

**ADVANCED GCE
SOCIOLOGY**

2537

Applied Sociological Research Skills

TUESDAY 29 JANUARY 2008

Afternoon

Time: 1 hour 30 minutes

Additional materials: Answer Booklet (16 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** parts of the question.
- Write your answers on the separate answer booklet provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

This document consists of **4** printed pages.

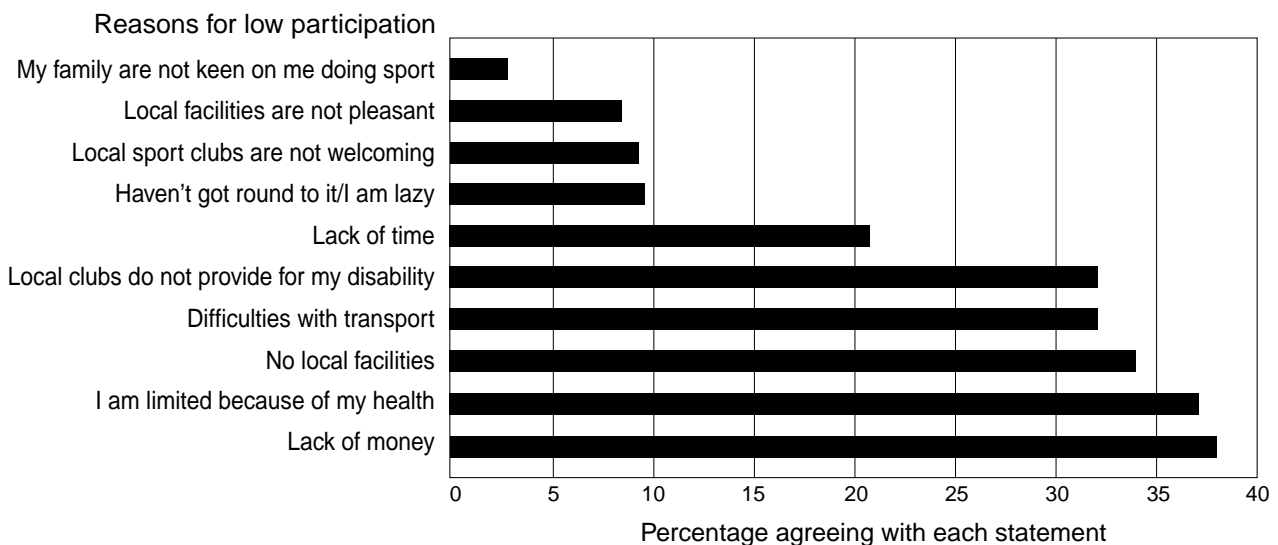
Answer **all** parts (a) to (e). You are advised to spend **approximately 30 minutes** on parts (a)–(c), and **one hour** on parts (d) and (e).

Study **Item A** carefully, then answer parts (a), (b) and (c).

ITEM A

Finch et. al. carried out research for Sport England with the aim of finding out the level of participation of young disabled people in sport, what motivates them to take part, and whether there are any barriers to their participation. The intention was to make a comparison with the findings from research carried out two years earlier. This comparison would enable the researchers to identify any changes that had occurred, and whether there were any trends in participation taking place. They found young disabled people were more likely to take part in sport in school than outside of school, and those in special schools were even more likely to participate. With the exception of swimming and horse-riding, the overall rate of participation of young disabled people was lower than that of the non-disabled. External factors such as money, health and the unsuitability of local facilities explained why participation was often low; it was not lack of motivation. However, young disabled people were more likely to have been on an outdoors activity holiday than young people in general.

Barriers to participation in sport



Source: Social Policy Research Unit, University of York

- (a) Using only **Item A**, identify **two** strengths of using comparisons between studies undertaken at two different times. [6]
- (b) Identify and explain **one** strength and **one** weakness of using participant observation to research the use of parks by teenagers. [8]
- (c) Summarise the findings of the research in **ITEM A**. [10]

Study **Item B** carefully and then answer parts (d) and (e).

ITEM B

A large city council has obtained money to modernise one of its museums. It wants to ensure that it meets the needs of everyone who visits the museum. The council is particularly concerned about meeting the needs of young disabled people.

They would like you to design a research proposal that will target an appropriate sample of young disabled people. The aim is to find out what facilities young disabled people would like to see incorporated into the museum.

You have been asked, as a sociological researcher, to design a research proposal that will target an appropriate sample of young disabled people. You are required to collect **quantitative** data.

- (d) Outline and explain the research process that you would adopt in collecting **quantitative** data to find out what facilities young disabled people would like in the museum. **[14]**
- (e) Assess the potential weaknesses of your research proposal, briefly explaining how you intend to overcome them. **[22]**

[Total: 60 marks]

Copyright Acknowledgements:

Item A Adapted from Finch et al., Young Disabled People and Sport, Research Works, November 2001. Reproduced by kind permission of Social Policy Research Unit, University of York.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.