



**GCE AS/A LEVEL**

**2200U20-1**

**TUESDAY, 21 MAY 2024 – MORNING**

**SOCIOLOGY – AS unit 2**

**Understanding Society and Methods of  
Sociological Enquiry**

**2 hours plus your additional time allowance**

**ADDITIONAL MATERIALS**

**A WJEC pink 16-page answer booklet.**

**INSTRUCTIONS TO CANDIDATES**

**Use black ink, black ball-point pen or your usual method.**

**Answer ALL parts of question one in Section A.**

**Answer ONE question from Section B.**

**Write your answers in the separate answer booklet provided.**

**INFORMATION FOR CANDIDATES**

**The total mark for this paper is 90 marks.**

**The number of marks is given in brackets at the end of each question or part-question.**

**You are advised to divide your time accordingly.**

**(Turn over)**

## **SECTION A**

**Read the following item and answer EACH part of the following question.**

### **COMPULSORY QUESTION**

#### **GANG TALK: LONDON STREET GANGS**

**To discover what being in a ‘gang’ means to the members, Densley and Stevens carried out ethnographic research. This involved studying gang members in their natural settings such as cafés and parks. They aimed to collect qualitative rather than quantitative data and therefore chose in-depth interviews and observations, rather than structured interviews. They used snowball sampling and found 52 gang members from 12 inner city gangs, despite this sampling technique raising issues of GENERALISABILITY.**

**Adapted from Densley and Stevens (2015):  
Gang Talk: fact and fiction in London street gang careers.**

**February (2017) Sociology Review**

**(Turn over)**

**ANSWER EACH PART OF THE FOLLOWING QUESTION.**

- 1 (a) Using material from the item and sociological knowledge, explain the meaning of the term GENERALISABILITY. [5 marks]**
- (b) Using material from the item and sociological knowledge, explain TWO possible reasons why some sociologists adopt an ethnographic approach in their research. [10 marks]**
- (c) With reference to the item and sociological studies, discuss the strengths and weaknesses of structured interviews. [20 marks]**

**(Turn over)**

**YOUNG PEOPLES' PARTICIPATION IN HIGHER EDUCATION: A COMPARISON BETWEEN THOSE WHO HAD BEEN ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AND THOSE WHO WERE NOT ELIGIBLE**

**% Entered HE by age 19**

<b>FSM Status</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>FSM pupils</b>	<b>21.3%</b>	<b>22.3%</b>	<b>24.1%</b>	<b>25.7%</b>	<b>26.2%</b>	<b>26.3%</b>
<b>Non FSM pupils</b>	<b>38.8%</b>	<b>39.1%</b>	<b>41.6%</b>	<b>43.3%</b>	<b>43.9%</b>	<b>44.9%</b>
<b>All pupils</b>	<b>36.6%</b>	<b>36.8%</b>	<b>39.2%</b>	<b>40.7%</b>	<b>41.2%</b>	<b>42.2%</b>

**Source: Published 17 December 2019, the Department for Education**

**SECTION B**

**Answer ONE of the following options.**

**OPTION 1 EDUCATION**

**COMPULSORY QUESTION**

- 2 (a) Study the item opposite and answer both parts of question 2 (a).**
- (i) Summarise the content of the chart showing the relationship between participation in higher education and eligibility and non-eligibility for free school meals. [10 marks]**
  
  - (ii) Explain TWO sociological reasons for the relationship between free school meals and participation in higher education. [15 marks]**

**(Turn over)**

**EITHER,**

**2 (b) Discuss sociological explanations of gender differences in educational achievement.**

**[30 marks]**

**OR,**

**(c) Assess interactionist views of educational achievement. [30 marks]**

**(Turn over)**

## **REPRESENTATIONS OF BLACK YOUNG MALES IN MEDIA NEWS STORIES IN COMPARISON TO ALL YOUNG MALES**

<b>THEME OF NEWS STORY</b>	<b>PERCENTAGE OF STORIES REFERRING TO BLACK YOUNG MALES %</b>	<b>PERCENTAGE OF STORIES REFERRING TO ALL YOUNG MALES %</b>
<b>Crime</b>	<b>66.9</b>	<b>41.9</b>
<b>Discrimination</b>	<b>5.2</b>	<b>0.4</b>
<b>Gangs, violence, weapons in schools</b>	<b>4.0</b>	<b>1.2</b>
<b>Positive youth achievement</b>	<b>3.8</b>	<b>6.2</b>
<b>Role models</b>	<b>2.4</b>	<b>0.5</b>
<b>Education</b>	<b>1.6</b>	<b>10.8</b>
<b>Charitable activity</b>	<b>1.4</b>	<b>6.9</b>
<b>Family</b>	<b>1.4</b>	<b>2.5</b>

**THE PERCENTAGES DO NOT ADD UP TO 100%**

**Source: Adapted from Media representations of black young men and boys, REACH media monitoring project, Cardiff University 2011**

**OPTION 2 MEDIA**

**COMPULSORY QUESTION**

**3 (a) Study the item opposite and answer both parts of question 3 (a).**

**(i) Summarise the content of the chart comparing news stories involving black young males with stories involving all young males. [10 marks]**

**(ii) Explain TWO sociological reasons for media representations of black and minority ethnic groups. [15 marks]**

**EITHER,**

**(b) Discuss sociological explanations of the ownership and control of the media. [30 marks]**

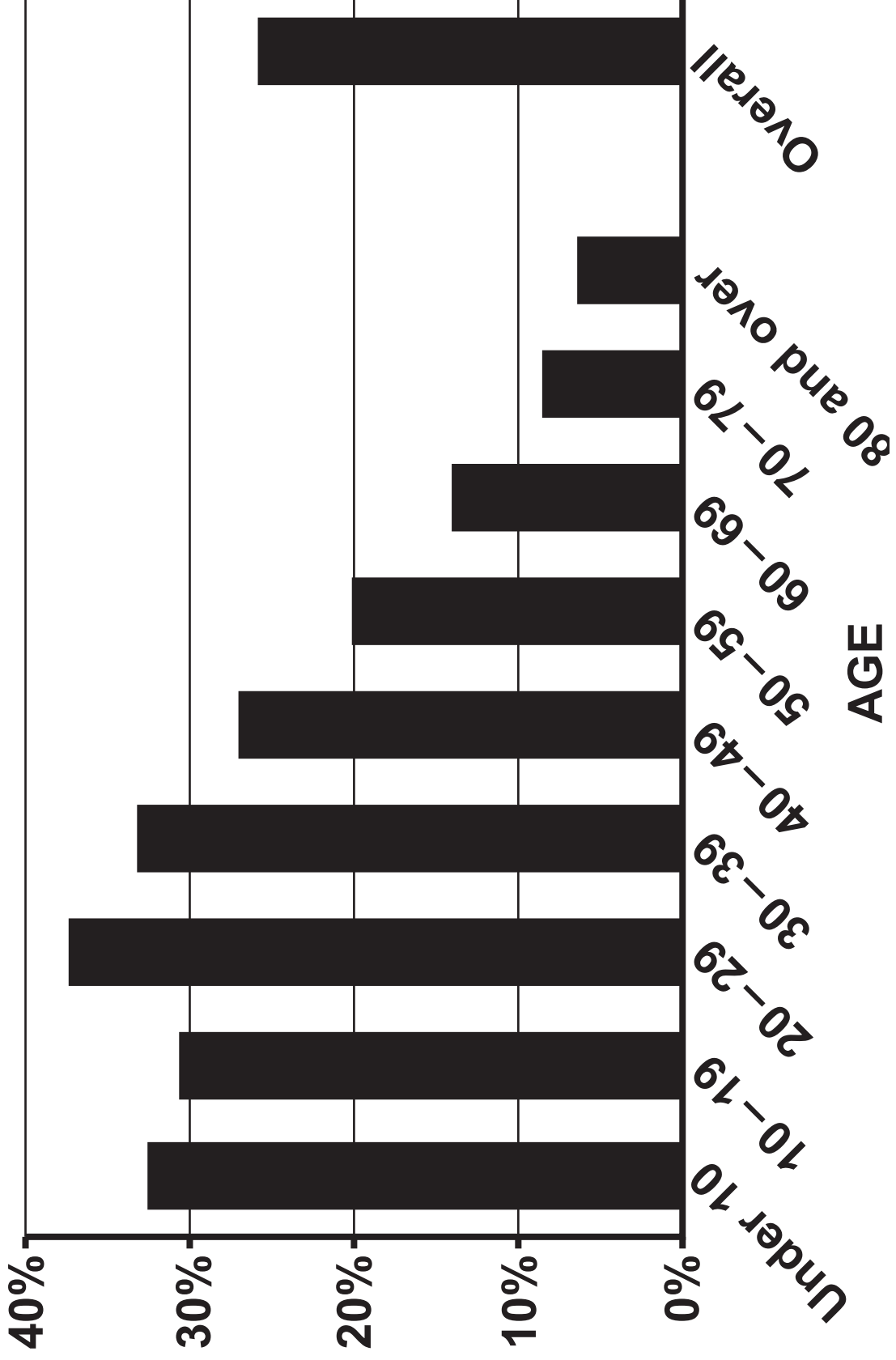
**OR,**

**(c) Assess feminist views of media representations of gender. [30 marks]**

**(Turn over)**

# PERCENTAGE OF THOSE LIVING IN THE UK WHO SAID THEY HAD NO RELIGION – CENSUS, 2011

## PERCENTAGE



Source: press release by Lancaster University; Religion Watch Vol 29, No 1, Nov 2013

**OPTION 3 RELIGION**

**COMPULSORY QUESTION**

- 4 (a) Study the item opposite and answer both parts of question 4 (a).**
- (i) Summarise the content of the graph on the percentage of people who said they had no religion in the 2011 Census. [10 marks]**
- (ii) There is a relationship between religious belief and age in the UK.  
Explain TWO sociological reasons for this relationship. [15 marks]**

**EITHER,**

- (b) Discuss the view that religion is a conservative force in society. [30 marks]**

**OR,**

- (c) Assess feminist views of religion. [30 marks]**

**END OF PAPER**