

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



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. What is the key feminist critique of how education socializes gender and affects achievement?**
 - A. It simply mirrors a neutral curriculum.
 - B. It reinforces patriarchal norms and gender inequalities, shaping subject choices, career expectations, and access to power.
 - C. It eliminates gender differences through equal access.
 - D. It is unaffected by social factors.
- 2. What are critiques of cultural deprivation theory, and what alternatives are proposed?**
 - A. Critics argue it blames structural inequality; alternatives include material deprivation, cultural capital, institutional racism.
 - B. It is universally accepted with no critiques.
 - C. It suggests that education systems are perfectly egalitarian.
 - D. It argues there is no such thing as cultural capital.
- 3. What does Progress 8 measure for pupils in secondary schools?**
 - A. The final GCSE results achieved by each pupil.
 - B. The progress a pupil makes from the end of primary to the end of secondary, compared with peers with the same prior attainment.
 - C. The school's overall attendance rate.
 - D. Teachers' performance assessments across subjects.
- 4. Which statement about faith schools is true?**
 - A. They do not have to follow the national curriculum in any subject.
 - B. They are inspected by Ofsted.
 - C. They cannot admit students from other faiths.
 - D. They cannot teach RE at all.
- 5. Before 1870, industrialisation in the UK created the need for which type of workforce?**
 - A. Trained, skilled, educated workforce
 - B. Unskilled labour force
 - C. An entirely volunteer workforce
 - D. Female-dominated workforce

6. Which statement about SEN schools is true?

- A. They usually have smaller classes and a higher staff ratio.
- B. They all follow exactly the same national curriculum across all types.
- C. There is only one type of SEN school.
- D. They are not inspected by Ofsted.

7. 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.

8. Which of the following is a commonly cited disadvantage of homeschooling?

- A. It can be expensive.
- B. It permanently restricts access to higher education.
- C. The cost of materials and potential loss of income can be challenging for families.
- D. It guarantees more free time for parents.

9. 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.

10. How do gendered subject choices contribute to occupational segregation?

- A. Students' subject choices are influenced by school experiences and expectations; traditionally, girls cluster in arts/social subjects and boys in sciences/tech, reinforcing gendered career paths.
- B. Parental income is the sole determinant of subject choices.
- C. Girls dominate science subjects.
- D. Boys dominate humanities.

Answers

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

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Explanations

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1. What is the key feminist critique of how education socializes gender and affects achievement?

- A. It simply mirrors a neutral curriculum.
- B. It reinforces patriarchal norms and gender inequalities, shaping subject choices, career expectations, and access to power.
- C. It eliminates gender differences through equal access.**
- D. It is unaffected by social factors.

Education socializes gender by transmitting norms that reinforce patriarchal ideas and create lasting gender inequalities. In schools, the hidden curriculum—unwritten rules about what counts as valuable work, who is expected to lead, and which subjects are seen as appropriate for each gender—impacts students' choices and confidence as well as their performance. Teachers' expectations, classroom interactions, and the materials used can steer girls away from certain subjects (like STEM) and toward others, while boys may receive different encouragement regarding leadership and career paths. This process shapes achievement patterns and access to power in later life, explaining why education is often viewed as a factor that reinforces existing gender inequalities rather than providing equal opportunities.

2. What are critiques of cultural deprivation theory, and what alternatives are proposed?

- A. Critics argue it blames structural inequality; alternatives include material deprivation, cultural capital, institutional racism.**
- B. It is universally accepted with no critiques.
- C. It suggests that education systems are perfectly egalitarian.
- D. It argues there is no such thing as cultural capital.

Cultural deprivation theory is criticised for blaming families and their culture for low educational attainment, rather than focusing on the wider social and school inequalities that shape outcomes. Critics argue that this view ignores how poverty, underfunded schools, and biased or limited educational opportunities constrain what students can achieve. The most helpful alternatives shift the focus to structural factors: material deprivation, which looks at the concrete economic barriers to learning; cultural capital, which explains how middle-class families pass on knowledge, language, and behaviours that help students fit in with school expectations and succeed; and institutional racism, which highlights how school policies and practices can reproduce unequal outcomes through tracking, discipline, and resource distribution. Together, these ideas provide a fuller account of why some groups underperform and point toward policies that address poverty, resource gaps, and biases in education. The other views don't fit because they either deny critiques altogether, claim schools are perfectly egalitarian, or deny the existence of cultural capital, which contradicts established sociological debates.

3. What does Progress 8 measure for pupils in secondary schools?

- A. The final GCSE results achieved by each pupil.
- B. The progress a pupil makes from the end of primary to the end of secondary, compared with peers with the same prior attainment.**
- C. The school's overall attendance rate.
- D. Teachers' performance assessments across subjects.

Progress 8 is a value-added measure that looks at how much a pupil progresses from the end of primary school to the end of secondary school, comparing each pupil's progress with others who started with similar attainment. It focuses on improvement rather than just final grades, so it shows how effectively a school helps students move forward given where they began. The other options describe different things: final GCSE results capture absolute grades, not how much progress was made; attendance rate is about how often students attend; and teachers' performance assessments relate to teacher judgments rather than the national progress metric.

4. Which statement about faith schools is true?

- A. They do not have to follow the national curriculum in any subject.
- B. They are inspected by Ofsted.**
- C. They cannot admit students from other faiths.
- D. They cannot teach RE at all.

Faith schools are funded by the state and are accountable to the same inspection system as other state schools. Ofsted reviews how well they teach, keep pupils safe, and meet curriculum and other statutory requirements, including how their religious ethos fits with overall standards. Because of this, being inspected by Ofsted is the true statement. They do follow the national curriculum in most subjects, so the idea that they don't have to follow it is not correct. They can admit pupils from other faiths or none, though admissions policies may prioritise members of the faith, so the claim that they cannot admit others isn't true. Religious Education is taught in faith schools as part of the curriculum, so the statement that they cannot teach RE is also false.

5. Before 1870, industrialisation in the UK created the need for which type of workforce?

- A. Trained, skilled, educated workforce**
- B. Unskilled labour force
- C. An entirely volunteer workforce
- D. Female-dominated workforce

Industrialisation changes how production is organised, moving from handcraft skills to factory systems that rely on machines and coordinated processes. To run and fix those machines, supervise production, and improve efficiency, workers needed training, technical skills, and some level of literacy. That's why a workforce described as trained, skilled, and educated best fits the period before 1870. Unskilled labour alone couldn't sustain the new level of productivity, and the idea of an entirely volunteer or female-dominated workforce doesn't capture the broader need for workers who could operate and manage increasingly complex machinery.

6. Which statement about SEN schools is true?

- A. They usually have smaller classes and a higher staff ratio.
- B. They all follow exactly the same national curriculum across all types.
- C. There is only one type of SEN school.
- D. They are not inspected by Ofsted.

SEN schools are designed to meet highly varied and complex learning needs, which means teaching is highly individualized. Because of that, these schools typically run with smaller class sizes and a higher staff-to-student ratio. More adults in the room allows for closer support, tailored instruction, and additional help such as therapies or assistive technologies, so each student can progress at their own pace. That makes the statement about smaller classes and a higher staff ratio the true one. The other statements don't fit. SEN curricula are usually adapted to students' abilities and needs rather than being identical across all schools. There isn't just one type of SEN school—different schools specialise in different areas or types of need. And Ofsted inspections apply to SEN schools in England, so they are inspected, not exempt from inspection.

7. 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.

8. Which of the following is a commonly cited disadvantage of homeschooling?

- A. It can be expensive.
- B. It permanently restricts access to higher education.
- C. The cost of materials and potential loss of income can be challenging for families.
- D. It guarantees more free time for parents.

The main idea here is the financial burden homeschooling can place on a family. Many families choosing to homeschool face costs for curriculum, books, online resources, and any required materials or equipment. Add in exam fees, tutoring, or extracurricular activities, and the financial outlay can be substantial. On top of that, one parent may need to reduce work hours or leave a job to oversee and deliver the education, which means a potential loss of income for the family. That combination—materials costs plus lost earnings—is the most commonly cited disadvantage because it directly affects the family's finances and day-to-day viability. The other points aren't as widely seen as a definite drawback. While costs can be high for some families, many use free or low-cost resources, so the idea that homeschooling is inherently expensive isn't universal. It's also not accurate to say it permanently restricts access to higher education; many homeschooled students go on to college, sometimes with strong support from universities and admissions boards. And homeschooling doesn't guarantee more free time for parents; in fact, it often requires significant time and effort from them, not less.

9. 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.

10. How do gendered subject choices contribute to occupational segregation?

- A. Students' subject choices are influenced by school experiences and expectations; traditionally, girls cluster in arts/social subjects and boys in sciences/tech, reinforcing gendered career paths.**
- B. Parental income is the sole determinant of subject choices.
- C. Girls dominate science subjects.
- D. Boys dominate humanities.

Gendered subject choices shape future work by aligning what students study with the kinds of jobs culturally associated with their gender. When girls are steered toward arts and social subjects and boys toward sciences and technology, the subjects on their CVs point to a narrower range of career paths. That creates occupational segregation because the job market ends up with more women in some fields and more men in others, reinforcing stereotypes and making it harder to cross over into other areas. Schools play a big role through experiences and expectations: subject tracking, teacher attitudes, peer norms, and the way curriculums are presented. Families and broader culture also reinforce these patterns, but the classroom environment often sets the direction. Over time, this limits options, influences earnings and progression, and helps explain persistent gender gaps in many sectors. The other statements don't fit because they oversimplify or misstate the patterns—subject choices aren't determined solely by parental income, and the idea that one gender dominates science or humanities doesn't reflect the overall trend of gendered subject choices in many educational contexts.

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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