1. Domain

The domain is the topic of the assertion\(^1\) that the researcher wants to measure using this question. It is determined by the research goal. Originally the classification of the Central Data Archive in Cologne/Germany (GESIS, 2014) has been used for the coding. But in the analysis only the following categories have been employed for the domain.

National politics
European Union politics
International politics
Family
Personal relations
Work
Consumer behaviour
Leisure activities
Health
Living conditions and background variables
Religion
Philosophy
Sexuality
Race
Norms
Life in general
Happiness
Yourself

2. Concept

The concept identifies how the request for an answer\(^2\) is measured: evaluative beliefs, feelings, importance, expectations of future events, facts, background variables, and behaviours, judgements, relationships, evaluation, preferences, norms, policies, right, action tendencies. It is what the researcher really wants to know about the subject or domain. It is also determined by the research goal. A request aims to obtain information about a subject. For example in the request,

\(^1\) ‘Assertion’ is understood as the operationalization, the verbal expression, of a concept-by-intuition (a concept which meaning is intuitively clear in contrast to a concept-by-postulation which requires theoretical and empirical support) (Saris & Gallhofer, 2007, Chapter 2). Survey items are formulated from assertions.

\(^2\) The term request for an answer (Saris & Gallhofer, 2007, Chapter 3) refers to a survey item in a general sense as they are not always formulated in the form of questions (interrogative form) but also as statements or different types of requests. All have in common that they request an answer from the interviewee. Throughout this text we use request as a short cut for request for an answer, but other terms commonly used in survey research are also used such as questions or items.
‘Was John F. Kennedy a good president?’ 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 request above request is an example of a simple concept. A complex concept is a combination of two or more simple concepts. The question ‘Do most other people think that John F. Kennedy was a good president?’ asks what the respondent believes about the evaluation of others. Thus it is a belief about an evaluation.

The concept choices listed in SQP are:

2.1 **Evaluative beliefs** 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.

2.2 **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 (defined below as evaluations) and affective evaluations or feelings. Assertions expressing feelings can have three basic forms (Saris & Gallhofer, 2007, p. 42), 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.

2.3 **Importance**: This assertion has the same form as the ones indicating evaluations. The only difference is that the subject complement is in this case an expression of ‘importance’. For example: ‘My work is important’. An example taken from the ESS R7 questionnaire is: ‘Please tell me how important you think each of these things should be in deciding whether someone born, brought up and living outside [country] should be able to come and live here.’

2.4 **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?’

---

3 ‘Form’ in the sense of formal structure
2.5 Facts, background variables, and behaviours 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, medical history from hospitals, etcetera.

- **Behaviour** refers to present and past actions or activities.
- **Demographic or ‘background’ variables** are almost ubiquitous in surveys and often concern education level, age, gender, income, household composition, or marital status.
- **Facts** can refer to objective information about the respondent (e.g., country of birth, car ownership) or about someone or something else (e.g., the capital of a country). Facts are sometimes asked to evaluate 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?’

2.6 Other simple concepts are judgements, relationships, evaluations, preferences, norms, policies, rights, and action tendencies

2.6.1 Judgements: A neutral evaluation of someone or something (not in terms of good or bad). Example: ‘Our family was large’.

2.6.2 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’.

2.6.3 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’. An example of an item asking respondents to make an evaluation is: ‘How is your health in general? Would you say it is very good, good, fair, bad, or very bad?’

2.6.4 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 over the Christian Democratic Party’ or ‘I am in favour of a directly elected President’.

2.6.5 Norms are specifications of ‘what actions are regarded by a set of persons as proper or correct’(Coleman & Coleman, 1994, p. 242). An assertion expressing a norm often contains the word ‘should’, for example ‘Immigrants should adjust to the culture of their new country’. Another example is: ‘Gay men and lesbians should be free to live their own life as they wish’.

2.6.6 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?’ or ‘The government should take measures to reduce differences in income levels’ ask about a policy.

2.6.7 Rights are 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’ or ‘please say how much the
management at your work allows/allowed you to decide how your own daily work is/was organised?’.

2.6.8 **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’ or ‘I will vote in the next general election for candidate X’.

3. **Social Desirability**

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

Topics where this can occur are: voting behavior, behavior related to addictions, crimes, illnesses, sexual behavior, charity, financial matters (such as income), and being a well informed and cultured person.

The choice of this category in SQP (alongside with centrality) is subjective estimate decision of the coder.

4. **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’.

5. **Reference period**

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

6. **Formulation of the request for an answer: basic choice**

It identifies if a request if formulated as a direct or indirect request or if there is no request present, which would mean that the stimuli or statement belongs to a battery of questions (except for the first item of the battery which will have either a direct or and indirect request which introduces the battery).

6.1 **Indirect requests** are characterized by the use of pre-requests or subordinated clauses. A frequently occurring example is an 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:

‘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, see definition below).

Other examples of pre-requests are:

‘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…’

6.2 Direct requests do not contain a pre-request or a subordinated clause. Examples are:

‘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?’

‘How interested are you in politics?’

6.3 No request present

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 follow the convention that only the first item in a battery has a full request, while the other items are coded as stimuli without a request present.

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government should take measures to reduce differences in income levels</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Gay men and lesbians should be free to live their own life as they wish</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Political parties that wish to overthrow democracy should be banned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. WH word used in the request

Requests with WH (question) words contain 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 translations such as ‘combien’ (French for ‘how much’), ‘cuál’ (Spanish for ‘which’), ‘warum’ (German for ‘why’) and ‘когда’ (German for ‘when’) are also considered WH words.

8. WH’ word

The type of WH word used in the request should be specified. A number of examples are given below as an aid to choose the appropriate category.

8.1 Who

The following question asks information about the subject 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?*

8.2 Which

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

*Which candidate do you prefer?*

8.3 What
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?*

**8.4 When**

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

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

**8.5 Where**

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

*Where did you go by car?*

**8.6 How (procedure)**

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

**8.7 How (relationship)**

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

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

**8.8 How (opinion)**

‘How’ can also measure an opinion, for example: How do you see the future?

**8.9 How (quantity)**

The fourth use of ‘how’ could be 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 likely’ and ‘How certain’ should be coded as a ‘WH word for quantity’
8.10 How (extremity)

‘How’ may also be related 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?

8.11 How (intensity)

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

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

8.12 Why

Why did you leave school?

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

9. Request for an answer type

9.1 Interrogative requests

Note that all direct requests are interrogative. But also some indirect requests can have the prerequisite in an interrogative form.

Examples of direct (interrogative) requests:

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?

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…
9.2 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...

9.3 Declarative

In principle there are requests which can be formulated like statements.

Example:

Now I would like to ask you ...

9.4 None of the three

This option should be selected when only stimuli are presented. In a battery, only the first item in a battery contains a request. We assume that the later items only consist of the statement or stimulus and the response categories.

10. 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.

11. 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?
Would you say it is generally bad or good for [country]'s economy that people come to live here from other countries?

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?

12. 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...

13. 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...

etcetera

14. Information about the opinion of other people
Opinions of other people are mentioned in the request

An example could be:

Some people are against nuclear energy while others favour it…

15. 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.

Examples are:

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

Statements in a question consist of complete sentences. Example:

Do you think that the following statement is true:
‘Men are more intelligent than women’?

16. 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?

17. Response scale: basic choice
17.1 Category scales

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

Two different classes of categories are distinguished:

1) Nominal categories consisting of a set of options.

For example:

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

17.2 Yes/no scales

Category scales with two categories should be classified as yes/no scales in SQP

Example:

Did you go to college?
Yes
No

17.3 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!

17.4 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.

17.5 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

17.6 More steps procedures

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

18. Number of categories

When ‘categories’ is selected as a basic response choice, SQP asks for the number of categories of the category scale provided.

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.

19. Labels of categories

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

An example with partially labelled categories is:

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?

An example where all categories are labelled:

How would do you rate your health?

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

20. 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 labels with a short text are:

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

21. Order of the labels

Select first label negative or not applicable if the first mentioned answer category is the most negative or if this is not applicable for instance in the case of frequencies or probabilities.

First label positive refers to the first category being the most positive one
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 should be ‘first label negative or not applicable’.

22. Correspondence between labels and numbers of the scale

If the response categories are ordered and gradation is present, and 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**

<table>
<thead>
<tr>
<th>-3</th>
<th>-2</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree completely</td>
<td>disagree strongly</td>
<td>disagree</td>
<td>neither agree nor disagree</td>
<td>agree</td>
<td>agree strongly</td>
<td>agree completely</td>
</tr>
</tbody>
</table>

Example 2:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>No trust at all</td>
<td>Complete trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An example of **medium correspondence**:

Example 1:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree completely</td>
<td>disagree strongly</td>
<td>disagree</td>
<td>neither agree nor disagree</td>
<td>agree</td>
<td>agree strongly</td>
<td>agree completely</td>
</tr>
</tbody>
</table>

An example of **low correspondence**:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree completely</td>
<td>agree strongly</td>
<td>agree</td>
<td>neither agree nor disagree</td>
<td>disagree</td>
<td>disagree strongly</td>
<td>disagree completely</td>
</tr>
</tbody>
</table>

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 where yes/no, true/false answers, frequencies or probabilities are used.
23. Range of the scale bipolar/unipolar

Concepts in requests may have a theoretical range of scale as well as a response range scale presented in the questionnaire.

Bipolar concepts have two opposite sides. Response options in unipolar scales go from zero to positive or from zero to negative.

The theoretical range asks if the concept used is in principle bipolar or unipolar. 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.

When the theoretical range is bipolar, the theoretical scale contains the two opposing poles but the response range used scale may be in a bipolar or a unipolar form. Scales in agreement with bipolar concepts would measure two poles: positive to negative or active to passive, etcetera.

For example both the theoretical and the response scale are bipolar in:

1. Very dissatisfied — 5. Very satisfied

But if the scale is presented as

1. Not at all satisfied – 5. very satisfied

the theoretical range is bipolar but the range used in the response scale is unipolar.

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

24. Number of fixed reference points

Response scales in a survey item are connected with the subjective scale of the respondent 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 ‘strongly agree’ and ‘strongly disagree’ instead, these reference points would not have been unambivalently fixed.

A second example:

0 Bad
1
2
3
4
5
6
7
8
9
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).

25. Frequencies - Number of frequencies

If the basic choice for a response scale was ‘frequencies’, this code asks for the maximum value possible for the frequency question.
26. Magnitude estimation - Maximum possible value

If the basic choice for a response scale was ‘Magnitude estimation’, 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.

27. Line production - Maximum possible value

If the basic choice for a response scale was ‘Magnitude estimation’, this characteristic asks the maximum possible value obtainable by the rating procedure.

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

28. 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.

29. Interviewer instruction

If an interviewer administrates the survey, interviewer instructions will often be present, regarding which card to use or how to continue.

Examples are:

Read out

If unclear, repeat the instructions.

CARD 1

READ OUT EACH STATEMENT AND CODE IN GRID

30. 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…

31. Extra motivation, information or definition available

A ‘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…

32. 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.

33. 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.’
‘And now a few questions about you and your life’

34. Total number of nouns in request for an answer

A **noun** 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’ are personal pronouns not nouns.

35. Total number of abstract nouns in a 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.

<table>
<thead>
<tr>
<th>Abstract nouns</th>
<th>Concrete nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>the moon</td>
</tr>
<tr>
<td>Justice</td>
<td>judge</td>
</tr>
<tr>
<td>schizophrenia</td>
<td>a schizophrenic</td>
</tr>
<tr>
<td>childhood</td>
<td>a child</td>
</tr>
<tr>
<td>France (the country)</td>
<td>A Frenchman</td>
</tr>
<tr>
<td>Police (institution)</td>
<td>Policemen</td>
</tr>
</tbody>
</table>
More examples of abstract nouns

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

More examples of concrete nouns

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

36. 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 SQP will provide an automatic suggestion based on the hyphenation of words.

37. 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:

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]?

38. 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 SQP will provide an automatic suggestion based on the hyphenation of words.

39. Total number of nouns in answer scale

A noun 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’, etcetera are personal pronouns not nouns.

40. 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.

<table>
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<th>Abstract nouns</th>
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<td>Policemen</td>
</tr>
</tbody>
</table>

Some more examples of abstract nouns:
Some more examples of concrete nouns:

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

41. 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:

<table>
<thead>
<tr>
<th>Bad for the economy</th>
<th>Good for the economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  1  2  3  4  5  6  7  8  9  10</td>
<td></td>
</tr>
</tbody>
</table>

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

![Showcard example](image)

42. 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 ...

![Horizontal scale example](image)

while this is an example of 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 ura
02 - od ½ ura do 1 ura
03 - več kot 1 ura do 1½ uri
04 - več kot 1½ uri, do 2 uri
05 - več kot 2 uri do 2½ uri
06 - več kot 2½ uri do 3 ure
07 - več kot 3 ure

43. 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:

<table>
<thead>
<tr>
<th>Більшість людей</th>
<th>Більшість людей</th>
</tr>
</thead>
<tbody>
<tr>
<td>намагатимуться</td>
<td>будуть старатися</td>
</tr>
<tr>
<td>використати або</td>
<td>поводити себе</td>
</tr>
<tr>
<td>ошукати</td>
<td>чесно та поряднис</td>
</tr>
</tbody>
</table>

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

La maggior parte delle persone ...

tenterebbe di


agirebbe
correttamente


00 01 02 03 04 05 06 07 08 09 10

44. Numbers or letters before the answer categories

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

45. Scale with numbers or numbers in boxes

Sometimes the numbers on the are encased in boxes, for example:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

46. 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:
[country’s] policy should be to...

Allow many to come and live here
Allow some
Allow a few
Allow none

47. 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 ¼ ure
  02 - od ¼ ure do 1 ure
  03 - več kot 1 ure 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

48. Picture on the card provided?

Is there a picture on the showcard?

49. Computer assisted

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

50. Interviewer

Whether the interview was administered by an interviewer.

51. Visual presentation

The presentation is ‘Visual’ 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. It is also oral when there is an interviewer present but the interview relied in supporting material such as showcards.

52. Position

The position of the item in the questionnaire, This refers to the number of questions asked before this question.
References

