



## SQP Codebook for All Characteristics

### Domain

Originally the classification of the Central Data Archive in Cologne/Germany has been used for the coding. But in the analysis only the following categories have been employed for the domain.

### Concept

A request aims to obtain information about a subject. For example “Was John F. Kennedy a good president?” Here John F. Kennedy is the subject and one asks for an *evaluation* of him. Evaluation is the concept one wants to measure about the subject.

A distinction is made between **simple** and **complex** concepts. The above request contains a simple concept. A complex concept would be used if the question “Do most other people think that John F. Kennedy was a good president?” had been asked. This request asks what the respondent *believes* about the *evaluation* of others. Thus it is a belief about an evaluation. Such a combination of two or more concepts is called a complex concept.

### Concept choices

**Evaluative beliefs** can be represented by many different types of assertions. Typically they have a positive or negative connotation. Assertions presenting causal relationships such as “Illegal stone mining has caused irreparable damage to a ninth century temple” are often evaluative beliefs: the phrase expresses not only a relationship, but also a negative evaluation. Not all evaluative beliefs are causal relationships: “Immigrants steal jobs” is another example of an evaluative belief with a negative connotation.

**Feelings** or affective evaluations have in the past been considered as belonging to evaluations. However, more recently a distinction has been made between *cognitive* evaluations and *affective* evaluations or feelings. Assertions expressing feelings can have three basic forms, examples of which are:

“My job is **enjoyable**“

“I **like** my job” “My job makes me **angry**“

The word expressing the feeling has been emphasized in each assertion. Typical words expressing feelings are fear, disgust, anger, surprise, shame, hope, desire, happiness, etc.

**Importance:** This assertion has the same form as the assertions indicating evaluations. The only difference is that the subject complement is in this case an expression of “importance”. Example: “My work is important”.

**Expectations of future events** are beliefs about what *will* happen in the future. For example “Do you think your son will ever clean his room?”; “In which year do you think NATO will leave Afghanistan?”

**Facts, background variables, and behaviour** are **objective variables**: variables for which information could *in principle* also be obtained from a source other than the respondent. For instance, age can be obtained from birth records, vote choice could be obtained from voting ballots (except that this is forbidden by law), medical history from hospitals (*idem*), etc.

*Behaviour* concerns present and past actions or activities of the respondent. *Demographic or 'background' variables* are almost ubiquitous in surveys and often concern education level, age, gender, income, household composition, or marital status. *Facts* are sometimes asked to test the knowledge of the respondent. For example, “Solve the following equation for a:  $2a + 3 = 4$ ” or “Who was the 35th president of the United States?”

**Other simple concepts** are judgements, relationships, evaluations, preferences, norms, policies, rights, and action tendencies (see the description of “Concept: other simple concepts” for more details).

#### **Concept: other simple concepts**

**Judgements**: A neutral evaluation of someone or something (not in terms of good or bad). Example: “Our family was large”.

**Relationship**: A relationship between two people or things is implied, for example “x is ... because of y”, or “x and y are similar”. An example could also be “I am strongly attached to the Conservative party”.

**Evaluation**: Typical of an evaluative assertion is that the subject complement is evaluative. Examples of evaluative words are good/bad, positive/negative, perfect/imperfect, superior/inferior, useful/useless, etc. An example of an evaluative assertion is “Clinton was a good president”

**Preferences** are frequently used in consumer research, election studies, and in studies of policies where items are compared from most to least preferred. Examples: “I prefer the Social Democratic Party above the Christian Democratic Party”, “I am in favour of a directly elected President”.

**Norms** are specifications of “what actions are regarded by a set of persons as proper or correct” (Coleman 1990: 242). An assertion expressing a norm often contains the word “should”, for example “Immigrants should adjust to the culture of their new country”.

**Policies** are norms about what the government or people in power should do. For example the question “should the government allow more immigrants into this country?” asks about a policy.

**Right:** an expression of permission such as “accepted”, “allowed”, or “justified”, or a phrase directly expressing that x has the right to do y. Examples: “Are you allowed to use the internet at work?”; “Immigrants also have the right to social security”.

**Action tendencies** Refer to what someone intends to do in the future. For example “I want to go to the doctor”; “I will clean my room”.

### **Social Desirability**

Socially desirable responses can occur when the respondent thinks that some response categories are more approved of by society than others.

Topics where this can occur are: voting behaviour, behaviour related to addiction, crimes, illnesses, sexual behaviour, charity, financial matters, and being a well informed and cultured person.

The choice of the category is of course a subjective estimate.

### **Centrality**

Some topics are more central in the mind of the respondents than other topics.

For example, we say that “satisfaction with your job” is more central than “the use of solar powered cars”.

### **Reference period**

Requests can be asked about the present situation: feelings at the moment or satisfaction with different aspects of life or opinions about policies, norms, or rights.

Requests can also be directed to future events or intended behaviour. One can ask whether one will buy some goods in the future or will support some activity or expect changes or events, for instance.

Finally, survey items can be directed to the past asking whether one has bought something last week or whether one has been to a physician, dentist, or hospital during the last year.

### **Formulation of the request for an answer: basic choice**

**Indirect requests** are characterized by the use of pre-requests. A frequently occurring example is the Agree/disagree request. An example could be:

*Do you agree or disagree that the government should provide more social housing?*

But also other pre-requests can be used. For example:

*Is France made a worse or better place to live by people coming to live here from other countries?*

*On the whole how satisfied are you with the present state of the economy in Slovenia?*

*On an average weekday, how much time, in total, do you spend watching television?*

*Do you think that the government should stop building social housing?*

*Please tell me where you live.*

This last phrase is an indirect request containing a so-called 'WH word' (where).

Other examples:

*Do you think that...*

*Would you say that...*

*Please tell me, what do you think about...*

*Please indicate on a scale from 0 to 10 how much...*

**Direct requests** do not contain a pre-request but are characterized by the inversion of the verb and the subject. Examples could be:

*Do you prefer the Republicans above the Democrats?*

Some questions actually **do not contain any request**. Commonly this occurs in batteries, where only a single word or statement is given, implying through the context or response options that an answer is required.

Many batteries do have a request before the first question in the battery. We maintain the convention that **only the first item in a battery has a full request**, while the other items are heard only as loose statements.

In the following example **only the first item** should be coded with the request "Using this card, please say...". The **other two items** should be coded as having **no request but only a statement or a stimulus** ("Gay men and lesbians...", "Political parties..."):

Example:

Using this card, please say to what extent you agree or disagree with each of the following statements.

	Agree strongly	Agree	Neither agree nor Disagree	Disagree	Disagree strongly
The government should take measures to reduce differences in income levels	1	2	3	4	5
Gay men and lesbians should be free to live their own life as they wish	1	2	3	4	5
Political parties that wish to overthrow democracy should be banned	1	2	3	4	5

### **WH word used in the request**

**Requests with WH (question) words** are normally opened with a word like who, which, what, when, where but also how, to what extent, to what/which degree, whether. The common denominator of these words is that they replace the information asked for in the question sentence.

These question words are called WH words because in English they often start with the letters 'wh'. However, 'combien' (French 'how much'), 'cuál' (Spanish 'which'), 'warum' (German 'why') and 'когда' (Russian 'when') are also WH words.

### **WH' word**

**Requests with WH words** are normally opened with a word like Who, which, what, when, where but also how. A number of examples are given below.

The following question asks information about the actor in an assertion. Frequently it is used to determine the knowledge of a respondent in a certain domain:

*Who is the president of the EC?*

Most often this type of question is used to measure preferences:

*Which candidate do you prefer?*

The following question form can be used for many different purposes: factual information about objects, but also cognitions like causes or effects or expectations, knowledge etc.

Examples:

*What did you buy?*

*What do you think of president Bush?*

The following question asks about the time when a described act took place:

*When did you go to school for the first time?*

The following question asks about the place where an event took place:

*Where did you go by car?*

The following question asks about the way in which the act was done or by which procedure:

*How did you pay the car ? 1. by creditcard 2. cash 3. in another way*

This question word can also be used to ask about relations, for example:

*How did it happen that the position of the blacks changed?*

'How' can also measure an opinion, for example:

*How do you see the future?*

The fourth use of 'how' is in questions about quantities and frequencies such as:

*How often do you go to church?*

*How many hours a day do you watch television?*

'How' can also relate to requests which ask about the extremity of an opinion. For example:

*How interested are you in politics:*

*Very interested, rather interested, a bit interested, not at all interested?*

*How strongly do you believe that you will get a new job next year?*

We have coded "How likely" and "How Certain" as a "WH word for quantity"

This question word can also relate to the intensity of an opinion:

*Why did you leave school?*

This question asks for the reasons why something had to be done.

### **Request for an answer type**

#### **Interrogative question**

Note that all direct requests are interrogative. But also some indirect requests can have the pre-request in interrogative form.

Examples of direct requests:

*Did you vote or not during the last elections?*

*Is it good or bad for our country to allow people from other countries to come to live here?*

*How much do you agree or disagree with the foreign policy of Germany?*

*Where would you place yourself on this scale?*

*How satisfied are you with the accomplishments of your children:  
very satisfied, satisfied, neither satisfied nor unsatisfied, unsatisfied, very unsatisfied?*

Examples of Indirect requests:

*Do you agree or disagree that...*

*Do you think that...*

*Would you say that*

*Could you please indicate whether...*

(Now thinking about the government) would you say that...

(Using this card) could you indicate how strongly...

### **Imperative question-instruction**

These are instructions to the respondents. They can vary from very polite to very direct.

Examples :

*Please indicate on a scale from 0 to 10 how much...*

*Please read each question and tick the box on each line that shows how much time...*

*Tell me to what extent...*

(Using this card) please tell me...

### **Declarative**

In principle there are requests which can be formulated like statements. But they are *very infrequently used*.

Example:

*Now I would like to ask you ...*

### **None of the three**

These parts are absent, e.g., when stimuli are presented in a battery. We assume that only the first item in a battery contains these parts. We assume that the later items only consist of the statement or stimulus and the response categories.

### **Use of gradation**

A request contains a gradation if it indicates that the response scale will allow answers which can be ordered from low to high or from high to low.

Example:

*Could you tell me how much/ to which extent/ to which degree you approve (or disapprove) of this policy.*

### **Balance of the request**

A request is balanced when answer categories of both directions are mentioned in the request.

Example:

*Do you like or dislike foreigners?*

A request is also balanced when no answer categories are mentioned because in this case the question does not point in a certain direction:

Example:

*How do you feel about foreigners?*

A question is unbalanced when it only indicates possible responses in one direction and another direction is possible.

Examples of an unbalanced request:

*Do you like foreigners?*

*Do you dislike foreigners?*

### **Presence of encouragement to answer**

Is there a specific phrase in the requests that tries to stimulate the respondent to answer?

Examples of encouragements to answer could be:

*Please read this question carefully before answering*

*Could you tell me...*

*We would like to ask you...*

etc.

### **Emphasis on subjective opinion in request**

Is there a special emphasis on the opinion of the respondent?

Examples could be:

*Please, give us your opinion about...*

*What do you think about...*

*According to you...*

*In your opinion...*

etc.

### **Information about the opinion of other people**

Opinions of other people are given in the request

An example could be:

Some people are against nuclear energy while others favour it...

### **Use of stimulus or statement in the request**

A stimulus in a question can be a noun or a combination of nouns like a party name, a name of an institution or a brand. Frequently they occur in batteries of survey items.

Example:

Please indicate how much trust you have in each of the following institutions:

The police

The European Parliament

The Polish parliament

How do you evaluate the following brands of cars:

Citroen

Peugeot

Mercedes

Renault

Volkswagen

Etc.

1. Very good 2. good 3. neither good nor bad 4. bad 5. very bad

Statements in a question consist of complete sentences. Example:

Do you think that the following statement is true:

“Men are more intelligent than women”?

### **Absolute or comparative judgment**

When respondents have to evaluate an event or something else, they often have to give an absolute judgement. An example could be:

How satisfied are you with your health?

However, it is also possible to ask respondents to compare two events or things.

Example:

Are you now more or less satisfied than in the past?

Is Britain made a better or a worse place to live by people coming to live here?

Would you say that our cultural life is generally undermined or enriched by people coming to live here?

**Response scale: basic choice**

**Category scales**

A scale is considered a **category scale** when the number of categories is between 3 and 12.

One can also distinguish **two different classes of categories**:

1. Nominal categories consisting of a set of options.

An example could be:

What is the most important problem our country faces today?

1. Terrorism
2. Unemployment
3. Racism
4. Criminality
5. Others, namely \_\_\_\_\_

2. Ordinal response categories require an ordering of the alternatives.

How would you evaluate the policies of the incumbent president of the United States?

1. Very bad
2. Rather bad
3. Bad
4. Neither bad nor good
5. Good
6. Rather good
7. Very good

**Yes/no scales**

All category scales with 2 categories we summarise under yes/no scales.

Example:

Did you go to college?

1. Yes
2. No

**Frequencies**

Examples of Frequencies or amount requests could be:

How often do you go to the doctor?

What percentage of your time do you spend on housework?  
0% means absolutely nothing and 100 % means absolutely all.

Write in percentage: \_\_\_\_\_

How many years did you live in New York?

Write in: \_\_\_\_\_years

Please note that % is an amount and **not magnitude estimation!**

### **Magnitude estimation**

In magnitude estimation experiments subjects are presented with a standard stimulus (a modulus) and are told that the stimulus has a magnitude of a certain value, like 20. The subjects are then presented with a series of stimuli that vary in intensity and are asked to assign each of the stimuli a number relative to the standard stimulus. For example, if the current stimulus is twice as intense as the standard stimulus it should be called 40 or if it is half as intense, it should be called 10.

### **Line production**

How satisfied are you with your house?

Express your opinion in length of lines, where completely dissatisfied is expressed by the following line

—  
and completely satisfied by the following line

\_\_\_\_\_

### **More steps procedures**

As the term states these requests consist of more than one question. An example could be:

Do you favor or oppose abortion?

1. favor 2. oppose

How much do you favor abortion?

1. I am absolutely for it 2. I am for it

How much do you oppose abortion?

1. I am absolutely against it 2. I am against it

### **Number of categories**

The code is equal to the number of categories of the category scale provided.

Do not include the “don’t know” category in the count.

For instance, if the categories go from 0 to 10 there are 11 categories.

Please note: in many cases the “don’t know” option is not a category, but a possible spontaneous answer from the respondent. In such cases DK should not be considered when counting the number of categories.

### **Labels of categories**

Categories can be fully labelled, partially labelled or not labelled at all.

An example with some categories labeled:

Give a number between 1 and 5 where  
1 means “very bad” and 5 means “very good”.

An example where all categories are labeled:

1. Very good
2. Good
3. Not good at all

### **Labels with long or short text**

Are the labels short texts/single words, or longer texts/complete sentences?

One has the choice between full sentences or short predicates.

Examples of a short text could be:

1. In favour
2. Against

Examples of complete sentences:

1. Men should take as much responsibility as women for the home and children  
...
  5. Women should take more responsibility for the home and children than men
- 
1. I am in favour of the president
  2. I am neither in favour nor against the president
  3. I am against the president

### **Order of the labels**

Is the first mentioned answer category the most negative or the most positive one.

If the question is not applicable, choose the first option.

Example:

How would you rate the quality of fast-food restaurants?

1. Very bad
2. Bad
3. Good
4. Very good

Since the first label is “1. Very bad”, the first label is negative and the code chosen should be 1.

**Correspondence between labels and numbers of the scale**

In the case there is an ordering in the response categories, and one can say that the numbers in front of the category suggest an order scale there is high correspondence between the numbers and the categories. If the scale is not ordinal then this characteristic is not applicable.

An example of **high correspondence**

-3	-2	1	0	1	2	3
disagree completely	disagree strongly	disagree	neither agree nor disagree	agree	agree strongly	agree completely

Example 2:

No trust at all	Complete trust
0	1 2 3 4 5 6 7 8 9 10

An example of **medium correspondence**:

Example 1:

1	2	3	4	5	6	7
disagree completely	disagree strongly	disagree	neither agree nor disagree	agree	agree strongly	agree completely

An example of **low correspondence**:

1	2	3	4	5	6	7
agree completely	Agree strongly	agree	neither agree nor disagree	disagree	disagree strongly	disagree completely

In this case the labels of the scale go from positive to negative while the numbers go from small to large.

This concept is **not applicable** in the case were yes/no, true/false answers, frequencies or numbers are used.

### **Theoretical range of the scale bipolar/unipolar**

The concept used has a **theoretical range of scale** as well as a **response range scale** presented in the questionnaire.

Both the theoretical and the response scales may be either **unipolar** or **bipolar**.

1. If the theoretical range is unipolar then the response scale is normally also unipolar.

For example, frequency scales typically have theoretical and response scales that are both unipolar:

1. Never — 4. Always

Likely and certain are probability scales and are unipolar even though unlikely and uncertain are used in the questions and answer categories.

2. The theoretical range is bipolar. This means that the theoretical scale contains the two opposing poles.

Examples:

For both theoretical and response scale we have:

1. Very dissatisfied — 5. Very satisfied

1. Bad — 3. Good

The term 'theoretical range' is not applicable in the case where yes/no, true/false answers, or numbers are used.

### **Number of fixed reference points**

The subjective scale can be connected to the response scale by reference points. The characteristic "fixed reference points" asks how many of these reference points are **fixed**.

Fixed means there is no doubt where the point lies on the subjective scale perceived by respondents.

For example, if the following scale is used,

1. Completely disagree

...

10. Completely agree

there is no doubt that the points 1 and 10 indicate the end points of the scale: one cannot be more than 'completely' in agreement. If the points had been labelled 'agree' and 'disagree' instead, these reference points would **not** have been unambivalently fixed.

Example:

1. Bad
- ...
5. Neither good nor bad
- ...
10. Good

This scale has 3 reference points, but **only 1 of them is fixed**.

'Good' and 'bad' are **not fixed reference points** because their position is not necessarily on the end points of the scale. In this example, only the neutral point 5 is fixed.

Other examples of fixed reference points

1. Extremely/Completely/dissatisfied ... 10. Extremely/completely satisfied

Points 1 and 10 indicate the endpoints and one cannot go beyond them.

0. no time at all 1. a little time 2. a reasonable amount of time 3. a lot of time

Here only "no time at all" is a fixed reference point.

1. strongly agree 2. agree 3. neither agree nor disagree 4. disagree 5. strongly disagree

Here only the neutral middle category is a fixed reference point. Categories such as "strongly" or "very" are not fixed because you could go beyond this point in the language used (English in this case).

### **Basic choice: frequencies - Number of frequencies**

This code is equal to the maximum value possible for the frequency question.

### **Basic choice: magnitude estimation - Maximum possible value**

Please enter the maximum possible value obtainable by the rating procedure.

If this value is not known, enter the maximum value observed in the data.

### **Basic choice: line production - Maximum possible value**

Please enter the maximum possible value obtainable by the rating procedure.

If this value is not known, enter the maximum value observed in the data.

### **Don't know option**

The following options can be considered:

**Present:** a "don't know" option is explicitly mentioned;

**Only registered:** a “don’t know” option is not explicitly mentioned but such a response will be registered;

**Not present:** a “don’t know” option is not present and not registered.

“Don’t know” may also be labelled differently, e.g. “no response”. It is however, not the same as choosing a neutral category.

### **Interviewer instruction**

Examples:

Read out

If unclear, repeat the instructions.

CARD 1

READ OUT EACH STATEMENT AND CODE IN GRID

### **Respondent instruction**

Researchers can give instructions to the respondent which are linguistically characterized by the imperative mood or polite versions of it.

Examples:

Answer the question with this card.

Please imagine a scale from 1 to 5.

Using this card, please tell me...

### **Extra motivation, info or definition available?**

Motivation explains the broader purpose of the research to the respondent.

Examples:

We are doing research to find out the best way to ask these questions.

For the statistical processing of a survey it is important that the research is representative for the entire population. For this reason we need to know the general range of incomes of all people we interview.

Sometimes a definition of or information about concepts is provided in the survey item.

Example:

By “corporate social responsibility” we mean a built-in, self-regulating mechanism whereby your business would monitor and ensure its adherence to law, ethical standards, and international norms.

Note that extra motivation should not be confused with the introduction. The latter initiates the topic of the request for an answer; the former introduces the aim of the study or the questionnaire.

To help us improve our questions in the future, here are some final questions...

### **Knowledge provided**

In survey items relevant information can be provided such as information about the topic or definition of terms or both.

Examples of extra information could be:

An overview of the possible consequences of leaving NATO is given below.

As you might know there was an extended discussion in congress about gun control...

An example of a definition is:

0 means that you are completely dissatisfied and 10 means that you are completely satisfied. The more satisfied you are the higher the number.

By euthanasia we understand... etc.

### **Introduction available?**

Introductions mainly serve to initiate the topic of the Request for an Answer to the respondent and consist of one or more sentences.

Examples could be:

*Now, a couple of questions follow about your health.*

*The next question deals with your work.*

### **Total number of nouns in request for an answer**

A noun (nomen) is a word used to name a person, animal, place, thing, and abstract idea. The highlighted words in the following sentences are all nouns:

Late last **year** our **neighbours** bought a **goat**. **Portia White** was an **opera singer**. The **bus inspector** looked at all the **passengers' passes**. According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C. **Philosophy** is of little comfort to the **starving**.

Note that a number is not a noun. Also words such as he, she, I, you, etc. are personal pronouns not nouns.

### **Total number of abstract nouns in request for an answer**

Abstract nouns indicate **objects that you can not, in principle, perceive through your physical senses**: touch, sight, taste, hearing, or smell.

**Abstract nouns      Concrete nouns**

Government              the moon

Justice                    judge

schizophrenia          a schizophrenic

childhood                a child

France (the country)    A Frenchman

Police (institution)    Policemen

Abstract nouns

Institutions: Government, parliament, police, party

Weekday, hour, trust, advantage

Democracy, economy, work

Countries: Europe, Great Britain

Concrete nouns

Card, score, scale

Person, people, child, man, women immigrants

Television, radio, newspaper

**Total number of syllables in request**

This characteristic refers to the **total number** of syllables for all of the words in all sentences in the question.

For many languages the program will provide an automatic suggestion based on the hyphenation of words.

**Number of subordinate clauses in request**

Frequently requests for answers cannot be expressed by a simple independent main clause. Therefore other clauses are added which express subordinate meanings that depend on the main clause.

Example:

Margaret Thatcher [MAIN], former prime minister of the U.K. [SUBORDINATE], once said: “there is no such thing as society”. Do you think [MAIN] that you can easily understand politics [SUBORDINATE]?

These subordinate meanings can express time, place, conditions, reasons, manners, and so on.

In order to link these meanings to the main clause, *conjunctions* are frequently used: 'if', 'unless', 'to what extent', 'to what degree', 'that', 'where', etc.

Example:

Please answer on a scale from 0 to 10 [MAIN], **where** 0 means ... and 10 means ... [SUBORDINATE]

But also present participles can be links: 'using this card', 'now **thinking** about', etc.

Even infinitives can function as links:

which measures do you take [MAIN] **to improve** your financial situation [SUBORDINATE]?

Another complex request as an example:

Using this card [SUBORDINATE], generally speaking [SUBORDINATE], would you say [MAIN] that most people can be trusted [SUBORDINATE], or that you can't be too careful [SUBORDINATE] in dealing with people [SUBORDINATE]?

### **Number of syllables in answer scale**

This characteristic refers to the **total number** of syllables for all of the words in all the response options.

For many languages the program will provide an automatic suggestion based on the hyphenation of words.

### **Total number of nouns in answer scale**

A noun (nomen) is a word used to name a person, animal, place, thing, and abstract idea. The highlighted words in the following sentences are all nouns:

Late last **year** our **neighbours** bought a **goat**. **Portia White** was an **opera singer**. The **bus inspector** looked at all the **passengers' passes**. According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C. **Philosophy** is of little comfort to the **starving**.

Note that a number is not a noun. Also words such as he, she, I, you, etc. are personal pronouns not nouns.

### **Total number of abstract nouns in answer scale**

Abstract nouns indicate **objects that you can not, in principle, perceive through your physical senses**: touch, sight, taste, hearing, or smell.

**Abstract nouns      Concrete nouns**

- |                      |                 |
|----------------------|-----------------|
| Government           | the moon        |
| Justice              | judge           |
| schizophrenia        | a schizophrenic |
| childhood            | a child         |
| France (the country) | A Frenchman     |
| Police (institution) | Policemen       |

Some more examples:

Abstract nouns

- Institutions: Government, parliament, police, party
- Weekday, hour, trust, advantage
- Democracy, economy, work
- Countries: Europe, Great Britain

Concrete nouns

- Card, score, scale
- Person, people, child, man, women immigrants
- Television, radio, newspaper

**Show card used**

Show cards are sometimes used during the interview to show the response options or explain the question.

An example of a source showcard from the ESS4:



The same showcard as it was used in France looked like this:

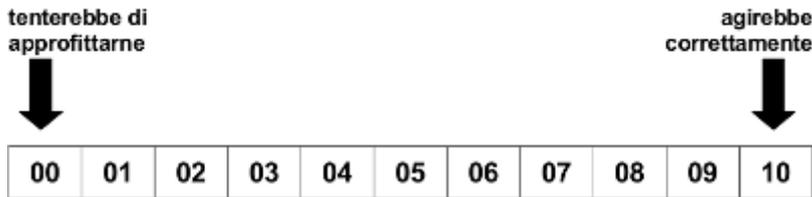


## Horizontal or vertical scale

Is the scale presented horizontally or vertically on the showcard.

An example of a horizontal scale is

La maggior parte delle persone ...



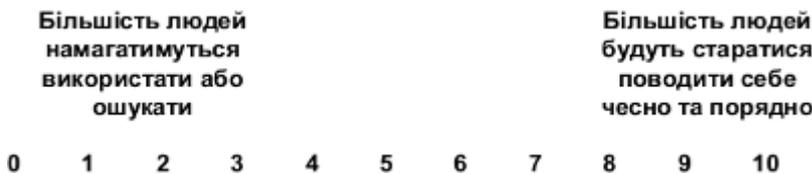
while this is a showcard with a vertical scale:

### A3 **Koliko časa na dan poslušate radio na običajen dan v tednu?**

- 00 - sploh nič
- 01 - manj kot ½ ure
- 02 - od ½ ure do 1 ure
- 03 - več kot 1 uro do 1½ ure
- 04 - več kot 1½ ure, do 2 uri
- 05 - več kot 2 uri do 2½ uri
- 06 - več kot 2½ uri do 3 ure
- 07 - več kot 3 ure

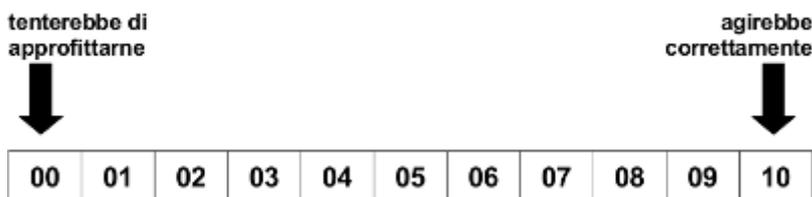
## Overlap of text and categories?

Overlap happens when the text meant to mark one category overlaps with another. An example of a showcard with overlap for the extreme categories:



The following showcard has clearly connected the label text with the categories by using arrows:

La maggior parte delle persone ...

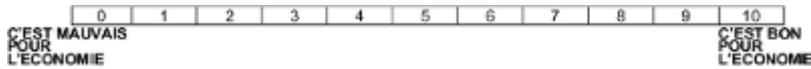


## Numbers or letters before the answer categories

Are the response options on the card marked with numbers, letters, or neither.

### Scale with numbers or numbers in boxes

Sometimes the numbers on the showcard are encased in boxes like so:



### Start of the response sentence on the showcard

Does the showcard show the start of a sentence to be finished by choosing one of the response options?

Example:

La maggior parte delle persone ...

tenterebbe di approfittarne



agirebbe correttamente



00	01	02	03	04	05	06	07	08	09	10
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### Question on the showcard

Does the showcard contain the question?

Example:

**A3** Koliko časa na dan poslušate radio na običajen dan v tednu?

- 00 - sploh nič
- 01 - manj kot ½ ure
- 02 - od ½ ure do 1 ure
- 03 - več kot 1 uro do 1½ ure
- 04 - več kot 1½ ure, do 2 uri
- 05 - več kot 2 uri do 2½ uri
- 06 - več kot 2½ uri do 3 ure
- 07 - več kot 3 ure

### Picture on the card provided?

Is there a picture on the showcard?

### Computer assisted

Whether the data collection was computer-assisted (CAI) or not

### Interviewer

Whether the interview was administered by an interviewer.

**Visual presentation**

When there is an interviewer present but the interview relied in supporting material such as showcards, the presentation in 'Visual', this is also the case when the respondent completed the questionnaire looking at a screen or at a printed questionnaire. The information is oral when a request for an answer is only read without any additional supporting visual material or when it is collected by telephone or an automatic recording system.

**Position**

The position of the item in the questionnaire. Number of questions asked before this question.