

**Scotland's Census 2021
Language Topic Event Summary**

May 2017

Table of Contents

1. Introduction.....	3
1.1 Topic Consultation	3
1.2 Topic Consultation Follow-up Events.....	4
2. Language Skills	5
2.1 Introduction	5
2.2 2011 Language Skills Question (Matrix)	5
2.3 Alternative 2021 Language Skills Question designs	6
2.4 English Language Skills.....	7
2.5 Scots Language Skills.....	8
2.6 English, Scottish Gaelic and Scots Language Skills Question Wording.....	8
2.7 Layout of the Scottish Gaelic and Scots Language Skills Questions	9
3. Language proficiency.....	9
3.1 Introduction	9
3.2 2011 Language Proficiency Question	9
3.3 2021 Language Proficiency Question	9
4. British Sign Language.....	10
4.1 Introduction	10
4.2 Possible British Sign Language Questions for Scotland's Census 2021....	10
4.3 Wording of the Example British Sign Language Questions.....	11
4.4 Need for collecting data about hearing user groups.....	12
5. Other Languages.....	13
5.1 Introduction	13
5.2 Alternative 2021 Other Languages Questions	13
5.3 Need for collecting data about languages other than English	14
5.4 Wording of the Other Languages Question.....	14
6. Order and routing of language questions in Scotland's Census	15
6.1 Order and routing of questions in Scotland's Census 2011	15
6.2 Suggestions for question order and routing in Scotland's Census 2021	16
7. Next steps.....	16
Annex.....	17
A. English Language Skills Survey.....	17
B. Scotland's Census 2011 Language Questions	19

1. Introduction

1.1 Topic Consultation

National Records of Scotland (NRS) invited views on [Scotland's Census 2021 – Topic Consultation](#) (PDF) between 8 October 2015 and 15 January 2016.

The consultation document presented the initial views from NRS on the topics under consideration for collection in the census in 2021, with the aim of encouraging discussion and to help build strong cases to justify the inclusion of topics. The consultation was a first step towards understanding what information users will need. The focus of the consultation was on information required at topic-level, not the detail of the questions that should be asked on the questionnaire.

In total, 113 responses were received to the consultation; 91 of these were from organisations and 22 were from individuals. On 15 February 2016, NRS published the responses of those organisations and individuals who had indicated they were content for us to do so. These responses can be viewed on the [Citizen Space website](#). On 15 August 2016, NRS published the [Topic Consultation Report](#) (PDF). This report presented an overview of the evaluation process used to assess Topic Consultation responses and outlined NRS's response to the consultation, updated view on topics under consideration for collection in Scotland's Census 2021 and NRS's intended next steps.

NRS received a strong response from users on a range of topics, some of which have not been included in Scotland's Census before. In the introduction to the consultation document, we said:

“Changes to the content of the questionnaire will be considered to address:

- where questions didn't work well in 2011, particularly where there were issues with data quality and/or they didn't support users' requirements for outputs,
- new or emerging policy requirements that cannot be addressed through the use of alternative sources,
- changes in international guidelines (e.g. around the labour market topic) and in legislation.”

The consultation was a key step towards understanding what is needed from the census in 2021. In order to develop the question set that will be recommended for inclusion in the census questionnaire, NRS will work with stakeholders and undertake research, question testing and consideration of acceptable burden. The final decision on the content of Scotland's Census 2021 questionnaire will ultimately be made by the Scottish Parliament, likely in late 2019.

As in previous years, there will be separate censuses in England & Wales and Northern Ireland and the three census offices will work together to develop a set of questions that, wherever possible and necessary, deliver harmonised outputs across the UK.

Consultations on the content for the 2021 Censuses in England & Wales and Northern Ireland also took place last year. On 23 May 2016, the Office for National Statistics (ONS) published their response to the consultation for England & Wales¹. The Northern Ireland Statistics and Research Agency (NISRA) published their response to the consultation for Northern Ireland later on 30 August 2016².

1.2 Topic Consultation Follow-up Events

In the Topic Consultation, NRS outlined the next steps for each topic or sub-topic where question changes or new questions may be required. This included further discussion with stakeholders on the topics of Ethnicity, National Identity and Language for which a limited number of requests which were made for additional information to be collected and to better understand the exact nature of user need. The census question on Religion is also part of this topic area.

NRS recognised the importance of including a wide range of stakeholders in follow-up discussions. Topic Consultation respondents who indicated that they were happy to be contacted by NRS about the Ethnicity, National Identity, Language and/or Religion topics were invited to attend a Topic Consultation follow-up event. The event was also widely promoted through the [Scotland's Census newsletter](#) which has a distribution list of around 2,000 contacts and by the @NatRecordsScot Twitter feed.

In order to capture the requirements of users who could not attend the event, and to capture further detailed requirements from those who did, a paper (event only) and an online survey was provided. This survey, which asked similar questions to the Topic Consultation, was widely promoted through the Scotland's Census newsletter and was available online until 19 May 2017.

All materials from the [Ethnicity, National Identity, Language and Religion Topic Event](#) held on 20 April 2017 are available on the Scotland's Census website.

At the Language Topic Event on the afternoon of 20 April 2017, NRS gave some background to the [Language Skills](#), [Language Proficiency](#) and [Other Languages](#) questions asked in the 2011 Census and shared some possible alternative questions designs for 2021, including a new question about [British Sign Language](#). Stakeholders were invited to provide their feedback and thoughts about the alternative question designs. This report summarises the stakeholder discussion and feedback from this event, survey and English Language Skills survey.

The report summarising stakeholder discussion about the Ethnicity, National Identity and Religion topics can be found on the [Ethnicity, National Identity, Language and Religion Topic Event](#) page on the Scotland's Census website.

Footnotes

- 1) 'The 2021 Census – Assessment of initial user requirements on content for England and Wales: response to consultation' [2021 Census topic consultation - Office for National Statistics](#)
- 2) 'Assessment of the responses received – Response to Consultation' [2021 Census Topic consultation – Northern Ireland Statistics and Research Agency](#)

2. Language Skills

2.1 Introduction

The following sections show the [2011 Language Skills Question \(Matrix\)](#), the [Alternative 2021 Language Skills Question designs](#) presented at the Language Topic Event, and summarise background information provided by NRS and feedback from both attendees of the event and respondents to the surveys about: [English Language Skills](#), [Scots Language Skills](#), [wording of the Language Skills Questions](#) and the [layout of the Scottish Gaelic and Scots Language Skills Questions](#).

2.2 2011 Language Skills Question (Matrix)

The language skills question asked in Scotland's Census 2011 is presented in Figure 1. This question asked whether respondents could 'Understand', 'Speak', 'Read' and/or 'Write' 'English', 'Scottish Gaelic' and/or 'Scots'.

Figure 1: Scotland's Census 2011 Language Skills Question

	English	Scottish Gaelic	Scots
Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

or

None of these

There were quality issues with this question. The Census Quality Survey (CQS)³ agreement rates, i.e. the percentage of CQS respondents giving the same response to the census and the CQS survey, were as follows:

The full matrix	84.6 per cent
English language skills	95.0 per cent
Scottish Gaelic language skills	99.5 per cent
Scots language skills	88.5 per cent

Footnote

3) The Census Quality Survey (CQS) is a voluntary survey carried out after the census to measure the accuracy of responses in the census. The survey asked a sample of the population the same questions as asked in the census so answers could be compared between the census and the CQS. Where responses differed, follow-up questions were asked of the respondents to determine why. Agreement rates were calculated for each question. These are the percentage of CQS respondents that gave the same response to the census and the CQS question.

The main reasons identified for these quality issues were respondent misunderstanding caused by the matrix style of the question, the lack of clarity around the term 'Scots' and the interaction between Scots and English.

2.3 Alternative 2021 Language Skills Question designs

Alternative question designs presented by NRS aimed to address the factors that caused the quality issues with the [2011 Language Skills Question \(Matrix\)](#). NRS suggested either separating English from Scottish Gaelic and Scots, and transposing the remaining matrix (Figure 2), or separating all three languages (Figure 3).

Figure 2: Alternative 2021 Language Skills Question A

17 Can you use any of Scotland's other Official/ National languages?

◆ Tick all that apply

	No	Understand	Speak	Read	Write
Scottish Gaelic	<input type="checkbox"/>				
Scots	<input type="checkbox"/>				

The black horizontal lines in Figure 2 were added to address comments raised that respondents found the matrix style of the question hard to use.

Figure 3: Alternative 2021 Language Skills Question B

Can you understand, speak, read, or write Scottish Gaelic?

◆ Tick all that apply

- Understand spoken Scottish Gaelic
- Speak Scottish Gaelic
- Read Scottish Gaelic
- Write Scottish Gaelic
- None of the above

Can you understand, speak, read, or write Scots language?

◆ Tick all that apply

- Understand spoken Scots language
- Speak Scots language
- Read Scots language
- Write Scots language
- None of the above

2.4 English Language Skills

English Language data are widely used, however, it was not clear in the Topic Consultation whether users require data from the English Language Skills section of the Language Skills Question (Matrix) ([Figure 1](#)) or the English Language Proficiency Question, discussed in [Section 3: Language proficiency](#) (which asks ‘How well can you speak English?’).

Stakeholders were asked to fill in a short survey about their use of English Language Skills data. The English Language Skills Survey ([Annex A](#)) was available both at the event and online survey until 19 May 2017.

Of the 22 questionnaire respondents, 13 (59 per cent) responded that they did not use or had not used English Language Skills data from Scotland’s Census 2011. Of the 9 that reported using the data many stated that they used it because data on literacy (e.g. reading, writing) was needed and is not available from other sources.

Many of those at the event responded that these data were used but that proficiency against the different skills in English would be more useful. Local Authorities, among others, noted that they needed proficiency in English reading skills (as well as speaking) as services provided are often in written form e.g. postal letters and information leaflets.

A number of individuals and groups suggested a matrix for English Language Skills by Proficiency, an example of this is shown in [Figure 4](#).

Figure 4: Example English Language Skills by Proficiency Question.

How well can you understand/speak/read/write English?

◆ Tick one box in each column

	Very well	Well	Not well	Not at all
Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

However, it was also noted by multiple representatives that these data would need to be collected more than once a decade, raising the question of whether the Census is the best place to collect this information.

2.5 Scots Language Skills

The Scots language skills section of the language skills matrix had one of the lowest agreement rates in the CQS (88.5 per cent). It is accepted that the reasons for this are the lack of clarity around the term 'Scots' and the interaction with the English language skills component of the question. These points were echoed in the discussions at the event.

It was noted that nationally there is an ambiguity between Scots and Scottish English in that some understand Scots to be a subset of English rather than a separate language. It was suggested that clarification, both around the term 'Scots' and what is included in 'English', would be needed to address this.

Some suggested phrases for guidance on Scots were:

“Scots, including any Scottish regional dialect spoken in your area”

“Scots, do not include Scottish English”

“Scots, including Shetlandic, Orkney... etc.”

Another suggestion was that using 'Scots language' rather than just 'Scots' might at clarity and avoid respondents ticking skills in 'Scots' when they mean 'Scottish English'.

2.6 English, Scottish Gaelic and Scots Language Skills Question Wording

There were some questions about what the term 'understand' means. The intention of this term was to capture those with understanding of the spoken language (be it English, Scottish Gaelic or Scots). Guidance around this could be added for clarification.

Further questions were raised around whether all categories ('Understand', 'Speak', 'Read', 'Write' and 'No ability') were necessary for all three languages.

As mentioned in [Section 2.4: English Language Skills](#) a number of respondents reported a need for English Language Skills by Proficiency. Some stakeholders questioned whether similar information was necessary for Scottish Gaelic and Scots. Responses from other stakeholders were that while it is important to know the numbers of those understanding/speaking/reading/writing Scottish Gaelic and Scots, data on the proficiency in these skills are less useful. It was reiterated that the need for Scots data was met by the outputs produced from the 2011 Census.

Some delegates requested that the skills be collected for other languages as well as English, Scottish Gaelic and Scots, possibly through a write-in box. This was so that data could be produced for research into how many, and how well, multilingual speakers speak English.

2.7 Layout of the Scottish Gaelic and Scots Language Skills Questions

There was general agreement among the delegates that removing ‘English’ from the matrix would be appropriate and may produce a better response.

There was more support for the transposed matrix ([Figure 2](#)) than for the completely split out version ([Figure 3](#)). A number of stakeholders also noted that the use of the horizontal black lines was a positive addition.

3. Language proficiency

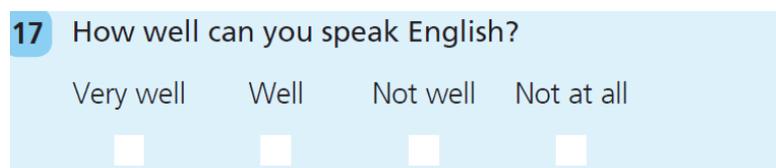
3.1 Introduction

The following sections show the 2011 Language Proficiency Question, and summarise NRS’s proposal for 2021 and stakeholder feedback about this proposal.

3.2 2011 Language Proficiency Question

The Language Proficiency Question that was asked in Scotland’s Census 2011 is presented in 5. This asked about how well respondents could speak English.

Figure 5: Scotland’s Census 2011 English Proficiency Question.



17 How well can you speak English?

Very well	Well	Not well	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 2021 Language Proficiency Question

NRS proposed to keep this question the same for Scotland’s Census 2021. The 2011 censuses in England, Wales and Northern Ireland only asked this question of respondents who reported elsewhere in the questionnaire that their ‘Main language’ was not English. Scotland’s Census 2011 asked this question of every respondent.⁴

NRS proposed not to apply routing to the question in 2021 (as in 2011) but stakeholders were to consider this in their discussions and give feedback.

It was noted by a number of stakeholders that the question is subjective.

As discussed in [Section 2.4: English Language Skills](#) and [Section 2.6: English, Scottish Gaelic and Scots Language Skills Question Wording](#), requests were made for language proficiency to be extended both to other English skills and to skills in other languages.

⁴Scotland’s Census 2011 data from this question, and all other language questions, were only published for people aged 3 and over.

4. British Sign Language

4.1 Introduction

In Scotland's Census 2011 there was no question asking only about British Sign Language. Data on users of British Sign Language were captured in the question about languages other than English used at home (Figure 6).

Figure 6: Scotland's Census 2011 Other Languages Question

18 Do you use a language other than English at home?

◆ Tick all that apply.

No, English only

Yes, British Sign Language

Yes, other - please write in

The following sections discuss NRS's plans for testing a British Sign Language Question for Scotland's Census 2021 and summarise feedback from stakeholders at the Language Topic Event and survey.

4.2 Possible British Sign Language Questions for Scotland's Census 2021

NRS propose to test a question on British Sign Language and provided examples of questions that could be asked. These are shown in Figures 7, [8](#) and [9](#).

Figure 7: Example British Sign Language Question A

17 Can you use any of Scotland's other Official/ National languages?

◆ Tick all that apply

	No	Understand	Speak	Read	Write
Scottish Gaelic	<input type="checkbox"/>				
Scots	<input type="checkbox"/>				

British Sign Language

No ability → Go to **Q18**

Yes, I use British Sign Language because:

I am Deaf or hard of hearing

I communicate with **other who are** Deaf or hard of hearing

Other

Figure 8: Example British Sign Language Question B

18 Can you use British Sign Language?

Yes → Go to **Q19**

No → Go to **Q20**

19 Can you use British Sign Language because?

You are Deaf or hard of hearing?

You communicate with **family/friends** who are Deaf or hard of hearing?

Other

Figure 9: Example British Sign Language Question C

18 Can you use British Sign Language?

Yes

No

4.3 Wording of the Example British Sign Language Questions

The example questions were designed to capture that Scottish Gaelic, Scots and British Sign Language are the main recognised languages in Scotland other than English. Since there does not seem to be one term (e.g. Official, National, Historical) which applies to all three languages, the wording 'Scotland's other Official/National languages' was used in [Figure 7](#) to capture this.

Some stakeholders noted that the word 'Official' might be misleading for Scots language and that it would be better to stick to just 'National Languages' Another suggestion was 'Can you use any other Scottish or National Language?'

It was noted that Gaelic is a '*historic*' language of Scotland, however it was noted that this term would not apply to all three languages.

There were a number of comments made about the use of the word 'can' in the question. Stakeholders wondered whether the word 'do' would be better i.e. 'Do you use British Sign Language?'

The inclusion of the word 'use' was also questioned. For the proposed question in Figures 8 and 9 alternative suggestions were 'sign' and 'understand' British Sign Language.

It was suggested that the question on British Sign Language could follow the matrix style with the categories understand, sign and none of these, rather than having a yes/no response. An example of this is shown in Figure 10.

Figure 10: Example British Sign Language Question D

Can you understand/speak/read/write Scottish Gaelic or Scots Language?

◆ Tick all that apply

	No ability	Understand	Speak	Read	Write
Scottish Gaelic	<input type="checkbox"/>				
Scots language	<input type="checkbox"/>				

Can you use British Sign Language?

◆ Tick all that apply

	No ability	Understand	Sign
British Sign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

While some stakeholder indicated that the same questions should be asked about British Sign Language as about Scottish Gaelic/Scots, it was also noted that it might be confusing to have all the languages together in the matrix as the same skills do not apply to all three. It was suggested that a separate British Sign Language question would be better.

Some stakeholders also suggested the use of a response option 'No' rather than 'No ability' in the question shown in [Figure 7](#). It was thought that the phrase 'No ability' may cause offense.

Other stakeholders stated that they would be happy with the simpler question 'Can you use BSL?'.

It was also noted by a stakeholder that the word 'deaf', as shown in [Figures 7](#) and [8](#), should not be capitalised as 'Deaf' refers to the deaf community which also includes individuals who are not deaf.

4.4 Need for collecting data about hearing user groups

Stakeholders were asked to consider the latter part of [Figure 7](#) (which is the second question in [Figure 8](#) and is not included in [Figure 9](#)) which asks why respondents can use British Sign Language. They were asked to consider whether there is a need to collect these data.

In general, most stakeholders indicated that there was no user need for collecting data on why people use British Sign Language. Stakeholders commented that information is collected on deafness and partial hearing loss in a separate question of the census, and noted that they would prefer disability information to be collected only under the health topic (as it was in 2011).

There was some appetite for collection of data on which level of British Sign Language individuals can use. However, a strong user need for these data was not expressed.

5. Other Languages

5.1 Introduction

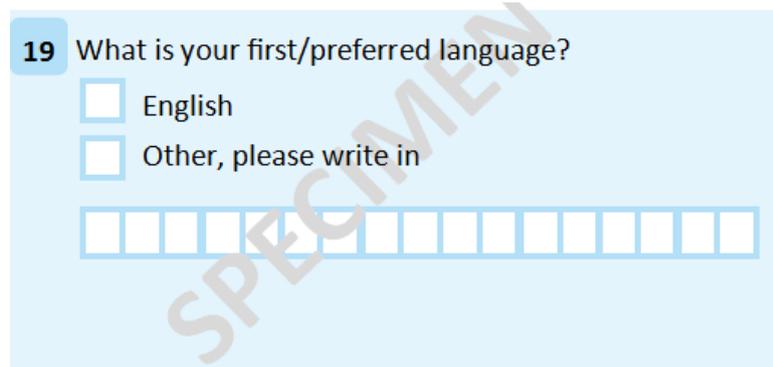
Scotland's Census 2011 asked whether individuals used a language other than English at home ([Figure 6](#)).

The following section summarises discussion with stakeholders and their feedback about the 2011 Other Languages Question and a possible alternative question for 2021 presented by NRS.

5.2 Alternative 2021 Other Languages Questions

NRS used the alternative question shown in Figure 11 to initiate discussion about the collection of information about languages other than English, Scottish Gaelic, Scots and British Sign Language. At the time of the event England, Wales, Northern Ireland and Scotland were all looking into reviewing this question.

Figure 11: Alternative 2021 Other Languages Question



19 What is your first/preferred language?

English

Other, please write in

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

In this alternative question design, there is no tick box for British Sign Language, since these data may be collected through a separate question.

5.3 Need for collecting data about languages other than English

Two main uses of the data were noted: capturing data about multilingual individuals, and service provision in languages other than English for those who need it.

The majority of stakeholders at the event stated that the main need for this information is service provision, specifically for individuals who need services to be provided in languages other than English.

5.4 Wording of the Other Languages Question

Stakeholders were asked to consider the wording of the question shown in [Figure 11](#), particularly around the use of 'first/preferred language'. Stakeholders expressed that the wording of this question depends on what the purpose of asking it is.

Stakeholders noted that the 'first/preferred' phrasing would not work as those are two different concepts and that it would be better to use only one word. It was also suggested that using only 'preferred' could skew responses based on sentiment at the time of completion.

Some stakeholders stated that they would be interested in obtaining a full list of languages an individual could use and wondered if there would be value in asking respondents to list all the languages used in the home by frequency.

Some stakeholders stated that the current wording is biased towards monolingual individuals and does not represent bilingual or multilingual families.

Stakeholders interested in multilingualism suggested the following alternative questions and asked for extra space to be provided to enter all additional languages: "Do you regularly use a language other than English, Scottish, Gaelic, Scots, British Sign Language? List all.", "Do you use languages other than English at home?".

These stakeholders also stated that they would like to know about languages used in other settings such as at school, clubs, socially etc. There was a suggestion of asking about languages used 'in everyday life' rather than 'at home'.

A stronger user need was laid out for data to support service provision. For this the question needs to capture what language people would need services provided in.

Wording suggestions made by stakeholders at the event and in the survey are included in [Table 1](#), along with some of the comments made about them by stakeholders at the event.

Table 1: Alternative 2021 Other Languages Question proposals made by stakeholders, and stakeholders comments.

Other Languages Question proposal	Comments
What is your first language?	These might indicate the first language an individual learned which may not be the one they are most comfortable with using now.
What is your primary language?	
What is your native language?	
What is your family language?	
What is your usual language?	These indicate the language an individual uses most often, which may not be the language they feel most comfortable using.
What is the language you use most often?	
Do you regularly use a language other than English?	
What is your best language?	N/A
What language can you rely upon?	N/A
What is your main language?	This is what is used in England, Wales and Northern Ireland and so asking the question in this way would add consistency. While it may be unclear what 'main' language is, this could possibly be addressed in guidance.
Do you regularly use a language other than English, Scottish, Gaelic, Scots, British Sign Language? List all.	N/A
Do you use languages other than English at home?	N/A
Do you use a language other than English?	This suggestion, along with suggestion G suggests the assumption that the individual uses English
Do you use languages other than English?	N/A

6. Order and routing of language questions in Scotland's Census

6.1 Order and routing of questions in Scotland's Census 2011

In Scotland's Census 2011 the questions were asked in the following order

- Language skills (English, Scottish Gaelic, Scots)
- English proficiency (spoken)
- Other Languages ('Do you use a language other than English at home?')

The questions as asked in Scotland's Census 2011 are shown in [Annex B](#). In 2011, there was no routing within or between language questions.

6.2 Suggestions for question order and routing in Scotland's Census 2021

There were a number of suggestions to ask the question about other languages first. Some stakeholders who suggested this also suggested only asking English language proficiency of those who responded with an answer other than English in the first question.

However, there were also a number of comments of preference for having the English, Scottish Gaelic, Scots and British Sign Language questions before questions on other languages.

Overall there were a mixture of suggestions about the ordering and routing of the questions for 2021.

7. Next steps

NRS are continuing to engage with stakeholders in planning for Scotland's Census 2021. NRS will be updating users on progress as this process continues.

More information and details about upcoming events can be found on the [Scotland's Census website](#), by subscribing to the [Scotland's Census newsletter](#) and following us on Twitter [@NatRecordsScot](#).

Annex

A. English Language Skills Survey



Topic Event: Ethnicity, National Identity, Language and Religion
Thursday 20 April 2017

English Language Skills

Name: _____

Organisation: _____

English language skills data was collected from the language skills matrix:

16 Which of these can you do?
◆ Tick all that apply.

	English	Scottish Gaelic	Scots
Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

or

None of these

and was output in (aggregates of) the following categories :

Code	Category
0	Understands spoken English only
1	Speaks, reads and writes English
2	Speaks but does not read or write English
3	Speaks and reads but does not write English
4	Reads but does not speak or write English
5	Writes but does not speak or read English
6	Reads and writes but does not speak English
7	Other combination of skills in English
8	No skills in English

1. Do you, or have you used 2011 Census information about English language skills?

- No, have not used data on English language at all
- No, have only used data on English language proficiency*
- Yes, have used data on English language skills

2. Are you happy to be contacted about your use of English language skills?

- Yes
- No

* **English language proficiency** data was collected from the following question:

17 How well can you speak English?

Very well Well Not well Not at all

and was output in the following categories (referring to spoken English):

Code	Category
1	Very well
2	Well
3	Not well
4	Not at all

B. Scotland's Census 2011 Language Questions

Person 2 - Individual questions continued

16 Which of these can you do?

◆ Tick all that apply.

	English	Scottish Gaelic	Scots
Understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

or

None of these

17 How well can you speak English?

Very well	Well	Not well	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 Do you use a language other than English at home?

◆ Tick all that apply.

- No, English only
- Yes, British Sign Language
- Yes, other - please write in

19 How is your health in general?

Very good	Good	Fair	Bad	Very bad
<input type="checkbox"/>				

20 Do you have any of the following conditions which have lasted, or are expected to last, at least 12 months?

◆ Tick all that apply.

- Deafness or partial hearing loss
- Blindness or partial sight loss
- Learning disability (for example, Down's Syndrome)
- Learning difficulty (for example, dyslexia)
- Developmental disorder (for example, Autistic Spectrum Disorder or Asperger's Syndrome)
- Physical disability
- Mental health condition
- Long-term illness, disease or condition
- Other condition, please write in

or

No condition

21 Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?

◆ Include problems related to old age.

- Yes, limited a lot
- Yes, limited a little
- No

22 If you are aged 16 or over → Go to **23**

If you are aged 15 or under → Go to **38**

23 Which of these qualifications do you have?

◆ Tick all that apply.

- O Grade, Standard Grade, Access 3 Cluster, Intermediate 1 or 2, GCSE, CSE, Senior Certificate or equivalent
- SCE Higher Grade, Higher, Advanced Higher, CSYS, A Level, AS Level, Advanced Senior Certificate or equivalent
- GSVQ Foundation or Intermediate, SVQ level 1 or 2, SCOTVEC Module, City and Guilds Craft or equivalent
- GSVQ Advanced, SVQ level 3, ONC, OND, SCOTVEC National Diploma, City and Guilds Advanced Craft or equivalent
- HNC, HND, SVQ level 4 or equivalent
- Degree, Postgraduate qualifications, Masters, PhD, SVQ level 5 or equivalent
- Professional qualifications (for example, teaching, nursing, accountancy)
- Other school qualifications not already mentioned (including foreign qualifications)
- Other post-school but pre-Higher Education qualifications not already mentioned (including foreign qualifications)
- Other Higher Education qualifications not already mentioned (including foreign qualifications)
- No qualifications

24 Last week were you:

◆ Tick all that apply.

◆ Include any paid work, including casual or temporary work, even if only for one hour.

- working as an employee? → Go to **30**
- on a Government sponsored training scheme? → Go to **30**
- self-employed or freelance? → Go to **30**
- working paid or unpaid for your own or your family's business? → Go to **30**
- away from work ill, on maternity leave, on holiday or temporarily laid off? → Go to **30**
- doing any other kind of paid work? → Go to **30**
- none of the above