



# **Practice Papers for A Level AQA Sociology**

**Paper 2 Section B:  
5. Beliefs in Society**

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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 B: Option 5 – Beliefs in Society**. 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 Beliefs in Society 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 B papers for practice and to reinforce the learning of topic content, or you may want to combine them with an additional Section A 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: Beliefs in Society

#### 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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## Practice Paper 2A

- 01 Outline and explain two reasons for the emergence of secularisation in contemporary societies.
- 02 Read **Item A** and answer the question that follows.

### Item A

Some groups within society aim to provide a spiritual and philosophical underpinning for their beliefs. Popular denominations include the Pentecostal Church and the Church of Scientology.

Applying material from **Item A**, analyse two types of contemporary religious movement.

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

### Item B

Some scientists believe that scientific enquiry is both logical and based on systematic research methods in order to disprove and prove theories. However, science can also be a closed system that does not readily accept changes or new belief systems.

Applying material from **Item B** and your knowledge, evaluate the view that science is more rational and logical than religion.

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## **Preview of Questions Ends Here**

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# Practice Paper 2D

	AO1	AO2	AO3
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 reasons for Age movements.</li> <li>Relevant evaluation and analysis of reasons for two reasons for the</li> </ul>
4–7	<ul style="list-style-type: none"> <li>Answers show suitable knowledge and understanding of two reasons for Age movement.</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 reasons for Age movements.</li> <li>Limited or no evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** social change, economic deprivation, social deprivation, status deprivation, ethical deprivation, psychic deprivation.

**Possible Sources:** Wallis, Hamilton (2007), Glock (1964), Norris and Inglehart (2011).

02

Marks	Description
8–10	<ul style="list-style-type: none"> <li>Answers show excellent knowledge and understanding of two ways to measure secularisation.</li> <li>Two developed applications of the item.</li> <li>Relevant evaluation and analysis of two ways quantitative data is used</li> </ul>
4–7	<ul style="list-style-type: none"> <li>Answers show suitable knowledge and understanding of two ways to measure secularisation.</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 ways to measure secularisation.</li> <li>Limited application from the item provided.</li> <li>Limited or no evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** belonging, believing, behaving, official statistics, dark figure of statistics

**Possible Sources:** Wilson and Bruce, *Class and Religion in British Election Surveys (BES)*, British Election Surveys, census, McAndrew, Drayton, et al. (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 that working-class communities are more religious than any other social class.</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 evidence is used.</li> </ul>
13–16	<ul style="list-style-type: none"> <li>Answers show good, comprehensive but partially incomplete knowledge and understanding that working-class communities are more religious than any other social class.</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 evidence is not used.</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 content.</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 of the question.</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:** church attendance, minority groups, denominations, sects, economic class, cults, spirituality, lifelong theists/atheists, skilled/unskilled labour, Rastafarianism, Jamaican political/social/cultural delusion.

**Possible Sources:**

- Ashworth and Farthing (2007) – middle-class groups attend church.
- YouGov – 62% regular churchgoers were middle class.
- Voas and Watt (2014) – church attendance higher in the South of England.
- Lawes (2009) – lifelong theists come from working class, lifelong atheists from middle class.
- Ahern and Davie (1987) – ‘them versus us’ mentality with church hierarchy.
- Halevy (1972) – link to Labour Party being founded.
- Glock (1964) – non-conformist and anti-establishment.
- Wallis (1984) – poor experience economic deprivation and turn to religion.
- Holden (2002) – religion provides a safe haven and community.

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## **Preview of Answers Ends Here**

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