

GCSE Sociology Families and Education Paper 1 Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which of the following is an internal factor affecting educational achievement?**
 - A. Parental attitudes.**
 - B. School ethos.**
 - C. Language differences between social classes.**
 - D. Economic deprivation.**

- 2. How do peer pressure and friendship groups in school influence academic performance?**
 - A. They have no impact on motivation.**
 - B. They only affect attendance, not achievement.**
 - C. They shape motivation, norms about study, and engagement; negative groups can discourage achievement, while positive groups can support it.**
 - D. They determine teachers' salaries.**

- 3. A feature of Bowles and Gintis' correspondence principle is**
 - A. Holistic, integrated subjects**
 - B. Equal opportunity through competition**
 - C. Fragmentation of subjects into separate lessons**
 - D. Emphasis on joyful learning**

- 4. According to Delphy and Leonard, why does the family help sustain patriarchy?**
 - A. Men control finances**
 - B. The state enforces patriarchy**
 - C. Men use women's unpaid labour and benefit from it**
 - D. Women choose to stay at home**

- 5. After the Matrimonial Causes Act 1857, what social change occurred for women?**
 - A. Women lost the right to divorce.**
 - B. Women were barred from work.**
 - C. Women gained increased financial independence as the economy feminised.**
 - D. Women were denied property rights.**

- 6. What is the significance of the teacher-student relationship for attainment, and how can it be improved?**
- A. The relationship has little effect on motivation.**
 - B. Positive relationships improve motivation and attainment; improvements include trauma-informed practices, inclusive pedagogy, and equitable expectations.**
 - C. Only student effort matters.**
 - D. Teacher-student relationships only affect behavior, not achievement.**
- 7. According to Parsons, what is the expressive role of women in the family?**
- A. Being the primary breadwinner who provides financial resources**
 - B. Providing care, love, affection, security and emotional support**
 - C. Leading the family's external political influence**
 - D. Overseeing children's education in partnership with schools**
- 8. Secondary socialisation is best described as which of the following?**
- A. The information already exists, it has been collected by someone else (e.g., official statistics, census data).**
 - B. Data collected by the sociologist directly.**
 - C. Primary school education only.**
 - D. Tertiary education.**
- 9. Feminist theories suggest traditional family life was based on which model?**
- A. Men owning women and treating women like property**
 - B. Women owning men and controlling finances**
 - C. Mutual respect and equal partnership**
 - D. Children owning parents' decisions**

10. According to functionalist views on education, which statement is true?

- A. Education passes on core values of society.**
- B. Education undermines social cohesion.**
- C. Education teaches nothing about work.**
- D. Education isolates individuals from other institutions.**

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Answers

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1. B
2. C
3. C
4. C
5. C
6. B
7. B
8. A
9. A
10. A

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Explanations

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1. Which of the following is an internal factor affecting educational achievement?

- A. Parental attitudes.
- B. School ethos.**
- C. Language differences between social classes.
- D. Economic deprivation.

The main idea here is what inside a school can shape how well students do. School ethos means the culture, values, and daily climate the school creates—the expectations it sets, how staff and pupils relate to each other, and the overall support and routines in place. A positive ethos helps students stay motivated, feel included, and trust that effort will pay off. When students experience high expectations, good support, and a sense of belonging, they're more likely to engage with learning, attend regularly, and push through difficulties, which tends to boost achievement. The other options describe influences that come from outside the school. Parental attitudes reflect home life and how much parents engage with education. Language differences between social classes point to home and community backgrounds that affect how students grasp and use language in school. Economic deprivation involves poverty-related barriers outside the school, such as access to resources. Since these are outside the school's control and originate from students' external environments, they are external factors. So, the internal factor affecting educational achievement in this item is the school ethos.

2. How do peer pressure and friendship groups in school influence academic performance?

- A. They have no impact on motivation.
- B. They only affect attendance, not achievement.
- C. They shape motivation, norms about study, and engagement; negative groups can discourage achievement, while positive groups can support it.**
- D. They determine teachers' salaries.

Peer pressure and friendship groups influence academic performance by shaping motivation, norms about study, and how engaged students are in learning. When peers value achievement, students tend to mirror those expectations: they push to complete homework, attend regularly, participate in class, and seek help when needed. Positive groups create supportive study habits and collaboration, which can boost grades. If a group places more emphasis on social activities or downplays school, a student may feel pressure to conform to less productive behaviors, leading to less time spent on tasks, lower effort, and poorer performance. This dual effect—positive groups encouraging achievement and negative groups hindering it—best explains how peer dynamics affect outcomes. Peer influence doesn't just affect attendance or moral support; it actively shapes motivation and engagement, while it does not determine things like teachers' salaries.

3. A feature of Bowles and Gintis' correspondence principle is

- A. Holistic, integrated subjects
- B. Equal opportunity through competition
- C. Fragmentation of subjects into separate lessons**
- D. Emphasis on joyful learning

The main idea being tested is how schooling is structured to mirror the workplace in a capitalist society, shaping students through a division of labor and a fixed, regulated environment. Fragmentation of subjects into separate lessons fits this, because breaking knowledge into distinct subjects taught in fixed blocks trains students to see learning as compartmentalized and to accept a rigid timetable and authority. This mirrors how work is divided into specialized tasks, helping reproduce the social order and prepare students for obedience and conformity in the workplace. It isn't about holistic, integrated subjects, which would oppose fragmentation. It also isn't about equal opportunity through competition as the defining feature, since the principle focuses on how the school mirrors workplace structure to reproduce inequality. And joyful learning isn't the aim of this theory, which emphasizes control and conformity rather than positive, enjoyable education.

4. According to Delphy and Leonard, why does the family help sustain patriarchy?

- A. Men control finances
- B. The state enforces patriarchy
- C. Men use women's unpaid labour and benefit from it**
- D. Women choose to stay at home

The main idea is that the family helps keep patriarchy going by making women's unpaid domestic labour essential and, in effect, valuable to men. Delphy and Leonard argue that women do the housework and caring work without pay, and the family structure is organized so this labour supports the male breadwinner and keeps men in a dominant position. Because that unpaid labour is produced and reproduced within the family, men benefit from it and patriarchy is maintained without needing formal coercion. So, the option that describes men using women's unpaid labour and benefiting from it matches this analysis precisely. It captures the idea that the economic value of women's domestic work is appropriated within the family system, reinforcing gender inequality. Other options miss the core mechanism. The state enforcing patriarchy points to external power beyond the family, whereas Delphy and Leonard focus on the family as the primary site where exploitation of women's labour occurs. The idea that men control finances shifts attention to money management more broadly but doesn't explain why the labour itself is unpaid, which is central to their argument. The notion that women choose to stay at home treats the arrangement as a free, individual choice rather than a structure shaped by patriarchy that channels and values unpaid domestic work.

5. After the Matrimonial Causes Act 1857, what social change occurred for women?

A. Women lost the right to divorce.

B. Women were barred from work.

C. Women gained increased financial independence as the economy feminised.

D. Women were denied property rights.

The key idea is that legal reform expanded women's autonomy within marriage. The Matrimonial Causes Act 1857 moved divorce from church courts to civil courts, making it easier for both partners, especially women, to pursue an end to an unhappy marriage. This change opened up avenues for women to gain financial independence because, as the economy shifted and more women entered paid work, they could rely on their own earnings and legal recognition of their right to leave a marriage if it was harmful or unsatisfactory. In other words, the act helped women exercise more control over their economic lives, reflecting broader social changes where women were increasingly part of the paid workforce. This isn't about losing rights, being barred from work, or being denied property—those notions don't fit the historical impact of this reform.

6. What is the significance of the teacher-student relationship for attainment, and how can it be improved?

A. The relationship has little effect on motivation.

B. Positive relationships improve motivation and attainment; improvements include trauma-informed practices, inclusive pedagogy, and equitable expectations.

C. Only student effort matters.

D. Teacher-student relationships only affect behavior, not achievement.

The key idea is that positive teacher-student relationships boost motivation and engagement, which leads to higher attainment. When classrooms feel safe and supportive, students are more willing to participate, persist with challenging tasks, and invest effort in learning. This relational foundation strengthens self-efficacy and the willingness to take risks, both of which support better outcomes. Improvements come through approaches that address how students learn and feel in school. Trauma-informed practices recognise that many students have faced adversity; creating predictable routines, showing empathy, and avoiding practices that re-traumatise helps students stay connected and ready to learn. Inclusive pedagogy ensures all students can access the curriculum and participate meaningfully—using diverse teaching methods, culturally responsive materials, and opportunities for every learner to succeed. Equitable expectations mean setting high standards for all students while providing the support and resources they need to reach them, actively countering bias and tracking gaps in achievement so no group is underserved. So, this relationship matters because it shapes motivation, engagement, and persistence, which are closely tied to attainment. It's not just about behavior or about student effort alone; a strong, well-supported relationship creates the conditions where learning can happen more effectively for everyone.

7. According to Parsons, what is the expressive role of women in the family?

- A. Being the primary breadwinner who provides financial resources**
- B. Providing care, love, affection, security and emotional support**
- C. Leading the family's external political influence**
- D. Overseeing children's education in partnership with schools**

Parsons splits the family into two roles: instrumental and expressive. The expressive role is all about emotional life at home—care, love, warmth, security, and guiding children's social and emotional development. He argues this is the woman's job in the traditional family because it provides the emotional stability that helps the family function well and supports the husband as the breadwinner. So, the description of providing care, love, affection, security and emotional support fits the expressive role exactly. The other options point to the instrumental role (being the primary breadwinner) or to outside-the-home tasks, which aren't about the family's emotional nurturing.

8. Secondary socialisation is best described as which of the following?

- A. The information already exists, it has been collected by someone else (e.g., official statistics, census data).**
- B. Data collected by the sociologist directly.**
- C. Primary school education only.**
- D. Tertiary education.**

Secondary data means information that already exists and was gathered by someone else for a purpose other than your own study. That's why describing data like official statistics or census data fits best: it's pre-recorded, not collected by you. This differs from primary data, which you collect yourself through methods like surveys or interviews. The other options point to data you'd gather directly or to education stages, not to the source of the data. So describing existing, pre-collected information is the correct idea.

9. Feminist theories suggest traditional family life was based on which model?

- A. Men owning women and treating women like property**
- B. Women owning men and controlling finances**
- C. Mutual respect and equal partnership**
- D. Children owning parents' decisions**

In feminist thinking, traditional family life is viewed as patriarchal, with men holding power and women being subordinated within the home. Describing this as men "owning" women and treating them like property captures how women were controlled within marriage and family, with limited legal rights, economic dependence, and restricted decision-making ability. This arrangement enforced gender roles and reproduced inequality across generations, making it the best way to express the traditional model as feminist theory sees it. The other ideas imply equality or invert the power dynamics, which don't fit the traditional pattern feminist theories highlight.

10. According to functionalist views on education, which statement is true?

A. Education passes on core values of society.

B. Education undermines social cohesion.

C. Education teaches nothing about work.

D. Education isolates individuals from other institutions.

Functionalists see education as a mechanism that socialises people into the shared values and beliefs of society. In schools, students learn norms like respect for authority, punctuality, and the value of hard work, not just from what is taught in lessons but also from the hidden curriculum—the subtle lessons about how society expects you to behave. This process helps create social solidarity by building a common culture and shared expectations, which in turn supports social order and helps individuals fit into their roles in the adult world. So the statement that education passes on core values of society is the best answer because it captures how education transmits those shared norms and supports cohesion. It's not about undermining cohesion; education contributes to it. It does teach about work by preparing people for future jobs, and it doesn't isolate individuals from other institutions—instead, it connects with family, peers, and the workplace to integrate people into wider society.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://gcsesociologyfamedpaper1.examzify.com>

We wish you the very best on your exam journey. You've got this!

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