



# Practice Papers for A Level AQA Sociology

Paper 2 Section A:

4. Work, Poverty and Welfare

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# Teacher's Introduction

This resource has been created as a supplement to your delivery of the **A Level AQA Sociology specification (7192) for Paper 2: Section A: Option 4 – Work, Poverty and Welfare**. There are four complete practice examination papers.

The mark schemes have been written in as straightforward a manner as possible in order for students to be able to understand what will be required of them in the real examination. All areas of the specification for Work, Poverty and Welfare have been covered across the four papers.

The practice exam papers can be used in a number of ways. You may wish to use these 1-hour Section A papers for practice and to reinforce the learning of topic content, or you may want to combine them with an additional Section B resource and set a full 2-hour Paper 2 mock examinations for your pupils.

Each paper is provided in a write-on format, just like the final AQA exam, and a non-write-on format to reduce photocopying should you wish your students to answer on separate sheets of paper or in a workbook.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

*March 2021*

## Sociology

### Paper 2: Work, Poverty and Welfare

#### Practice Paper 2A

##### Time allowed

1 hour

##### Instructions

Answer all of the questions.

##### Information

The total number of marks available for this paper is **40**.

The number of marks available for each question is shown in brackets.

Questions should be answered in continuous prose.

Marks will be awarded for:

- good use of English
- clearly organised information
- appropriate use of specialist terminology

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03 Read **Item B** and answer the question that follows.

**Item B**

Some sociologists argue that poverty is beneficial for society as it creates jobs. Further to this, others suggest the state is a bridge between those in power. On the other hand, some sociologists believe that poverty persists due to systemic factors.

Applying material from **Item B** and your knowledge, evaluate the theoretical perspectives on the persistence of poverty in contemporary society.



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## Practice Paper 2A

- 01 Outline and explain two groups that are disadvantaged through the division of labour.
- 02 Read **Item A** and answer the question that follows.

### Item A

The New Right view of the welfare state is that it allows people to shirk their responsibilities and to become dependent on the state. Despite this, they accorded families the right to buy the properties they live in.

Applying material from **Item A**, analyse two social policies introduced by the Conservative government to tackle welfare reforms.

- 03 Read **Item B** and answer the question that follows.

### Item B

Some sociologists argue that poverty is beneficial for society as it creates jobs. Further to this, others suggest the state is a bridge between those in power and the poor. On the other hand, some sociologists believe that poverty persists due to systemic inequalities.

Applying material from **Item B** and your knowledge, evaluate theoretical perspectives on the persistence of poverty in contemporary society.

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## **Preview of Questions Ends Here**

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

# Practice Paper 2D

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	A01	A02	A03
1 – 10 marks	5	3	2
2 – 10 marks	3	4	3
3 – 20 marks	8	6	6

01

Marks	Description
8–10	<ul style="list-style-type: none"> <li>Answers show excellent knowledge and understanding of two factors and out of poverty.</li> <li>Relevant evaluation and analysis of two factors resulting in people</li> </ul>
4–7	<ul style="list-style-type: none"> <li>Answers show suitable knowledge and understanding of two factors out of poverty</li> <li>Some relevant evaluation and analysis.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>Answers show inadequate knowledge and understanding of two factors and out of poverty.</li> <li>Limited or no evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** intergenerational poverty, stigma and blame, debt, punishment of resources and qualifications.

**Possible Sources:** Blanden et al. (2002), British Cohort Study, Lansley and Mack, Shier

02

Marks	Description
8–10	<ul style="list-style-type: none"> <li>Answers show excellent knowledge and understanding of two spheres</li> <li>Two developed applications of the item.</li> <li>Relevant evaluation and analysis of two spheres of work.</li> </ul>
4–7	<ul style="list-style-type: none"> <li>Answers show suitable knowledge and understanding of two spheres</li> <li>One or two applications of the item.</li> <li>Some relevant evaluation and analysis.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>Answers show inadequate knowledge and understanding of two spheres</li> <li>Limited application from the item provided.</li> <li>Limited or no evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** core economy, formal economy, shadow economy.

**Possible Sources:** New Economics Foundation (2011).

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Marks	Description
17–20	<ul style="list-style-type: none"> <li>Answers show excellent, detailed and correct knowledge and understanding. The introduction of technology has improved working environments.</li> <li>Clear and relevant links to the item and a developed understanding and sociological research are applied throughout the essay.</li> <li>Explicit evaluation and clear analysis which is developed. Suitable</li> </ul>
13–16	<ul style="list-style-type: none"> <li>Answers show good, comprehensive but partially incomplete knowledge. The view that the introduction of technology has improved working environments is clear.</li> <li>Strong links to the item and an established understanding of the question.</li> <li>Accurate content and sociological research are applied, but some of the research is not fully developed.</li> <li>Some explicit evaluation and clear analysis which is developed.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>Answers show broadly correct material but may lack focus and coherence.</li> <li>Unfocused links to the item and a shallow understanding of the question.</li> <li>Application is somewhat narrow and list-like.</li> <li>Limited evaluation and analysis with a focus on knowledge.</li> </ul>
5–8	<ul style="list-style-type: none"> <li>Answers show one-dimensional and incomplete knowledge.</li> <li>No links to the item and a shallow understanding of the question.</li> <li>Narrow application that is generalised, or veering away from the requirements.</li> <li>Very limited or no evaluation and analysis.</li> </ul>
1–4	<ul style="list-style-type: none"> <li>Answers show one-dimensional and incomplete knowledge.</li> <li>No links to the item and a shallow understanding of the question.</li> <li>Application is applied incorrectly, if at all.</li> <li>No evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** exploitation, flexibility, deskilling, KFC, McDonaldisation, alienation, industrialisation, capitalism.

**Possible Sources:**

- Castells (2000) – financial markets, multinational corporations and foreign investment.
- Lansley (2011) – rise of professional and service jobs; decline of skilled jobs.
- Durkheim – social and mechanical solidarity.
- Marx – alienation and exploitation.
- Weber – loss of personal freedom and autonomy.
- Braverman – deskilling of the workforce.
- Piore (1986) – post-Fordism and machines.
- Blauner (1964) – print, textiles, cars and chemical industries.
- Nichols and Beynon (1977) – skilled and rewarding work.
- Goldthorpe and Lockwood – apathetic approach to work; there to earn money.

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## **Preview of Answers Ends Here**

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