



GCE AS/A LEVEL

2200U20-1

SOCIOLOGY – AS unit 2

**Understanding Society and Methods of
Sociological Enquiry**

TUESDAY, 22 MAY 2018 – 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 or on a separate answer sheet if preferred.

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

PERCEPTIONS OF THE NATURE OF URBAN STREET GANGS 2016

Following UK government initiatives in 2011 to tackle youth violence in street gangs, Disley and Liddle researched whether the gangs have changed as a result of these initiatives. To gain qualitative insights 30 people associated with gang life were interviewed in-depth, including current or ex-gang members.

The data from the interviews contained quotations, enhancing the VALIDITY of the data. One gang member described his

initiation into the gang as the ‘most painful experience of his life’. However, there were mixed accounts of gang life, making it difficult to generalise findings. Perhaps more valid insights may be gained if researchers joined a gang, adopting covert or overt methods of participant observation, however this may generate problems such as ethical issues.

**Adapted from: Emma Disley,
Mark Liddle January (2016): Local
perspectives in Ending Gang and
Youth Violence Areas**

ANSWER EACH PART OF THE FOLLOWING QUESTION.

- 1(a) Using material from the item and sociological knowledge, explain the meaning of the term VALIDITY. [5]**
- (b) Using material from the item and sociological knowledge, explain TWO possible reasons why sociologists choose to use in-depth interviews in social research. [10]**
- (c) With reference to the item and sociological studies, discuss the strengths and weaknesses of participant observation. [20]**

KEY STAGE 4 ACHIEVEMENT BY FREE SCHOOL MEAL (FSM) ELIGIBILITY 2009-2016

| Year | Cohort: FSM eligibility | Cohort: Non- FSM eligibility | Percentage achieving level 2 English/ Welsh and Maths by non-FSM eligibility | Percentage achieving level 2 English/ Welsh and Maths by non-FSM eligibility |
|------|-------------------------------|---------------------------------|--|--|
| 2009 | 4,966 | 30,729 | 20.1 | 52.1 |
| 2010 | 5,148 | 30,106 | 20.7 | 54.6 |
| 2011 | 5,366 | 28,979 | 22.0 | 55.7 |
| 2012 | 5,186 | 28,584 | 23.4 | 56.6 |
| 2013 | 5,705 | 29,449 | 25.8 | 58.5 |
| 2014 | 5,338 | 28,370 | 27.8 | 61.6 |
| 2015 | 5,154 | 27,426 | 31.6 | 64.1 |
| 2016 | 4,837 | 26,495 | 35.6 | 66.8 |

Source: Welsh government statistics 2016

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 table showing the relationship between children eligible for free school meals and level 2 educational achievement in English/Welsh and Maths at key stage 4. [10]

(ii) Explain TWO sociological reasons for the relationship between free school meals and educational achievement. [15]

EITHER,

2(b) Discuss the view that education effectively prepares young people for the workplace. [30]

OR,

(c) Assess the impact of cultural factors on achievement in education. [30]

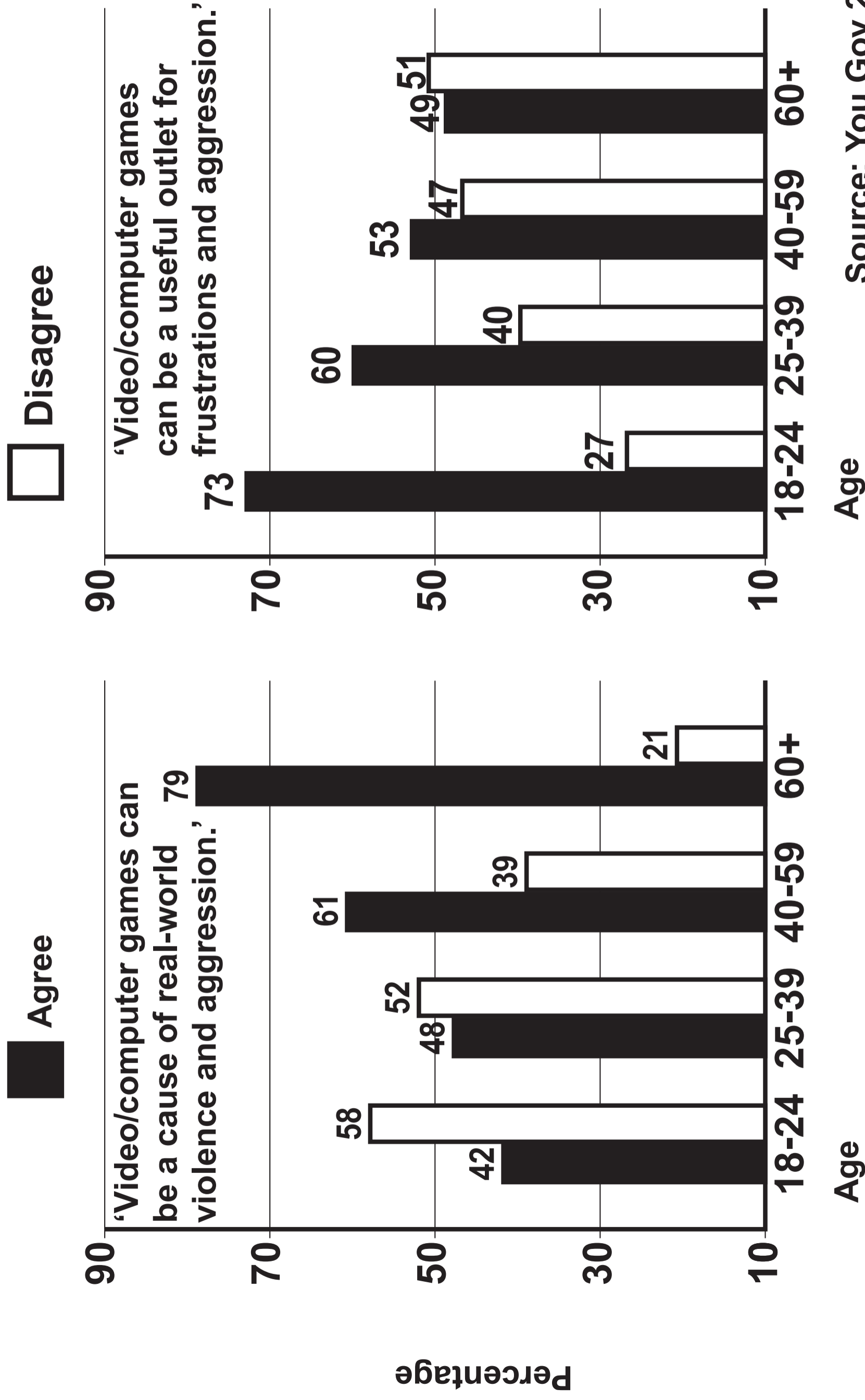
OPTION 2 MEDIA

COMPULSORY QUESTION

- 3(a) Study the item opposite and answer both parts of question 3(a).**
- (i) Summarise the content of the graph on attitudes towards whether there is a connection between video game violence and real life violence. [10]**
 - (ii) Explain TWO sociological reasons for the relationship between the media and violent behaviour. [15]**

ATTITUDES TOWARDS WHETHER VIDEO/COMPUTER GAMES LEAD TO VIOLENCE

THE GENERATION GAP



Source: You Gov 2013

EITHER,

3(b) Discuss sociological explanations of media representations of females.

[30]

OR,

(c) Assess Marxist views on the social construction of the news. [30]

OPTION 3 RELIGION

COMPULSORY QUESTION

- 4(a) Read the item opposite and answer both parts of question 4 (a).**
- (i) Summarise the content of the table on the relationship between place of birth and religion. [10]**
 - (ii) Explain TWO sociological reasons for the relationship between ethnicity and religiosity. [15]**

RELIGION AND PLACE OF BIRTH, ENGLAND AND WALES, DATA BY PERCENTAGE

| Religion | UK born % | Non-UK born % |
|------------------------|--------------|------------------|
| No religion | 26.9 | 13.8 |
| Christian | 61.1 | 47.5 |
| Buddhist | 0.2 | 2 |
| Hindu | 0.6 | 7.3 |
| Jewish | 0.4 | 0.7 |
| Muslim | 2.6 | 19 |
| Sikh | 0.5 | 2.4 |
| Other religion | 0.4 | 0.6 |
| Religion not stated | 7.3 | 6.7 |

Source: The census 2011

EITHER,

4(b) Discuss the view that religion is the opium of the people. [30]

OR,

(c) Assess sociological explanations of the rise of New Religious Movements. [30]

END OF PAPER