



**2015 specification**  
first exams in 2017

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

**Paper 2 Section B:**

**8. Stratification and Differentiation**

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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 8 – Stratification and Differentiation**. 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 Stratification and Differentiation 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: Stratification and Differentiation

#### 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**

Functionalists argue that social mobility is inevitable as meritocracy is widespread. Additionally, those who are best suited to certain career paths are able to attain them. However, Marxists believe that capitalism prevents social mobility as it is based on class.

Applying material from **Item B** and your knowledge, evaluate theoretical understandings of the extent and measurement of social mobility.



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## Practice Paper 2A

- 01 Outline and explain two issues when defining social class.
- 02 Read **Item A** and answer the question that follows.

### Item A

Working-class communities are more likely than middle-class communities to have poor housing. In addition to this, those who attend private schools are more likely to attend university and go on to get the way to better-paid jobs.

Applying material from **Item A**, analyse two reasons for the increase in economic inequality between social classes.

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

### Item B

Functionalists argue that social mobility is inevitable as meritocracy is widespread. Additionally, those who are best suited to certain career paths are able to attain them. However, Marxists believe that capitalism prevents social mobility as it is based on class.

Applying material from **Item B** and your knowledge, evaluate theoretical understandings of the extent and measurement of social mobility.

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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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	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 impacts in inequality according to globalisation theorists.</li> <li>Relevant evaluation and analysis of two impacts on the understanding according to globalisation theorists.</li> </ul>
4–7	<ul style="list-style-type: none"> <li>Answers show suitable knowledge and understanding of two impacts in inequality according to globalisation theorists.</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 impacts in inequality according to globalisation theorists.</li> <li>Limited or no evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** economic crises, historical transformation, transnational corporations  
**Possible Sources:** Beck (1992), Robnson (2004).

02

Marks	Description
8–10	<ul style="list-style-type: none"> <li>Answers show excellent knowledge and understanding of two ways in contemporary society.</li> <li>Two developed applications of the item.</li> <li>Relevant evaluation and analysis of two ways social class is a significant feature of contemporary society.</li> </ul>
4–7	<ul style="list-style-type: none"> <li>Answers show suitable knowledge and understanding of two ways in contemporary society.</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 in contemporary society.</li> <li>Limited application from the item provided.</li> <li>Limited or no evaluation and analysis.</li> </ul>
0	No relevant understanding.

**Possible Content:** political interests, deindustrialisation, income inequalities, pay distribution  
**Possible Sources:** Savage (2000), Stacey (2011), Chapman (2008), OECD (2015), Stacey (2011)

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Marks	Description
17–20	<ul style="list-style-type: none"> <li>Answers show excellent, detailed and correct knowledge and understandings that disabled individuals face greater disadvantages in life chances than able-bodied individuals.</li> <li>Clear and relevant links to the item and a developed understanding of the question 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 understandings that disabled individuals face greater disadvantages in life chances than able-bodied individuals.</li> <li>Strong links to the item and an established understanding of the question 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 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 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:** austerity, systematic violations, hate crime, unemployment, education myths, misunderstanding, stigmatisation, lack of formal qualifications, eugenics movement

**Possible Sources:**

- Rescare (2012) – 1970 social policy gives rights to disabled people.
- Equality and Human Rights Commission (EHRC) (2010) – anti-discrimination law
- Office for National Statistics (ONS) – Life Opportunities Survey
- Office for Disability Issues (ODI) (2010) – statistics in relation to education, employment and disadvantages.
- Scope (2013) – 48% of disabled people not given the option for flexible working
- Disabled People Against Cuts (DPAC) – disabled people disproportionately disadvantaged

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## **Preview of Answers Ends Here**

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