



GCE AS/A LEVEL

2200U20-1 – NEW

SOCIOLOGY – AS unit 2

**Understanding Society and Methods of
Sociological Enquiry**

TUESDAY, 23 MAY 2017 – MORNING

2 hours plus your additional time allowance

ADDITIONAL MATERIALS

A WJEC pink 16 page answer booklet.

INSTRUCTIONS TO CANDIDATES

Answer ALL parts of question one in section A.

Answer ONE question from section B.

Write your answers in the separate answer booklet provided.

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

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 part-question.

You are advised to divide your time accordingly.

SECTION A

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

COMPULSORY QUESTION

JOSEPH ROWNTREE FOUNDATION: YOUNG PEOPLE AND HOUSING IN 2020.

As a result of recent economic change, many young people face challenges such as high unemployment. This can affect their ability to borrow money to buy or rent a home. The Joseph Rowntree Foundation became concerned and asked Cardiff University to research what the housing situation might be like for young people aged 16-30 in 2020.

In the study, 50 young people from a variety of backgrounds were interviewed, collecting qualitative data. The researchers also analysed QUANTITATIVE DATA from secondary sources. These included government statistics and previous research on where young people live, housing costs and the numbers of 16-30 year olds who wish to buy their own homes rather than rent.

Adapted from: the Joseph Rowntree Foundation (2010)

ANSWER EACH PART OF THE FOLLOWING QUESTION.

- 1(a) Using material from the item and sociological knowledge, explain the meaning of the term QUANTITATIVE DATA. [5]**
- (b) Using material from the item and sociological knowledge, explain TWO possible reasons why sociologists choose to use secondary sources in social research. [10]**
- (c) With reference to the item and sociological studies, discuss why many researchers choose to carry out interviews that collect qualitative data. [20]**

SECTION B

Answer **ONE** of the following options.

OPTION 1 EDUCATION

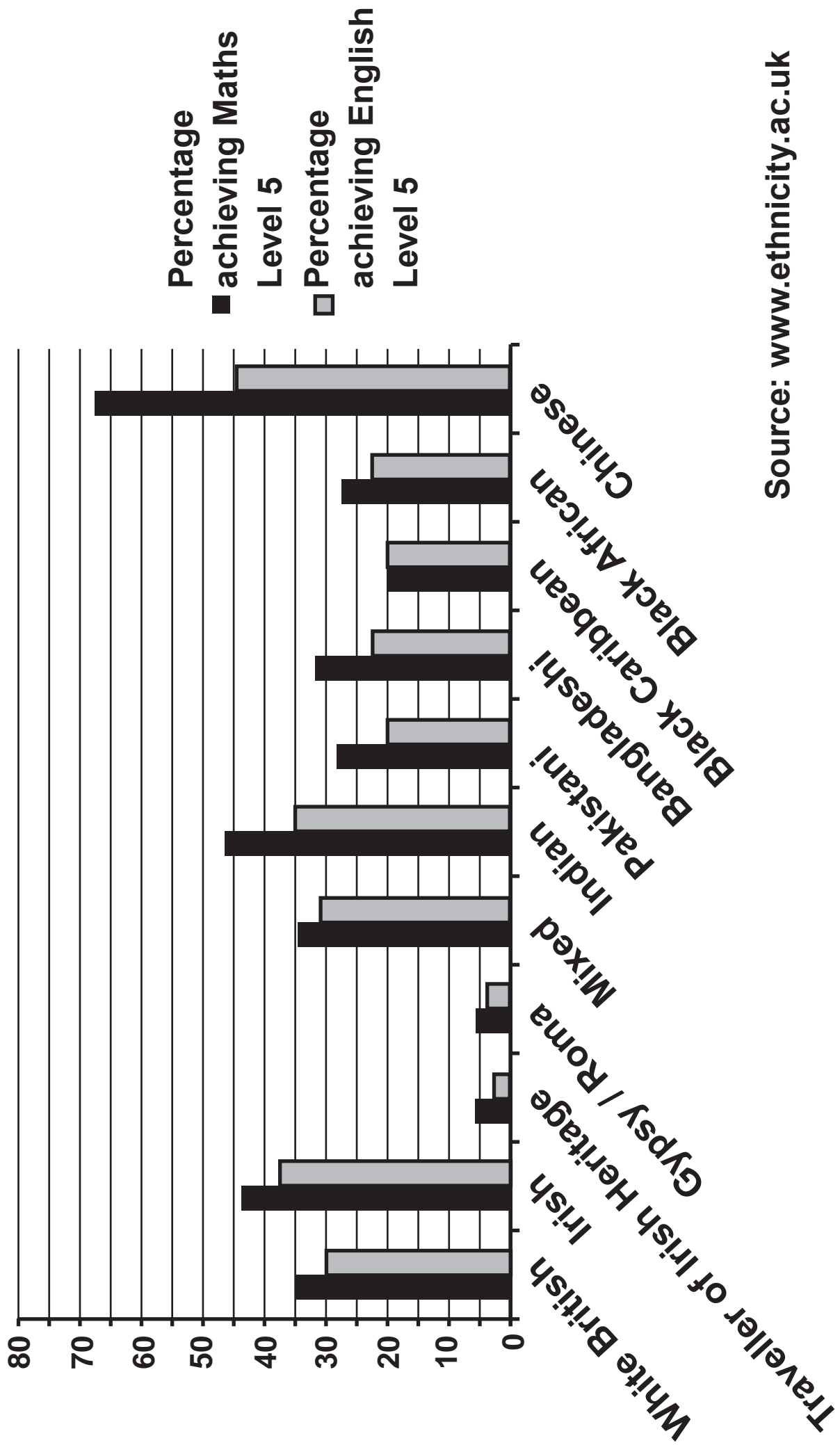
COMPULSORY QUESTION

2(a) Study the item opposite and answer both questions.

- (i) Summarise the content of the chart showing Key stage 2 attainment for different ethnic groups. [10]**

- (ii) Explain TWO sociological reasons for the relationship between ethnicity and educational attainment. [15]**

KEY STAGE 2 ATTAINMENT BY ETHNIC GROUP (2011)



Source: www.ethnicity.ac.uk

EITHER,

2(b) Evaluate Marxist explanations of the role of education in society. [30]

OR,

(c) Assess sociological explanations of the underachievement of boys in education. [30]

OPTION 2 MEDIA

COMPULSORY QUESTION

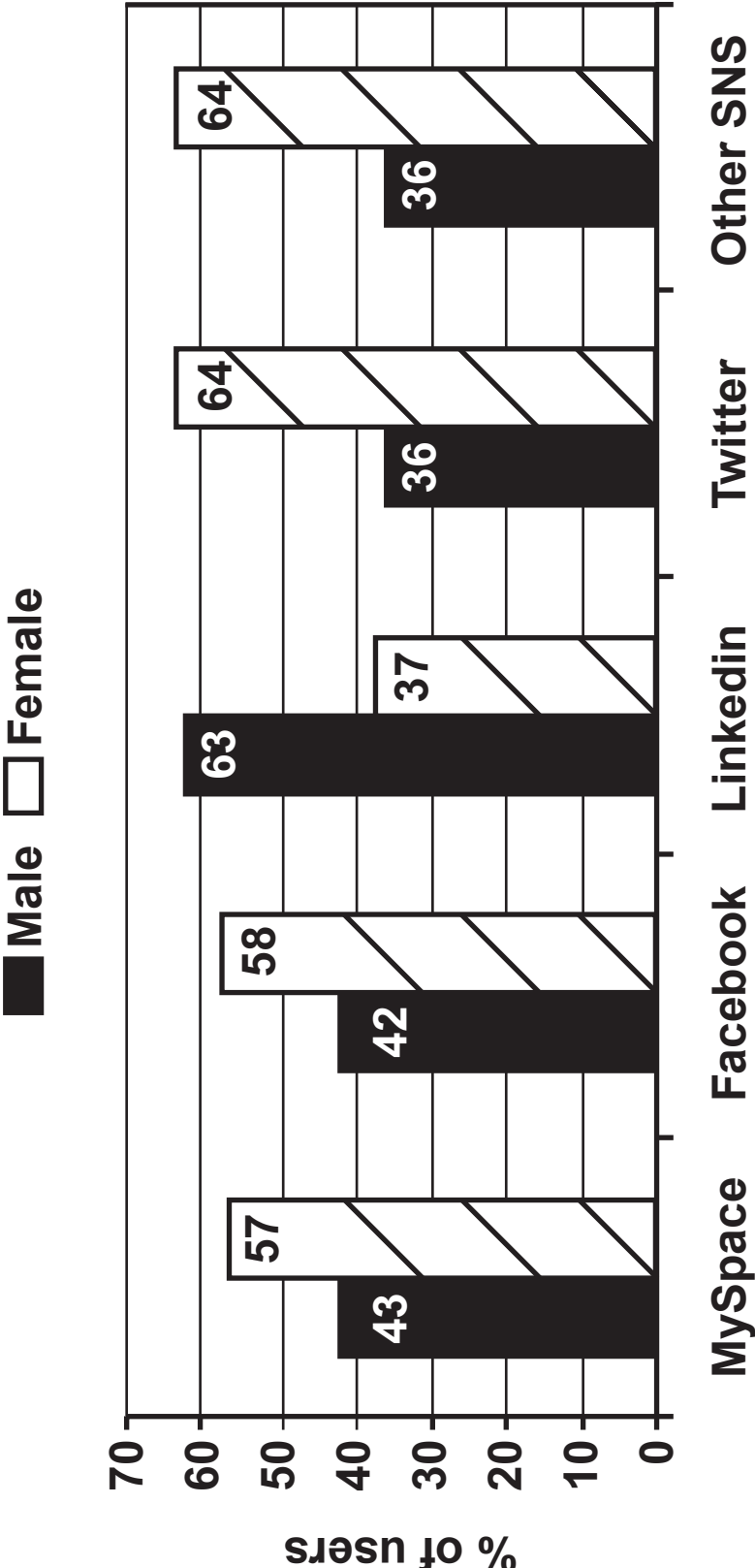
3(a) Study the item opposite and answer both questions.

- (i) Summarise the content of the graph on the use of social networking sites by gender.**

[10]

- (ii) Explain TWO sociological reasons for the relationship between gender and the use of new social media. [15]**

USE OF SOCIAL NETWORKING SITES BY GENDER (2010)



Source: adapted from Pew Research Centre 2010

EITHER,

3(b) Evaluate the pluralist view that ownership and control of the media is shared. [30]

OR,

(c) Assess sociological explanations of media representations of minority ethnic groups in society. [30]

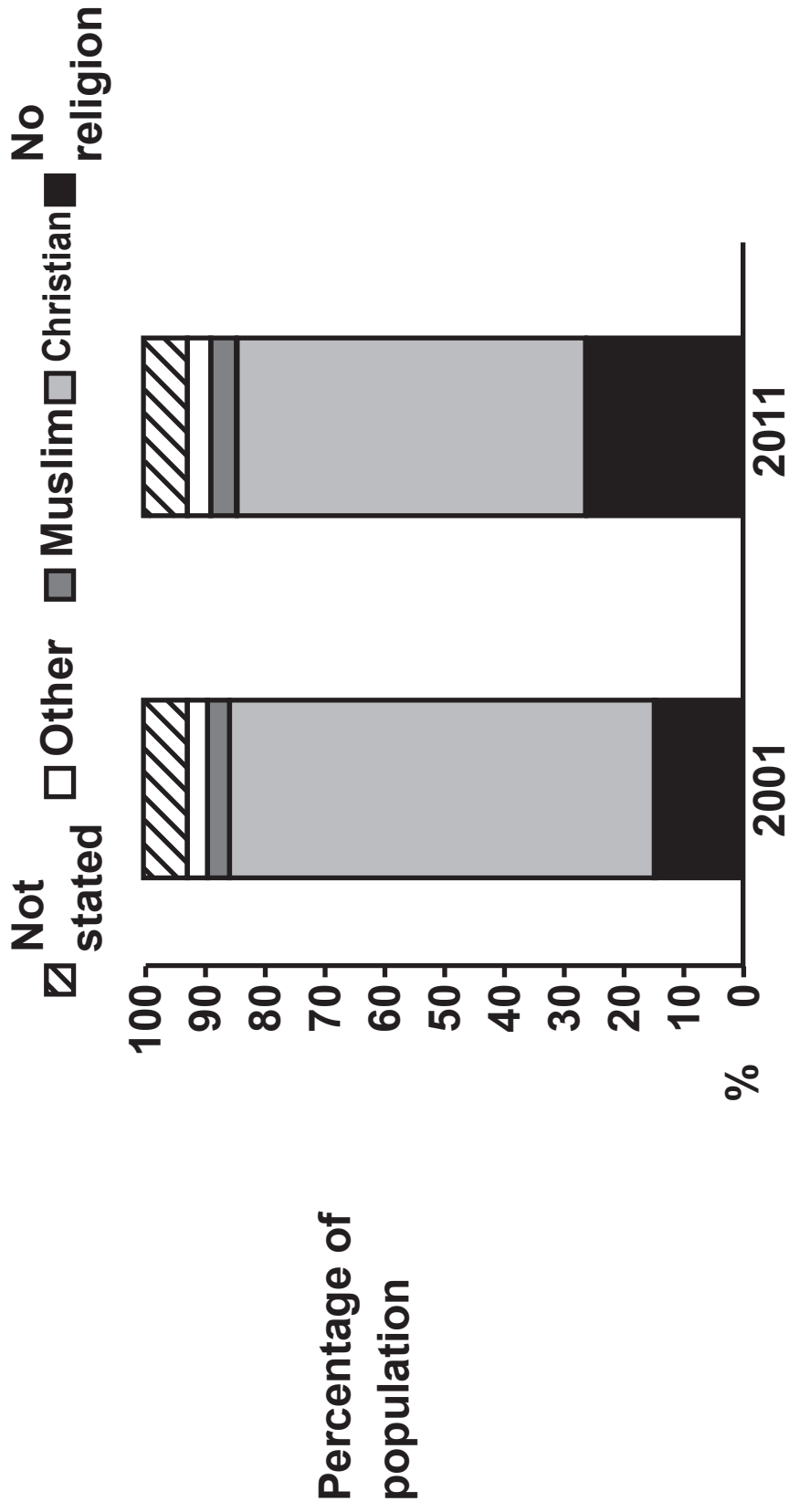
OPTION 3 RELIGION

COMPULSORY QUESTION

- 4(a) Study the item opposite and answer both questions.**
- (i) Summarise the content of the graph showing how people identified with a religion in England and Wales between 2001 and 2011. [10]**

 - (ii) Explain TWO sociological reasons for changes in how people identified with a religion between 2001 and 2011. [15]**

CHANGE IN HOW PEOPLE IDENTIFIED WITH A RELIGION BETWEEN 2001 AND 2011, ENGLAND AND WALES.



Source: Office for National Statistics

EITHER,

4(b) Evaluate functionalist explanations of the role of religion in society. [30]

OR,

(c) Assess sociological explanations of the relationship between ethnicity and religion. [30]

END OF PAPER