

GCSE SOCIOLOGY FAMILIES AND EDUCATION PAPER 1 PRACTICE EXAM (SAMPLE) STUDY GUIDE



Prepare with structure. Pass with confidence



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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. Coercive control is best described as?**
 - A. Oppressive conduct/trying to control a partner.
 - B. Physical violence only.
 - C. It refers to mutual consent.
 - D. It is not a form of domestic abuse.
- 2. Which concept describes teachers' expectations influencing pupil achievement?**
 - A. Halo effect.
 - B. Self-fulfilling prophecy.
 - C. Golem effect.
 - D. Stereotype threat.
- 3. What is a commonly cited limitation of Marxist explanations of education and family inequality?**
 - A. They overemphasize structural determinism and ignore individual choice
 - B. They claim education has no impact on class relations
 - C. They focus exclusively on biological factors
 - D. They can underplay the positive role of education and individual agency
- 4. Rutter's study investigated how many schools?**
 - A. 8
 - B. 10
 - C. 12
 - D. 14
- 5. Around 2016, approximately what proportion of marriages ended in divorce?**
 - A. 20%
 - B. 60%
 - C. 45%
 - D. 75%

- 6. In functionalist theory, what does 'role allocation' mean in education?**
- A. Assigning people to roles randomly.
 - B. Allocating individuals to positions based on wealth.
 - C. Allocating individuals to appropriate social positions based on abilities and merit.
 - D. Encouraging everyone to pursue the same careers.
- 7. In traditional families, which pattern of division of labour is typically described?**
- A. Men work outside the home and women are at home
 - B. Women work outside the home while men stay at home
 - C. Work is shared equally irrespective of gender
 - D. Children perform most domestic tasks
- 8. What is an arranged marriage?**
- A. A marriage planned and agreed by the families or guardians of the couple concerned.
 - B. A marriage between strangers with no consent.
 - C. A marriage formed through dating over time.
 - D. A marriage that is illegal.
- 9. Why do some families choose homeschooling?**
- A. Philosophical or religious reasons.
 - B. Mandatory government policy forcing homeschooling.
 - C. No interest in education.
 - D. There are too many private schools.
- 10. Which factor relates to lack of resources at home affecting education?**
- A. Language
 - B. Material deprivation
 - C. School resources
 - D. Peer pressure.

Answers

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

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Explanations

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1. Coercive control is best described as?

A. Oppressive conduct/trying to control a partner.

B. Physical violence only.

C. It refers to mutual consent.

D. It is not a form of domestic abuse.

Coercive control is a pattern of oppressive, controlling behavior used to dominate a partner. It isn't just about heavy fighting; it involves ongoing acts that restrict a person's freedom and autonomy—monitoring what they wear, dictating who they can see, controlling money, keeping them away from friends and family, threatening or humiliating them, and constantly trying to shape how they think and behave. The goal is to make the other person subordinate and dependent, creating fear and a sense that they have no safe or real choice. That's why the best description is oppressive conduct aimed at controlling a partner. The other statements don't fit: coercive control isn't only physical violence, so saying it's violence alone misses a big part of the pattern; mutual consent would imply both partners agree to the control, which defeats the coercive nature; and it is indeed a form of domestic abuse, so denying that misses the recognized reality in safeguarding and criminology.

2. Which concept describes teachers' expectations influencing pupil achievement?

A. Halo effect.

B. Self-fulfilling prophecy.

C. Golem effect.

D. Stereotype threat.

The main idea here is that teachers' expectations can shape how well a pupil actually does, through the way they treat and support that pupil. If a teacher expects a student to do well, they're more likely to give them extra help, more challenging work, quicker feedback, and more positive attention. This can boost the student's confidence, effort, and opportunities to learn, which often leads to better performance and a pupil ends up meeting those high expectations—the self-fulfilling prophecy in action. This concept is different from the halo effect, where a positive overall impression colors judgments about unrelated abilities; the Golem effect is the opposite pattern, where low expectations depress performance; and stereotype threat is about anxiety from stereotypes affecting performance in tests, not about a teacher's expectations shaping outcomes over time.

3. What is a commonly cited limitation of Marxist explanations of education and family inequality?

A. They overemphasize structural determinism and ignore individual choice

B. They claim education has no impact on class relations

C. They focus exclusively on biological factors

D. They can underplay the positive role of education and individual agency

A key idea in Marxist analysis of education and family inequality is that these institutions help reproduce the existing class structure under capitalism. A commonly cited limitation is that such accounts can downplay the positive role education can play and the ways individuals exercise agency within or beyond those structures. In other words, while schooling and family socialise people into certain class expectations, students and teachers can still gain skills, challenge ideas, and pursue opportunities that promote mobility. So the critique is that Marxist views can make people seem passive within the system, neglecting the potential for education to enable change and for individuals to act with purpose. The other statements don't fit as well: Marxist theory does see education affecting class relations, it isn't about focusing only on biology, and it isn't claiming education has no impact.

4. Rutter's study investigated how many schools?

- A. 8
- B. 10
- C. 12**
- D. 14

Rutter's study focuses on how schools influence pupil progress, looking beyond individual students to what happens in the school itself. To explore this, the researchers followed a group of twelve schools in depth, collecting both scores on pupil progress and rich qualitative data from observations and interviews. Using twelve schools gives enough variation to spot reliable patterns across different contexts while still allowing detailed analysis within each school. If there were fewer schools, patterns might be hard to identify; if there were more, the depth of data per school could suffer. So twelve is the number that made the study both manageable and informative.

5. Around 2016, approximately what proportion of marriages ended in divorce?

- A. 20%
- B. 60%
- C. 45%**
- D. 75%

Understanding how common divorce is among marriages helps you see how stable marriage is in society. Around 2016, the figure cited for Western countries is that roughly four in ten marriages end in divorce, which is about 45%. This shows divorce is relatively common but not the majority. The other options don't fit because 20% would understate how common divorce is, while 60% or 75% would greatly overstate it for that period.

6. In functionalist theory, what does 'role allocation' mean in education?

- A. Assigning people to roles randomly.
- B. Allocating individuals to positions based on wealth.
- C. Allocating individuals to appropriate social positions based on abilities and merit.**
- D. Encouraging everyone to pursue the same careers.

Role allocation in education is about sorting people into the social positions that fit their abilities and merit. In functionalist thinking, schools identify talents and achievements so the most capable individuals fill the most important roles in society. This is tied to the idea of meritocracy—positions are earned through effort and ability, not by wealth or luck. The goal is to ensure people are matched to jobs that suit their skills, helping society run smoothly with a diverse range of roles. So the best description is allocating individuals to appropriate social positions based on abilities and merit. The other ideas clash with this view: randomly assigning roles ignores talent, basing roles on wealth favors class over merit, and pushing everyone into the same career ignores the need for different skills across society.

7. In traditional families, which pattern of division of labour is typically described?

- A. Men work outside the home and women are at home**
- B. Women work outside the home while men stay at home
- C. Work is shared equally irrespective of gender
- D. Children perform most domestic tasks

This describes a gendered division of labour where men work outside the home and women stay at home to manage domestic tasks and childcare. It fits how traditional families have been viewed in sociology: the male breadwinner role outside the house, with women's work confined to the home and unpaid domestic chores. This pattern reflects historical social expectations and economic structures that limited women's paid employment, reinforcing a public sphere for men and a private, domestic sphere for women. It's the description most often used to characterize traditional families, even though real-life patterns vary and have shifted over time. The other patterns describe more modern or egalitarian arrangements and aren't what's typically associated with traditional family life.

8. What is an arranged marriage?

- A. A marriage planned and agreed by the families or guardians of the couple concerned.**
- B. A marriage between strangers with no consent.
- C. A marriage formed through dating over time.
- D. A marriage that is illegal.

In this topic, the important idea is who drives the decision about who to marry. An arranged marriage is when families or guardians take the lead in planning and agreeing to the marriage for the couple, rather than the couple choosing each other entirely on their own through dating or romance. The families arrange the match and bring the people together, though the individuals may still have some say or give consent. This best option fits because it focuses on the involvement of families or guardians in planning and agreeing to the union, which is what distinguishes arranged marriages. The other ideas describe different patterns: a marriage formed through dating over time is a love match, where the couple chooses each other; a marriage between strangers with no consent describes a forced or coerced arrangement, which is not what arranged marriage typically refers to; and a marriage that is illegal refers to legality, not the social process of how the marriage is arranged.

9. Why do some families choose homeschooling?

- A. Philosophical or religious reasons.**
- B. Mandatory government policy forcing homeschooling.
- C. No interest in education.
- D. There are too many private schools.

The main idea being tested is why families choose to homeschool, which often comes down to values and beliefs about how education should be guided. Families may want schooling that aligns with their philosophical or religious views, and they may wish to control the curriculum, pace, and environment to reflect those beliefs. That makes the option about philosophical or religious reasons the best match. Other statements don't fit as well. Homeschooling is not typically something a government enforces for all families; in most places, school attendance is compulsory and homeschooling is a choice with oversight. Saying a family has no interest in education isn't how homeschooling is usually framed—families who homeschool are usually actively engaged and seeking an educational approach that fits their values. The idea that there are too many private schools doesn't drive families to choose homeschooling.

10. Which factor relates to lack of resources at home affecting education?

- A. Language
- B. Material deprivation**
- C. School resources
- D. Peer pressure.

The key idea here is how lacking tangible resources at home can shape a child's learning. Material deprivation means not having basic things that support study and learning outside school—things like textbooks, a quiet workspace, internet access, or enough learning materials. When these resources are missing, it's harder for a student to do homework, access information beyond what's taught in class, and participate in learning activities at home. That limited access can lead to lower engagement and achievement over time, which is why this factor best fits the description of lack of resources at home affecting education. Other options don't capture the home-resource angle as directly. Language concerns how someone speaks or understands language, not the household material stock. School resources refer to what the school provides, not the home environment. Peer pressure is about social influence from friends, not the availability of learning resources at home.

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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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