



GCE AS/A LEVEL

2200U20-1



S25-2200U20-1

TUESDAY, 20 MAY 2025 – MORNING

SOCIOLOGY – AS unit 2

**Understanding Society and Methods of
Sociological Enquiry**

2 hours

2200U201
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ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

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

Answer **one** question from Section B.

Write your answers in the separate answer booklet provided, following the instructions on the front of the answer booklet.

Use both sides of the paper. Write only within the white areas of the booklet.

Leave at least two line spaces between each answer.

INFORMATION FOR CANDIDATES

The total mark available is 90.

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.

SECTION A

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

Compulsory question**Gang Membership and Youth Offending**

Smith and Bradshaw (2005) carried out a longitudinal study to explore gang membership and youth offending. They studied 4300 young people who were transferring to secondary school in the City of Edinburgh. To ensure their sample was **representative** they included males and females from different social class backgrounds. They pointed out Edinburgh contains a cross section of people that reflects cities in Britain generally. The study used a wide range of research methods including self-complete questionnaires with young people, conducted annually to identify changes and patterns. The researchers carried out semi-structured interviews with a smaller group of young people for additional depth and detail. At the same time, a sample of teachers and parents completed questionnaires. Smith and Bradshaw concluded that rates of gang membership were higher in more deprived areas.

Adapted from David J. Smith Paul Bradshaw: Centre for Law and Society, University of Edinburgh. 2005

Answer each part of the following question.

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **representative**. [5]
- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why sociologists use interviews to collect qualitative data. [10]
- (c) With reference to the item and sociological studies, discuss the strengths and weaknesses of using questionnaires to gather information. [20]

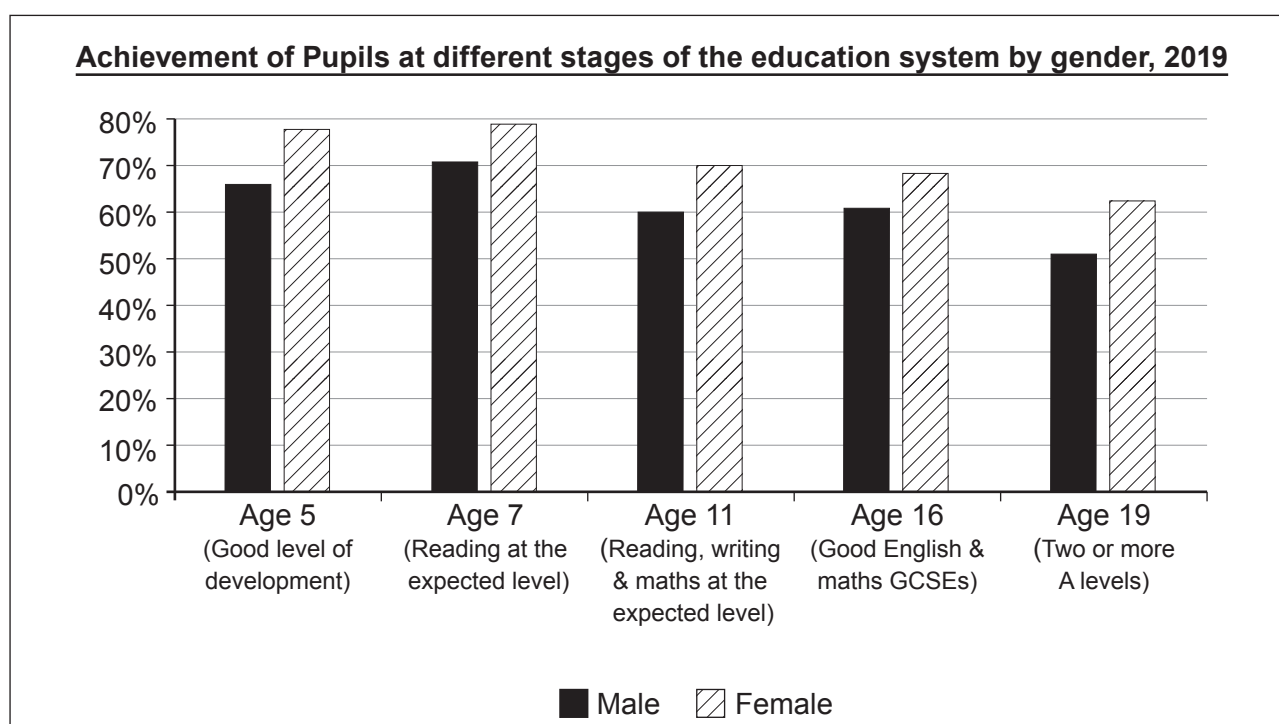
SECTION B

Answer **one** of the following options.

Option 1: Education

Compulsory question

2. (a) Study the following item and answer both parts of question 2(a).



Source: Adapted from Christine Farquharson et al study funded by © Institute for Fiscal Studies study August 2022

- (i) Summarise the content of the graph showing the relationship between gender and achievement at different stages of the education system. [10]
- (ii) There is a relationship between gender and educational achievement. Explain **two** sociological reasons for this. [15]

Either,

- (b) Discuss sociological explanations for the influence of inside school factors on ethnicity and educational achievement. [30]

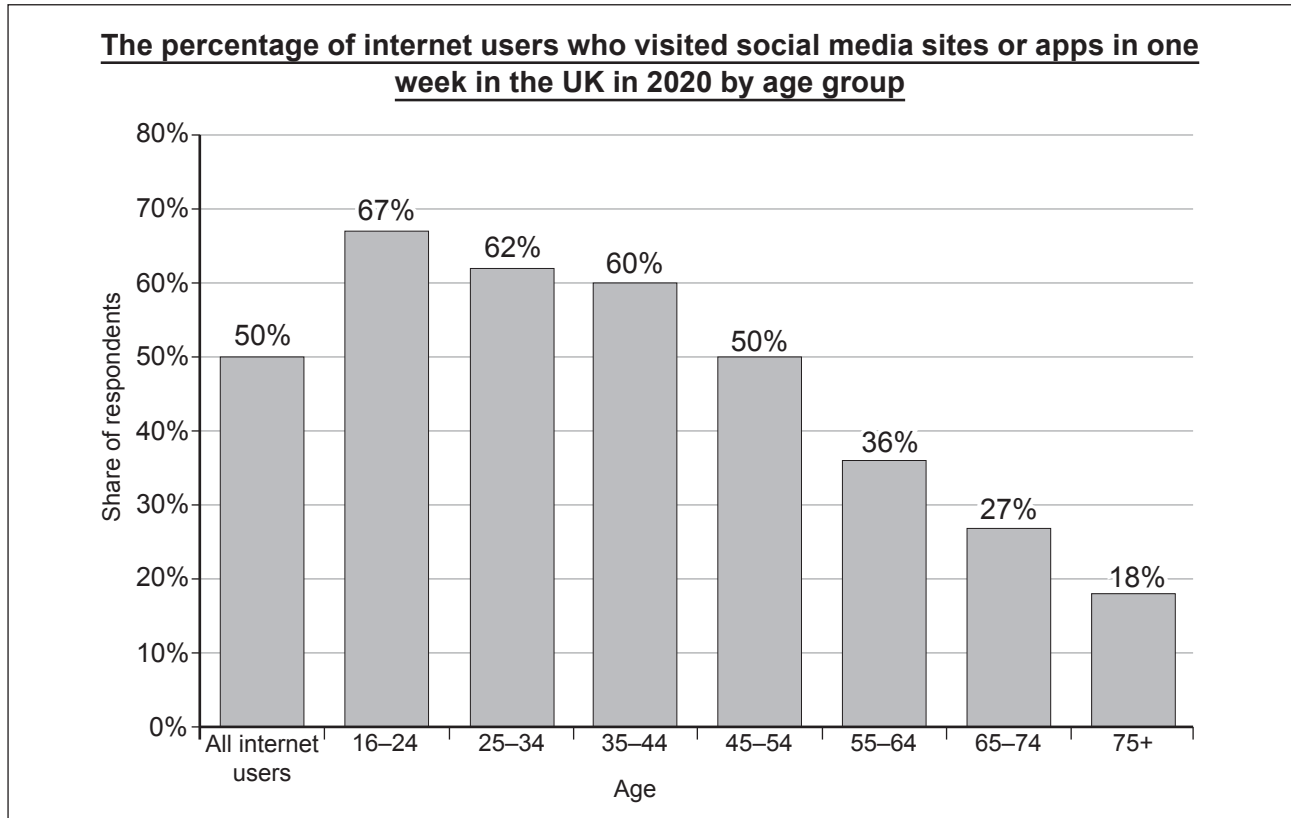
Or,

- (c) Assess the view that the role of education is to prepare young people for the workplace. [30]

Option 2: Media

Compulsory question

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



Source: A survey conducted by Ofcom in the United Kingdom (UK) 2020

- (i) Summarise the content of the graph on internet users who visited social media sites or apps in one week in the UK in 2020 by age group. [10]
- (ii) There is a relationship between age and the use of social media sites and apps. Explain **two** sociological reasons for this. [15]

Either,

- (b) Discuss sociological models of media effects on the audience. [30]

Or,

- (c) Assess the view that media representations of social class are based on stereotypes. [30]

Option 3: Religion

Compulsory question

4. (a) Read the following item and answer both parts of question 4(a).

A comparison of religious identities in the 2011 and 2021 Censuses of England and Wales for people who chose the category 'other religions'

Religious identity	2011	2021
Pagan	57 000	74 000
Jain	20 000	25 000
Wicca	12 000	13 000
Ravidassia	11 000	10 000
Rastafarian	8 000	6 000
Zoroastrian	4 000	4 000

Source: Adapted from Census data 2011, 2021 ONS

- (i) Summarise the content of the chart showing the religious identities of people who chose the category 'other religions' in the England and Wales census of 2011 and the census of 2021. [10]
- (ii) Explain **two** sociological reasons for people identifying with smaller, new religious movements in the contemporary UK. [15]

Either,

- (b) 'Religion plays a positive role in society.' Evaluate functionalist ideas on the role of religion in society. [30]

Or,

- (c) Discuss the view that the UK is no longer a religious society. [30]

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