  
time

0  
☐

1  
☐

2  
☐

3  
☐

Now some questions about how you think democracy is working in [country] today.

**IS7** How often do you think opposition parties<sup>30</sup> in [country] are free to<sup>31</sup> criticise<sup>32</sup> the government<sup>33</sup>?  
**Please tick one box.**<sup>34</sup>

Never

Always

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

7  
☐

8  
☐

9  
☐

10  
☐

<sup>26</sup> Similar to introduction before D5

<sup>27</sup> Similar to D5

<sup>28</sup> Similar to D7

<sup>29</sup> Similar to D9

<sup>30</sup> 'opposition parties' in the sense of 'parties which are in the legislature but are not part of the government'; if a country does not have 'opposition parties' they should refer instead to 'political parties'

<sup>31</sup> 'are free to' in the sense of 'are allowed to'

<sup>32</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>33</sup> A country specific word for 'the government' may be used here if appropriate. This also applies to IS8 and IS9.

<sup>34</sup> Similar to E20

**IS8** How often do you think the media in [country] are free to<sup>35</sup> criticise<sup>36</sup> the government?  
Please tick one box.<sup>37</sup>

Never

Always

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IS9** How often do you think the media in [country] provide citizens with reliable<sup>38</sup> information to judge<sup>39</sup> the government? Please tick one box.<sup>40</sup>

Never

Always

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.**

<sup>35</sup> 'are free to' in the sense of 'are allowed to'

<sup>36</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>37</sup> Similar to E21

<sup>38</sup> 'reliable' in the sense of 'accurate'

<sup>39</sup> 'judge' in the sense of 'assess' or 'evaluate' any aspect of governments

<sup>40</sup> Similar to E22



**The European Social Survey**

**SUPPLEMENTARY QUESTIONNAIRE F-2-F B (Round 6 2012)**

**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.**

**MALE RESPONDENTS**

**HF1 CARD B1** 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)
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> things.	01	02	03	04	05	06	88
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> what he does.	01	02	03	04	05	06	88
<b>E</b> It is important to him to live in secure <sup>5</sup> surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
<b>F</b> 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 <sup>6</sup> .	01	02	03	04	05	06	88
<b>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> at all times, even when no-one is watching.	01	02	03	04	05	06	88
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
<b>I</b> 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
<b>J</b> Having a good time is important to him. He likes to "spoil" <sup>10</sup> himself.	01	02	03	04	05	06	88

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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

<sup>10</sup> "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)
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> on others.	01	02	03	04	05	06	88
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> their well-being.	01	02	03	04	05	06	88
<b>M</b>	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> himself to people close to him.	01	02	03	04	05	06	88
<b>S</b>	He strongly believes that people should care for <sup>17</sup> nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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 IF10

<sup>11</sup> In the sense of not to have to depend on people

<sup>12</sup> "care for": here in the sense of actively promote their well-being.

<sup>13</sup> "Ensures" in the sense of 'guarantees'.

<sup>14</sup> "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

<sup>15</sup> Get/have this respect, not deserve respect

<sup>16</sup> "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

<sup>17</sup> "care for": look after, basically synonymous with 'looking after' in the second sentence.

<sup>18</sup> Seeks: active pursuit rather than 'taking every' chance.

## FEMALE RESPONDENTS<sup>19</sup>

**HF2 CARD B1** 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)
<b>A</b> 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>B</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
<b>C</b> 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
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
<b>E</b> 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
<b>F</b> 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
<b>G</b> 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
<b>H</b> 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
<b>I</b> 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
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

<sup>19</sup> Translators should refer to the male version, HF1, for annotations

		<b>Very much like me</b>	<b>Like me</b>	<b>Some- what like me</b>	<b>A little like me</b>	<b>Not like me</b>	<b>Not like me at all</b>	<b>(Don't know)</b>
<b>K</b>	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
<b>L</b>	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
<b>M</b>	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
<b>N</b>	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
<b>O</b>	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	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 IF10**

**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 how you feel about yourself and your life.<sup>20</sup>

**IF10 CARD B2** Using this card, please tell me how interested you would generally say you are in what you are doing.<sup>21</sup>

Not at all interested						Fully <sup>22</sup> interested	(Don't Know)
00	01	02	03	04	05	06	88

**IF11 CARD B3** Using this card, please tell me how absorbed<sup>23</sup> you would generally say you are in what you are doing.<sup>24</sup>

Not at all absorbed						Fully absorbed	(Don't Know)
00	01	02	03	04	05	06	88

**IF12 CARD B4** Using this card, please tell me how enthusiastic you would generally say you are about what you are doing.<sup>25</sup>

Not at all enthusiastic						Fully enthusiastic	(Don't Know)
00	01	02	03	04	05	06	88

<sup>20</sup> Similar to introduction before D31

<sup>21</sup> Similar to D31

<sup>22</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>23</sup> 'absorbed' in the sense of 'focused or involved'

<sup>24</sup> Similar to D32

<sup>25</sup> Similar to D33

Now some questions on how you might have felt or behaved during the past week.<sup>26</sup>

**IF13 CARD B5** To what extent did you feel depressed during the past week?<sup>27</sup>

<b>Not at all depressed</b>			<b>Extremely<sup>28</sup> depressed</b>	<b>(Don't Know)</b>
0	1	2	3	8

**IF14 CARD B6** To what extent was your sleep restless during the past week?<sup>29</sup>

<b>Not at all restless</b>			<b>Extremely restless</b>	<b>(Don't Know)</b>
0	1	2	3	8

**IF15 CARD B7** To what extent did you feel lonely during the past week?<sup>30</sup>

<b>Not at all lonely</b>			<b>Extremely lonely</b>	<b>(Don't Know)</b>
0	1	2	3	8

**Finally, I'm going to ask you some questions about how you think democracy is working in [country] today.**<sup>31</sup>

**IF16 CARD B8** To what extent do you think opposition parties<sup>32</sup> in [country] are free to<sup>33</sup> criticise<sup>34</sup> the government<sup>35</sup>? Please use this card.<sup>36</sup>

<b>Not at all</b>										<b>Completely<sup>37</sup></b>	<b>(Don't Know)</b>
00	01	02	03	04	05	06	07	08	09	10	88

<sup>26</sup> Similar to introduction before D5

<sup>27</sup> Similar to D5

<sup>28</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

<sup>29</sup> Similar to D7

<sup>30</sup> Similar to D9

<sup>31</sup> Similar to introduction before E20

<sup>32</sup> 'opposition parties' in the sense of 'parties which are in the legislature but are not part of the government'; if a country does not have 'opposition parties' they should refer instead to 'political parties'

<sup>33</sup> 'are free to' in the sense of 'are allowed to'

<sup>34</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>35</sup> A country specific word for 'the government' may be used here if appropriate. This also applies to IF17 and IF18.

<sup>36</sup> Similar to E20

<sup>37</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc.

**IF17 STILL CARD B8** To what extent do you think the media in [country] are free to<sup>38</sup> criticise<sup>39</sup> the government? Use the same card.<sup>40</sup>

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

**IF18 STILL CARD B8** To what extent do you think the media in [country] provide citizens with reliable<sup>41</sup> information to judge<sup>42</sup> the government? Use the same card.<sup>43</sup>

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

<sup>38</sup> 'are free to' in the sense of 'are allowed to'  
<sup>39</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'  
<sup>40</sup> Similar to E21  
<sup>41</sup> 'reliable' in the sense of 'accurate'  
<sup>42</sup> 'judge' in the sense of 'assess' or 'evaluate' any aspect of governments  
<sup>43</sup> Similar to E22



**The European Social Survey**

**SELF-COMPLETION QUESTIONNAIRE S-C-B (Round 6 2012)**

**RESPONDENT NUMBER:**

**VERSION NUMBER: S-C-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.**

**UNDER NO CIRCUMSTANCES SHOULD THE  
ANNOTATIONS BE INCLUDED IN THE QUESTIONNAIRE**

# 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
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> 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
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> 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
<b>E</b> It is important to him to live in secure <sup>5</sup> 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
<b>F</b> 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 <sup>6</sup> .	<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>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> 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
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> 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
<b>I</b> 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

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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



### How much like you is this person?

<b>J</b>	Having a good time is important to him. He likes to “spoil” <sup>10</sup> 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
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> 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
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> 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
<b>M</b>	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
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> 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
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> 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
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> 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
<b>S</b>	He strongly believes that people should care for <sup>17</sup> 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
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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 IS10

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

<sup>11</sup> In the sense of not to have to depend on people

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

<sup>13</sup> “Ensures” in the sense of ‘guarantees’.

<sup>14</sup> “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

<sup>15</sup> Get/have this respect, not deserve respect

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

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

<sup>18</sup> Seeks: active pursuit rather than ‘taking every’ chance.

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
<b>A</b> Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>B</b> It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>C</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>E</b> It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>F</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>G</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>H</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>I</b> It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>

<sup>19</sup> 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
<b>K</b>	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="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>L</b>	It's very important to her to help the people around her. She wants to care for their well-being.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>M</b>	Being very successful is important to her. She hopes people will recognise her achievements.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>N</b>	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="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>O</b>	She looks for adventures and likes to take risks. She wants to have an exciting life.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>P</b>	It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>Q</b>	It is important to her to get respect from others. She wants people to do what she says.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>R</b>	It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>S</b>	She strongly believes that people should care for nature. Looking after the environment is important to her.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>T</b>	Tradition is important to her. She tries to follow the customs handed down by her religion or her family.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06
<b>U</b>	She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	<input type="text"/> 01	<input type="text"/> 02	<input type="text"/> 03	<input type="text"/> 04	<input type="text"/> 05	<input type="text"/> 06

**NOW GO TO QUESTION IS10**

# EVERYONE SHOULD ANSWER THE QUESTIONS FROM HERE

## There are no questions IS1-IS9

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 how you feel about yourself and your life<sup>20</sup>

**IS10** How interested would you generally say you are in what you are doing? **Please tick one box.**<sup>21</sup>

**Not at all  
interested**

**Fully<sup>22</sup>  
interested**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

**IS11** How absorbed<sup>23</sup> would you generally say you are in what you are doing? **Please tick one box.**<sup>24</sup>

**Not at all  
absorbed**

**Fully  
absorbed**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

**IS12** How enthusiastic would you generally say you are about what you are doing?  
**Please tick one box.**<sup>25</sup>

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

<sup>20</sup> Similar to introduction before D31

<sup>21</sup> Similar to D31

<sup>22</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>23</sup> 'absorbed' in the sense of 'focused or involved'

<sup>24</sup> Similar to D32

<sup>25</sup> Similar to D33

Now some questions on how you might have felt or behaved during the past week.<sup>26</sup>

IF13 To what extent did you feel depressed during the past week? Please tick one box.<sup>27</sup>

Not at all  
depressed

Extremely<sup>28</sup>  
depressed

0  
☐

1  
☐

2  
☐

3  
☐

IF14 To what extent was your sleep restless during the past week? Please tick one box.<sup>29</sup>

Not at all  
restless

Extremely  
restless

0  
☐

1  
☐

2  
☐

3  
☐

IF15 To what extent did you feel lonely during the past week? Please tick one box.<sup>30</sup>

Not at all  
lonely

Extremely  
lonely

0  
☐

1  
☐

2  
☐

3  
☐

Finally, some questions about how you think democracy is working in [country] today.

IS16 To what extent do you think opposition parties<sup>31</sup> in [country] are free to<sup>32</sup> criticise<sup>33</sup> the government<sup>34</sup>? Please tick one box.<sup>35</sup>

Not at all

Completely<sup>36</sup>

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

7  
☐

8  
☐

9  
☐

10  
☐

<sup>26</sup> Similar to introduction before D5

<sup>27</sup> Similar to D5

<sup>28</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

<sup>29</sup> Similar to D7

<sup>30</sup> Similar to D9

<sup>31</sup> 'opposition parties' in the sense of 'parties which are in the legislature but are not part of the government'; if a country does not have 'opposition parties' they should refer instead to 'political parties'

<sup>32</sup> 'are free to' in the sense of 'are allowed to'

<sup>33</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>34</sup> A country specific word for 'the government' may be used here if appropriate. This also applies to IS17 and IS18.

<sup>35</sup> Similar to E20

<sup>36</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc.

**IS17** To what extent do you think the media in [country] are free to<sup>37</sup> criticise<sup>38</sup> the government?  
Please tick one box.<sup>39</sup>

Not at all

Completely<sup>40</sup>

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IS18** To what extent do you think the media in [country] provide citizens with reliable<sup>41</sup> information to judge<sup>42</sup> the government? Please tick one box.<sup>43</sup>

Not at all

Completely<sup>44</sup>

0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.**

<sup>37</sup> 'are free to' in the sense of 'are allowed to'

<sup>38</sup> 'criticise' in the sense of 'contest or dispute' rather than 'being able to disrupt'

<sup>39</sup> Similar to E21

<sup>40</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc.

<sup>41</sup> 'reliable' in the sense of 'accurate'

<sup>42</sup> 'judge' in the sense of 'assess' or 'evaluate' any aspect of governments

<sup>43</sup> Similar to E22

<sup>44</sup> 'completely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'extremely', 'fully', 'absolutely', 'totally', etc.



**The European Social Survey**

**SUPPLEMENTARY QUESTIONNAIRE F-2-F C (Round 6 2012)**

**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.**

MALE RESPONDENTS

HF1 CARD C1 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)
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> things.	01	02	03	04	05	06	88
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> what he does.	01	02	03	04	05	06	88
<b>E</b> It is important to him to live in secure <sup>5</sup> surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
<b>F</b> 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 <sup>6</sup> .	01	02	03	04	05	06	88
<b>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> at all times, even when no-one is watching.	01	02	03	04	05	06	88
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
<b>I</b> 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
<b>J</b> Having a good time is important to him. He likes to "spoil" <sup>10</sup> himself.	01	02	03	04	05	06	88

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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

<sup>10</sup> "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)
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> on others.	01	02	03	04	05	06	88
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> their well-being.	01	02	03	04	05	06	88
<b>M</b>	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> himself to people close to him.	01	02	03	04	05	06	88
<b>S</b>	He strongly believes that people should care for <sup>17</sup> nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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 IF19

<sup>11</sup> In the sense of not to have to depend on people

<sup>12</sup> "care for": here in the sense of actively promote their well-being.

<sup>13</sup> "Ensures" in the sense of 'guarantees'.

<sup>14</sup> "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

<sup>15</sup> Get/have this respect, not deserve respect

<sup>16</sup> "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

<sup>17</sup> "care for": look after, basically synonymous with 'looking after' in the second sentence.

<sup>18</sup> Seeks: active pursuit rather than 'taking every' chance.

## FEMALE RESPONDENTS<sup>19</sup>

**HF2 CARD C1** 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)
<b>A</b> 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>B</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
<b>C</b> 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
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
<b>E</b> 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
<b>F</b> 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
<b>G</b> 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
<b>H</b> 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
<b>I</b> 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
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

<sup>19</sup> Translators should refer to the male version, HF1, for annotations

		<b>Very much like me</b>	<b>Like me</b>	<b>Some- what like me</b>	<b>A little like me</b>	<b>Not like me</b>	<b>Not like me at all</b>	<b>(Don't know)</b>
<b>K</b>	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
<b>L</b>	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
<b>M</b>	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
<b>N</b>	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
<b>O</b>	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	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 IF19**

**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 people from other countries coming to live in [country].<sup>20</sup>

**IF19 CARD C2** 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.<sup>21</sup>

Bad for the economy					Good for the economy		(Don't Know)
00	01	02	03	04	05	06	88

**IF20 CARD C3** 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?<sup>22</sup>

Cultural life undermined					Cultural life enriched		(Don't Know)
00	01	02	03	04	05	06	88

**IF21 CARD C4** Is [country] made a worse or better place to live by people coming to live here from other countries? Please use this card.<sup>23</sup>

Worse place to live					Better place to live		(Don't Know)
00	01	02	03	04	05	06	88

<sup>20</sup> Similar to introduction before B29

<sup>21</sup> Similar to B32

<sup>22</sup> Similar to B33

<sup>23</sup> Similar to B34

The next few questions focus on how you feel about yourself and your life<sup>24</sup>

**IF22 CARD C5** Using this card, please tell me how interested you would generally say you are in what you are doing.<sup>25</sup>

**Not at all  
interested**

**Fully<sup>26</sup>  
interested**

**(Don't  
Know)**

0

1

2

3

4

88

**IF23 CARD C6** Using this card, please tell me how absorbed<sup>27</sup> you would generally say you are in what you are doing.<sup>28</sup>

**Not at all  
absorbed**

**Fully  
absorbed**

**(Don't  
Know)**

0

1

2

3

4

88

**IF24 CARD C7** Using this card, please tell me how enthusiastic you would generally say you are about what you are doing.<sup>29</sup>

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

**(Don't  
Know)**

0

1

2

3

4

88

The last few questions are about how you might have felt or behaved during the past week.<sup>30</sup>

**IF25 CARD C8** To what extent did you feel depressed during the past week?<sup>31</sup>

**Not at all  
depressed**

**Extremely<sup>32</sup>  
depressed**

**(Don't  
Know)**

00

01

02

03

04

05

06

07

08

09

88

<sup>24</sup> Similar to introduction before D31

<sup>25</sup> Similar to D31

<sup>26</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>27</sup> 'absorbed' in the sense of 'focused or involved'

<sup>28</sup> Similar to D32

<sup>29</sup> Similar to D33

<sup>30</sup> Similar to introduction before D5

<sup>31</sup> Similar to D5

<sup>32</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

**IF26 CARD C9** To what extent was your sleep restless during the past week? <sup>33</sup>

Not at all restless									Extremely restless	(Don't Know)
00	01	02	03	04	05	06	07	08	09	88

**IF27 CARD C10** To what extent did you feel lonely during the past week? <sup>34</sup>

Not at all lonely									Extremely lonely	(Don't Know)
00	01	02	03	04	05	06	07	08	09	88

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<sup>33</sup> Similar to D7  
<sup>34</sup> Similar to D9



**The European Social Survey**

**SELF-COMPLETION QUESTIONNAIRE S-C-C (Round 6 2012)**

**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.**

**UNDER NO CIRCUMSTANCES SHOULD THE  
ANNOTATIONS BE INCLUDED IN THE QUESTIONNAIRE**

# 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
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> 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
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> 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
<b>E</b> It is important to him to live in secure <sup>5</sup> 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
<b>F</b> 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 <sup>6</sup> .	<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>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> 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
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> 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
<b>I</b> 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

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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



### How much like you is this person?

<b>J</b>	Having a good time is important to him. He likes to “spoil” <sup>10</sup> 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
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> 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
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> 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
<b>M</b>	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
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> 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
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> 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
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> 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
<b>S</b>	He strongly believes that people should care for <sup>17</sup> 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
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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 IS19

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

<sup>11</sup> In the sense of not to have to depend on people

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

<sup>13</sup> “Ensures” in the sense of ‘guarantees’.

<sup>14</sup> “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

<sup>15</sup> Get/have this respect, not deserve respect

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

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

<sup>18</sup> Seeks: active pursuit rather than ‘taking every’ chance.

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
<b>A</b> Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>B</b> It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>C</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>E</b> It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>F</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>G</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>H</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>I</b> It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>

<sup>19</sup> 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
<b>K</b>	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
<b>L</b>	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
<b>M</b>	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
<b>N</b>	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
<b>O</b>	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
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	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
<b>T</b>	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
<b>U</b>	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 IS19**

# EVERYONE SHOULD ANSWER THE QUESTIONS FROM HERE

## There are no questions IS1-IS18

**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 people from other countries coming to live in [country].<sup>20</sup>

**IS19** Would you say it is generally bad or good for [country]'s economy that people come to live here from other countries? **Please tick one box.**<sup>21</sup>

**Bad for the  
economy**

**Good for  
the  
economy**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

**IS20** Would you say that [country]'s cultural life is generally undermined or enriched by people coming to live here from other countries? **Please tick one box.**<sup>22</sup>

**Cultural life  
undermined**

**Cultural life  
enriched**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

**IS21** Is [country] made a worse or better place to live by people coming to live here from other countries? **Please tick one box.**<sup>23</sup>

**Worse place  
to live**

**Better place  
to live**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

<sup>20</sup> Similar to introduction before B29

<sup>21</sup> Similar to B32

<sup>22</sup> Similar to B33

<sup>23</sup> Similar to B34

The next few questions focus on how you feel about yourself and your life<sup>24</sup>

**IS22** How interested would you generally say you are in what you are doing? **Please tick one box.**<sup>25</sup>

**Not at all  
interested**

**Fully<sup>26</sup>  
interested**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

**IS23** How absorbed<sup>27</sup> would you generally say you are in what you are doing? **Please tick one box.**<sup>28</sup>

**Not at all  
absorbed**

**Fully  
absorbed**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

**IS24** How enthusiastic would you generally say you are about what you are doing?  
**Please tick one box.**<sup>29</sup>

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

The last few questions are about how you might have felt or behaved during the past week.<sup>30</sup>

**IS25** To what extent did you feel depressed during the past week? **Please tick one box.**<sup>31</sup>

**Not at all  
depressed**

**Extremely<sup>32</sup>  
depressed**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

5  
☐

6  
☐

7  
☐

8  
☐

9  
☐

<sup>24</sup> Similar to introduction before D31

<sup>25</sup> Similar to D31

<sup>26</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>27</sup> 'absorbed' in the sense of 'focused or involved'

<sup>28</sup> Similar to D32

<sup>29</sup> Similar to D33

<sup>30</sup> Similar to introduction before D5

<sup>31</sup> Similar to D5

<sup>32</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

**IS26** To what extent was your sleep restless during the past week? **Please tick one box.**<sup>33</sup>

**Not at all  
restless**

**Extremely  
restless**

0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IS27** To what extent did you feel lonely during the past week? **Please tick one box.**<sup>34</sup>

**Not at all  
lonely**

**Extremely  
lonely**

0	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.**

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<sup>33</sup> Similar to D7

<sup>34</sup> Similar to D9



**The European Social Survey**

**SUPPLEMENTARY QUESTIONNAIRE F-2-F D (Round 6 2012)**

**RESPONDENT NUMBER:**

**VERSION NUMBER: F-2-F D**

**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.**

**MALE RESPONDENTS**

**HF1 CARD D1** 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)
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> things.	01	02	03	04	05	06	88
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> what he does.	01	02	03	04	05	06	88
<b>E</b> It is important to him to live in secure <sup>5</sup> surroundings. He avoids anything that might endanger his safety.	01	02	03	04	05	06	88
<b>F</b> 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 <sup>6</sup> .	01	02	03	04	05	06	88
<b>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> at all times, even when no-one is watching.	01	02	03	04	05	06	88
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> from him. Even when he disagrees with them, he still wants to understand them.	01	02	03	04	05	06	88
<b>I</b> 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
<b>J</b> Having a good time is important to him. He likes to "spoil" <sup>10</sup> himself.	01	02	03	04	05	06	88

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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

<sup>10</sup> "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)
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> on others.	01	02	03	04	05	06	88
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> their well-being.	01	02	03	04	05	06	88
<b>M</b>	Being very successful is important to him. He hopes people will recognise his achievements.	01	02	03	04	05	06	88
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> respect from others. He wants people to do what he says.	01	02	03	04	05	06	88
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> himself to people close to him.	01	02	03	04	05	06	88
<b>S</b>	He strongly believes that people should care for <sup>17</sup> nature. Looking after the environment is important to him.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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 IF28

<sup>11</sup> In the sense of not to have to depend on people

<sup>12</sup> "care for": here in the sense of actively promote their well-being.

<sup>13</sup> "Ensures" in the sense of 'guarantees'.

<sup>14</sup> "Exciting" more in the sense of 'exhilarating' than 'dangerous'.

<sup>15</sup> Get/have this respect, not deserve respect

<sup>16</sup> "Devote": is intended to convey deep concern for these people and readiness to invest his time, resources and energy in their welfare.

<sup>17</sup> "care for": look after, basically synonymous with 'looking after' in the second sentence.

<sup>18</sup> Seeks: active pursuit rather than 'taking every' chance.

## FEMALE RESPONDENTS<sup>19</sup>

**HF2 CARD D1** 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)
<b>A</b> 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>B</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
<b>C</b> 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
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	01	02	03	04	05	06	88
<b>E</b> 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
<b>F</b> 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
<b>G</b> 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
<b>H</b> 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
<b>I</b> 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
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	01	02	03	04	05	06	88

<sup>19</sup> Translators should refer to the male version, HF1, for annotations

		<b>Very much like me</b>	<b>Like me</b>	<b>Some- what like me</b>	<b>A little like me</b>	<b>Not like me</b>	<b>Not like me at all</b>	<b>(Don't know)</b>
<b>K</b>	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
<b>L</b>	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
<b>M</b>	Being very successful is important to her. She hopes people will recognise her achievements.	01	02	03	04	05	06	88
<b>N</b>	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
<b>O</b>	She looks for adventures and likes to take risks. She wants to have an exciting life.	01	02	03	04	05	06	88
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	She strongly believes that people should care for nature. Looking after the environment is important to her.	01	02	03	04	05	06	88
<b>T</b>	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
<b>U</b>	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 IF28**

**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 people from other countries coming to live in [country].<sup>20</sup>

**IF28 CARD D2** 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.<sup>21</sup>

Bad for the economy				Good for the economy		(Don't Know)
0	1	2	3	4		8

**IF29 CARD D3** 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?<sup>22</sup>

Cultural life undermined				Cultural life enriched		(Don't Know)
0	1	2	3	4		8

**IF30 CARD D4** Is [country] made a worse or better place to live by people coming to live here from other countries? Please use this card.<sup>23</sup>

Worse place to live				Better place to live		(Don't Know)
0	1	2	3	4		8

<sup>20</sup> Similar to introduction before B29

<sup>21</sup> Similar to B32

<sup>22</sup> Similar to B33

<sup>23</sup> Similar to B34

The next few questions focus on how you feel about yourself and your life<sup>24</sup>

IF31    **CARD D5** Using this card, please tell me how interested you would generally say you are in what you are doing.<sup>25</sup>

Not at all interested		Fully <sup>26</sup> interested	(Don't Know)
0	1	2	8

IF32    **CARD D6** Using this card, please tell me how absorbed<sup>27</sup> you would generally say you are in what you are doing.<sup>28</sup>

Not at all absorbed		Fully absorbed	(Don't Know)
0	1	2	8

IF33    **CARD D7** Using this card, please tell me how enthusiastic you would generally say you are about what you are doing.<sup>29</sup>

Not at all enthusiastic		Fully enthusiastic	(Don't Know)
0	1	2	8

The last few questions are about how you might have felt or behaved during the past week.<sup>30</sup>

IF34    **CARD D8** To what extent did you feel depressed during the past week? <sup>31</sup>

Not at all depressed					Extremely <sup>32</sup> depressed	(Don't Know)
0	1	2	3	4	5	88

<sup>24</sup> Similar to introduction before D31

<sup>25</sup> Similar to D31

<sup>26</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>27</sup> 'absorbed' in the sense of 'focused or involved'

<sup>28</sup> Similar to D32

<sup>29</sup> Similar to D33

<sup>30</sup> Similar to introduction before D5

<sup>31</sup> Similar to D5

<sup>32</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

**IF35 CARD D9** To what extent was your sleep restless during the past week? <sup>33</sup>

Not at all restless						Extremely restless	(Don't Know)
0	1	2	3	4	5		88

**IF36 CARD D10** To what extent did you feel lonely during the past week? <sup>34</sup>

Not at all lonely						Extremely lonely	(Don't Know)
0	1	2	3	4	5		88

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<sup>33</sup> Similar to D7

<sup>34</sup> Similar to D9



**The European Social Survey**

**SELF-COMPLETION QUESTIONNAIRE S-C-D (Round 6 2012)**

**RESPONDENT NUMBER:**

**VERSION NUMBER: S-C-D**

**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.**

**UNDER NO CIRCUMSTANCES SHOULD THE  
ANNOTATIONS BE INCLUDED IN THE QUESTIONNAIRE**

# 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
<b>A</b> Thinking up new ideas <sup>1</sup> 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>B</b> It is important to him to be rich. He wants to have a lot of money and expensive <sup>2</sup> 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
<b>C</b> 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
<b>D</b> It's important to him to show <sup>3</sup> his abilities. He wants people to admire <sup>4</sup> 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
<b>E</b> It is important to him to live in secure <sup>5</sup> 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
<b>F</b> 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 <sup>6</sup> .	<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>G</b> He believes that people should do what they're told <sup>7</sup> . He thinks people should follow rules <sup>8</sup> 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
<b>H</b> It is important to him to listen to people who are different <sup>9</sup> 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
<b>I</b> 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

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

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

<sup>3</sup> 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.

<sup>4</sup> He wants his actions to be admired, not his person.

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

<sup>6</sup> Important for himself (his life) is the focus.

<sup>7</sup> 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.

<sup>8</sup> "Rules" in the sense of 'rules and regulations'.

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



### How much like you is this person?

<b>J</b>	Having a good time is important to him. He likes to “spoil” <sup>10</sup> 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
<b>K</b>	It is important to him to make his own decisions about what he does. He likes to be free and not depend <sup>11</sup> 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
<b>L</b>	It's very important to him to help the people around him. He wants to care for <sup>12</sup> 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
<b>M</b>	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
<b>N</b>	It is important to him that the government ensures <sup>13</sup> 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
<b>O</b>	He looks for adventures and likes to take risks. He wants to have an exciting <sup>14</sup> 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
<b>P</b>	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
<b>Q</b>	It is important to him to get <sup>15</sup> 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
<b>R</b>	It is important to him to be loyal to his friends. He wants to devote <sup>16</sup> 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
<b>S</b>	He strongly believes that people should care for <sup>17</sup> 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
<b>T</b>	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
<b>U</b>	He seeks every chance <sup>18</sup> 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 IS28

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

<sup>11</sup> In the sense of not to have to depend on people

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

<sup>13</sup> “Ensures” in the sense of ‘guarantees’.

<sup>14</sup> “Exciting” more in the sense of ‘exhilarating’ than ‘dangerous’.

<sup>15</sup> Get/have this respect, not deserve respect

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

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

<sup>18</sup> Seeks: active pursuit rather than ‘taking every’ chance.

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
<b>A</b> Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>B</b> It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>C</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>D</b> It's important to her to show her abilities. She wants people to admire what she does.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>E</b> It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>F</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>G</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>H</b> 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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>I</b> It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
<b>J</b> Having a good time is important to her. She likes to "spoil" herself.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>

<sup>19</sup> 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
<b>K</b>	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
<b>L</b>	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
<b>M</b>	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
<b>N</b>	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
<b>O</b>	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
<b>P</b>	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
<b>Q</b>	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
<b>R</b>	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
<b>S</b>	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
<b>T</b>	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
<b>U</b>	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 IS28**

# EVERYONE SHOULD ANSWER THE QUESTIONS FROM HERE

## There are no questions IS1-IS27

**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 people from other countries coming to live in [country].<sup>20</sup>

**IS28** Would you say it is generally bad or good for [country]'s economy that people come to live here from other countries? **Please tick one box.**<sup>21</sup>

**Bad for the  
economy**

0  
☐

1  
☐

2  
☐

3  
☐

**Good for the  
economy**

4  
☐

**IS29** Would you say that [country]'s cultural life is generally undermined or enriched by people coming to live here from other countries? **Please tick one box.**<sup>22</sup>

**Cultural life  
undermined**

0  
☐

1  
☐

2  
☐

3  
☐

**Cultural life  
enriched**

4  
☐

**IS30** Is [country] made a worse or better place to live by people coming to live here from other countries? **Please tick one box.**<sup>23</sup>

**Worse place to  
live**

0  
☐

1  
☐

2  
☐

3  
☐

**Better place to  
live**

4  
☐

<sup>20</sup> Similar to introduction before B29

<sup>21</sup> Similar to B32

<sup>22</sup> Similar to B33

<sup>23</sup> Similar to B34

The next few questions focus on how you feel about yourself and your life<sup>24</sup>

**IS31** How interested would you generally say you are in what you are doing? **Please tick one box.**<sup>25</sup>

**Not at all  
interested**

0  
☐

1  
☐

**Fully<sup>26</sup>  
interested**

2  
☐

**IS32** How absorbed<sup>27</sup> would you generally say you are in what you are doing? **Please tick one box.**<sup>28</sup>

**Not at all  
absorbed**

0  
☐

1  
☐

**Fully  
absorbed**

2  
☐

**IS33** How enthusiastic would you generally say you are about what you are doing? **Please tick one box.**<sup>29</sup>

**Not at all  
enthusiastic**

0  
☐

1  
☐

**Fully  
enthusiastic**

2  
☐

The last few questions are about how you might have felt or behaved during the past week.<sup>30</sup>

**IS34** To what extent did you feel depressed during the past week? **Please tick one box.**<sup>31</sup>

**Not at all  
depressed**

0  
☐

1  
☐

2  
☐

3  
☐

4  
☐

**Extremely<sup>32</sup>  
depressed**

5  
☐

<sup>24</sup> Similar to introduction before D31

<sup>25</sup> Similar to D31

<sup>26</sup> 'fully' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'extremely', 'absolutely', 'totally', etc.

<sup>27</sup> 'absorbed' in the sense of 'focused or involved'

<sup>28</sup> Similar to D32

<sup>29</sup> Similar to D33

<sup>30</sup> Similar to introduction before D5

<sup>31</sup> Similar to D5

<sup>32</sup> 'extremely' in the sense of 'an ending point on the scale where nothing can go beyond it. This might be represented also by 'completely', 'fully', 'absolutely', 'totally', etc.

**IS35** To what extent was your sleep restless during the past week? **Please tick one box.**<sup>33</sup>

**Not at all  
restless**

**Extremely  
restless**

0

☐

1

☐

2

☐

3

☐

4

☐

5

☐

**IS36** To what extent did you feel lonely during the past week? **Please tick one box.**<sup>34</sup>

**Not at all  
lonely**

**Extremely  
lonely**

0

☐

1

☐

2

☐

3

☐

4

☐

5

☐

**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.**

---

<sup>33</sup> Similar to D7

<sup>34</sup> Similar to D9



**EUROPEAN SOCIAL SURVEY  
SUPPLEMENTARY SHOWCARDS**

**VERSION A**

**ROUND 6 (2012)**

**CARD A1**

**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



IF1

## CARD A2

**Not at all  
interested**

**Fully  
interested**

0 1 2 3 4 5 6 7 8 9 10

IF2

## CARD A3

**Not at all  
absorbed**

**Fully  
absorbed**

0 1 2 3 4 5 6 7 8 9 10

IF3

## CARD A4

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

0 1 2 3 4 5 6 7 8 9 10

IF4, IF5, IF6

## CARD A5

**None or  
almost  
none of the  
time**

**All or  
almost all  
of the time**

0

1

2

3

IF7, IF8, IF9

## CARD A6

**Never**

**Always**

0

1

2

3

4

5

6

7

8

9

10



**EUROPEAN SOCIAL SURVEY  
SUPPLEMENTARY SHOWCARDS**

**VERSION B**

**ROUND 6 (2012)**

## **CARD B1**

**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

IF10

## CARD B2

**Not at all  
interested**

**Fully  
interested**

0

1

2

3

4

5

6



IF11

## CARD B3

**Not at all  
absorbed**

**Fully  
absorbed**

0

1

2

3

4

5

6

IF12

## CARD B4

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

0

1

2

3

4

5

6

IF13

## CARD B5

**Not at all  
depressed**

**Extremely  
depressed**

0

1

2

3

IF14

## CARD B6

**Not at all  
restless**

**Extremely  
restless**

0

1

2

3

IF15

## CARD B7

**Not at all  
lonely**

**Extremely  
lonely**

0

1

2

3

IF16, IF17, IF18

## CARD B8

**Not at all**

**Completely**

0      1      2      3      4      5      6      7      8      9      10



**EUROPEAN SOCIAL SURVEY  
SUPPLEMENTARY SHOWCARDS**

**VERSION C**

**ROUND 6 (2012)**

**CARD C1**

**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



IF19

## CARD C2

**Bad for the  
economy**

**Good for the  
economy**

0

1

2

3

4

5

6

IF20

## CARD C3

**Cultural life  
undermined**

**Cultural life  
enriched**

0

1

2

3

4

5

6

IF21

## CARD C4

**Worse  
place to live**

**Better place  
to live**

0

1

2

3

4

5

6

IF22

## CARD C5

**Not at all  
interested**

**Fully  
interested**

0

1

2

3

4

IF23

## CARD C6

**Not at all  
absorbed**

**Fully  
absorbed**

0

1

2

3

4

IF24

## CARD C7

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

0

1

2

3

4

IF25

## CARD C8

**Not at all  
depressed**

**Extremely  
depressed**

0

1

2

3

4

5

6

7

8

9

IF26

## CARD C9

**Not at all  
restless**

**Extremely  
restless**

0

1

2

3

4

5

6

7

8

9



IF27

## CARD C10

**Not at all  
lonely**

**Extremely  
lonely**

0

1

2

3

4

5

6

7

8

9



**EUROPEAN SOCIAL SURVEY  
SUPPLEMENTARY SHOWCARDS**

**VERSION D**

**ROUND 6 (2012)**

**CARD D1**

**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

IF28

## CARD D2

**Bad for the  
economy**

**Good for the  
economy**

0

1

2

3

4

IF29

## CARD D3

**Cultural life  
undermined**

**Cultural life  
enriched**

0

1

2

3

4

IF30

## CARD D4

**Worse  
place to live**

**Better place  
to live**

0

1

2

3

4

IF31

## CARD D5

**Not at all  
interested**

**Fully  
interested**

0

1

2

IF32

## CARD D6

**Not at all  
absorbed**

**Fully  
absorbed**

0

1

2



IF33

## CARD D7

**Not at all  
enthusiastic**

**Fully  
enthusiastic**

0

1

2

IF34

## CARD D8

**Not at all  
depressed**

**Extremely  
depressed**

0

1

2

3

4

5

IF35

## CARD D9

**Not at all  
restless**

**Extremely  
restless**

0

1

2

3

4

5

IF36

## CARD D10

**Not at all  
lonely**

**Extremely  
lonely**

0

1

2

3

4

5