Since the second half of the 20th century, life in advanced societies has increasingly individualized. The individual is seen as the architect of his or her own life, creating his or her own destiny, with the future being the result of personal choices, preferences and capacities. This view is not uncontested, as many continue to stress the importance of the social, cultural and economic origins of individuals in understanding life-course choices. The central question of this dissertation is to what extent the socioeconomic origin of adolescents influences their expectations about their future life course, in the domain of work and education and in their family life.