



**GCE AS/A LEVEL**

**2200U20-1**

**TUESDAY, 20 MAY 2025 – 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.**

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

**Write the question number in the left-hand margin at the start of each answer.**

**Leave at least two line spaces between each answer. (as per non-constrained MLP front cover rubric)**

**(Turn over)**

**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.**

**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.

(Turn over)

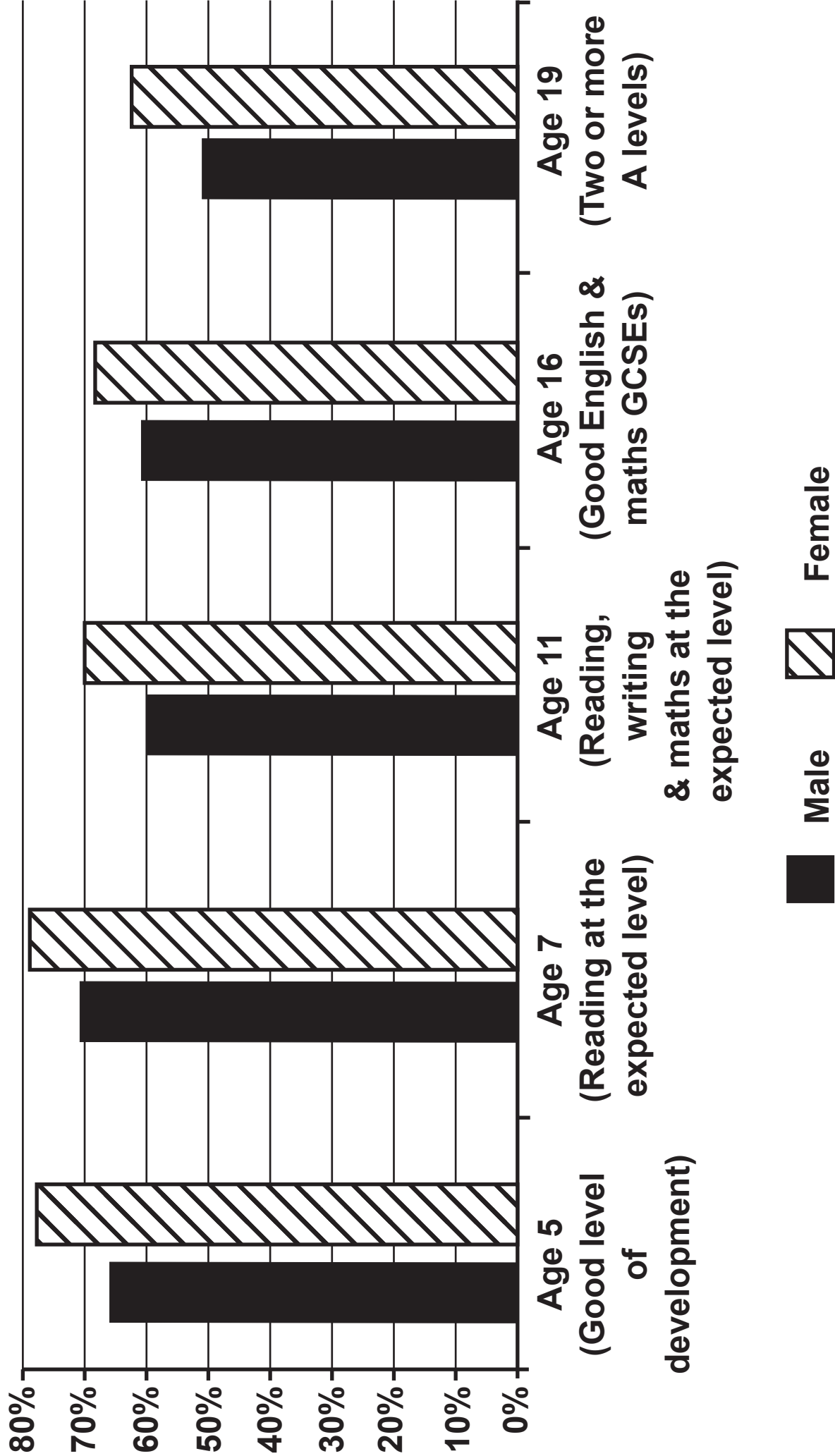
**Adapted from David J. Smith Paul Bradshaw: Centre for Law and Society, University of Edinburgh. 2005**

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

**(Turn over)**

# ACHIEVEMENT OF PUPILS AT DIFFERENT STAGES OF THE EDUCATION SYSTEM BY GENDER, 2019



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

## **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 graph showing the relationship between gender and achievement at different stages of the education system.**

**[10 marks]**

- (ii) There is a relationship between gender and educational achievement. Explain TWO sociological reasons for this. [15 marks]**

**(Turn over)**

**EITHER,**

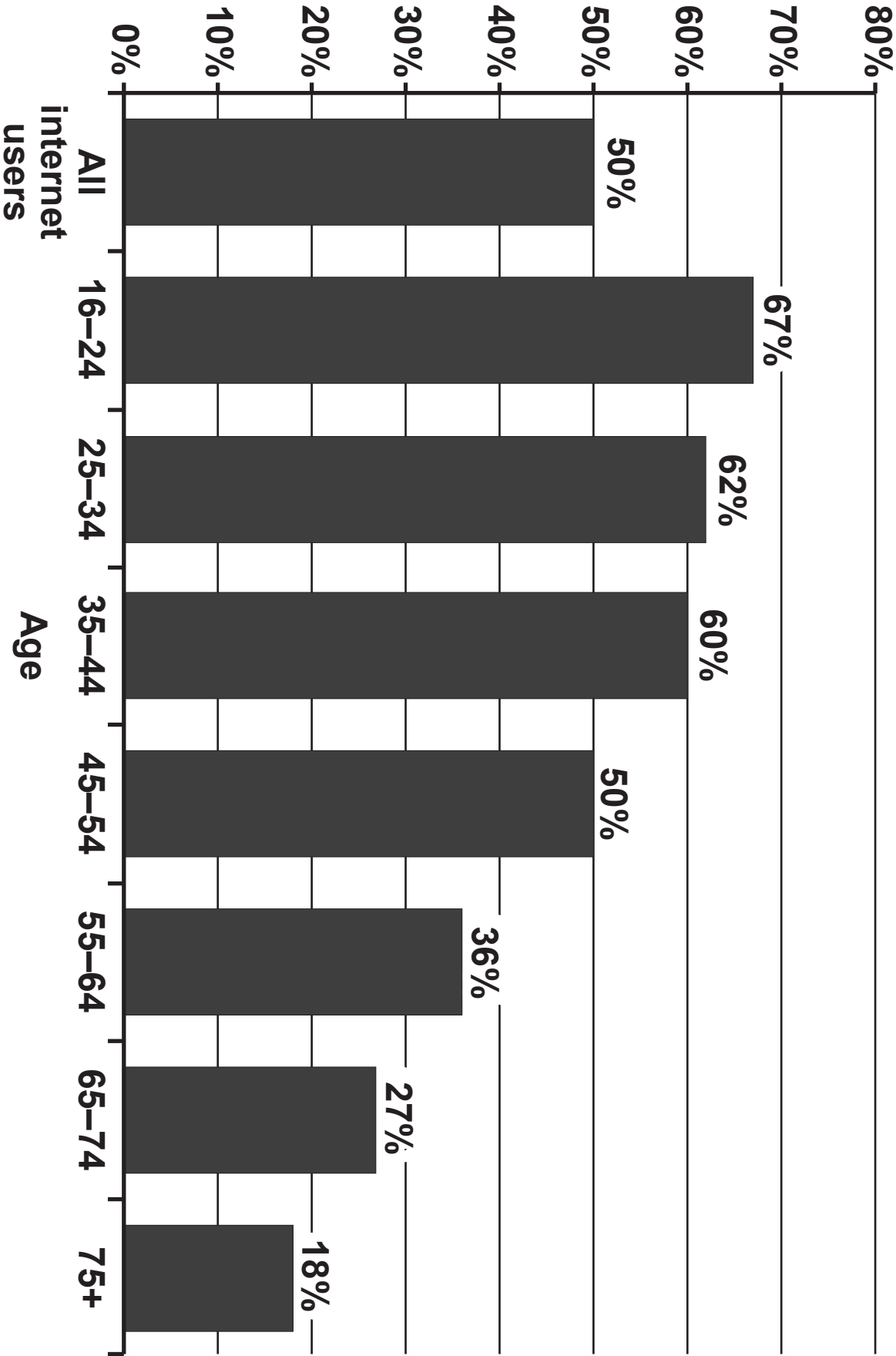
- 2 (b) Discuss sociological explanations for the influence of inside school factors on ethnicity and educational achievement. [30 marks]**

**OR,**

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

# THE PERCENTAGE OF INTERNET USERS WHO VISITED SOCIAL MEDIA SITES OR APPS IN ONE WEEK IN THE UK IN 2020 BY AGE GROUP

Share of respondents



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

**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 internet users who visited social media sites or apps in one week in the UK in 2020 by age group.**

**[10 marks]**

- (ii) There is a relationship between age and the use of social media sites and apps. Explain TWO sociological reasons for this. [15 marks]**

**(Turn over)**

**EITHER,**

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

**OR,**

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

## **A COMPARISON OF RELIGIOUS IDENTITIES IN THE 2011 AND 2021 CENSUSES OF ENGLAND AND WALES FOR PEOPLE WHO CHOSE THE CATEGORY ‘OTHER RELIGIONS’**

| <b>RELIGIOUS<br/>IDENTITY</b> | <b>2011</b>   | <b>2021</b>   |
|-------------------------------|---------------|---------------|
| <b>Pagan</b>                  | <b>57 000</b> | <b>74 000</b> |
| <b>Jain</b>                   | <b>20 000</b> | <b>25 000</b> |
| <b>Wicca</b>                  | <b>12 000</b> | <b>13 000</b> |
| <b>Ravidassia</b>             | <b>11 000</b> | <b>10 000</b> |
| <b>Rastafarian</b>            | <b>8000</b>   | <b>6000</b>   |
| <b>Zoroastrian</b>            | <b>4000</b>   | <b>4000</b>   |

**Source: Adapted from Census data 2011, 2021 ONS**

**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 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 marks]**

- (ii) Explain TWO sociological reasons for people identifying with smaller, new religious movements in the contemporary UK. [15 marks]**

**(Turn over)**

**EITHER,**

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

**OR,**

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

**END OF PAPER**