



Sociology

A Level | AQA | 7192



2015 specification
first exams in 2017

Practice Papers for A Level AQA Sociology

Paper 2 Section B:
7. The Media

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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 7 – The Media**. 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 The Media 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: The Media

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 suggest that access to and participation in new media resources are older. Furthermore, those living in developed nations are more likely to use those in developing countries. However, other sociologists argue that individuals choose the new media they use.

Applying material from **Item B** and your knowledge, evaluate the view that there is a difference between those who can and those who cannot contribute to new media.



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Practice Paper 2A

- 01 Outline and explain two news values that affect the selection and content of news.
- 02 Read **Item A** and answer the question that follows.

Item A

Consumers now have more control of media than they traditionally had in the past and a variety of outlets has meant that the audience questions and challenges the media.

Applying material from **Item A**, analyse two ways that news media may not conform according to postmodernists.

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

Item B

Some sociologists suggest that access to and participation in new media resources are older. Furthermore, those living in developed nations are more likely to use new media than those in developing countries. However, other sociologists argue that individuals choose the new media they use.

Applying material from **Item B** and your knowledge, evaluate the view that there is a divide between those who can and those who cannot contribute to new media.

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Preview of Questions Ends Here

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

	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"> Answers show excellent knowledge and understanding of two reasons according to pluralists. Relevant evaluation and analysis of two reasons for control of the press.
4–7	<ul style="list-style-type: none"> Answers show suitable knowledge and understanding of two reasons according to pluralists. Some relevant evaluation and analysis.
1–3	<ul style="list-style-type: none"> Answers show inadequate knowledge and understanding of two reasons according to pluralists. Limited or no evaluation and analysis.
0	No relevant understanding.

Possible Content: economics, democracy, public service broadcasting, state control
Possible Sources: Whale (1977), BBC, Ofcom, Curran, Blumer and Gurevitch (1995),

02

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

Possible Content: heterosexuality, LGBTQ+, consent, contraception, prejudice, labels
Possible Sources: Batchelor et al. (2004), Dyer (2002), Crahan (1992), Stonewall, GLAA

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

Possible Content: upper class, monarchy, wealth and materialism, moral values, working class, media reporting, biases, labels such as ‘chav’, societal expectations, middle class, story done for the public

Possible Sources:

- Jones (2011) – journalists are biased against the working class.
- McKendrick et al. (2008) – poverty is not explored clearly through the media.
- Cohen – the media reveals in poverty and experiences of the working class.
- Curran and Seaton (2008) – newspapers assume working-class audiences are not interested in news.
- Newman (2006) – media focuses on the wealthy.
- Nairn (1998) – royal family changed media perceptions from negative to positive.

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Preview of Answers Ends Here

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