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Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE

SOCIOLOGY

Paper 1 The Sociology of Families and Education

Friday 9 May 2025

Morning

Time allowed: 1 hour 45 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

For Examiner's Use

Section	Mark
A	
B	
TOTAL	

Information

- The marks for each question are shown in brackets.
- The maximum mark for this paper is 100.
- Questions should be answered in continuous prose. You will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



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Section A: FamiliesAnswer **all** questions in this section.Only **one** answer per question is allowed.

For each question completely fill in the circle alongside the appropriate answer.

CORRECT METHOD WRONG METHODS If you want to change your answer you must cross out your original answer as shown. If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. **0 1**

What term is commonly used by sociologists to describe a family where members come from many generations, but with few members in each generation?

[1 mark]**A** Beanpole family☐**B** Empty-nest family☐**C** Lone-parent family☐**D** Same-sex family☐**0 2**

What term is commonly used by sociologists to describe the role men traditionally perform within the family?

[1 mark]**A** Expressive☐**B** Instrumental☐**C** Matriarchal☐**D** Symmetrical☐

0 3 Describe **one** example of patriarchy within a family.

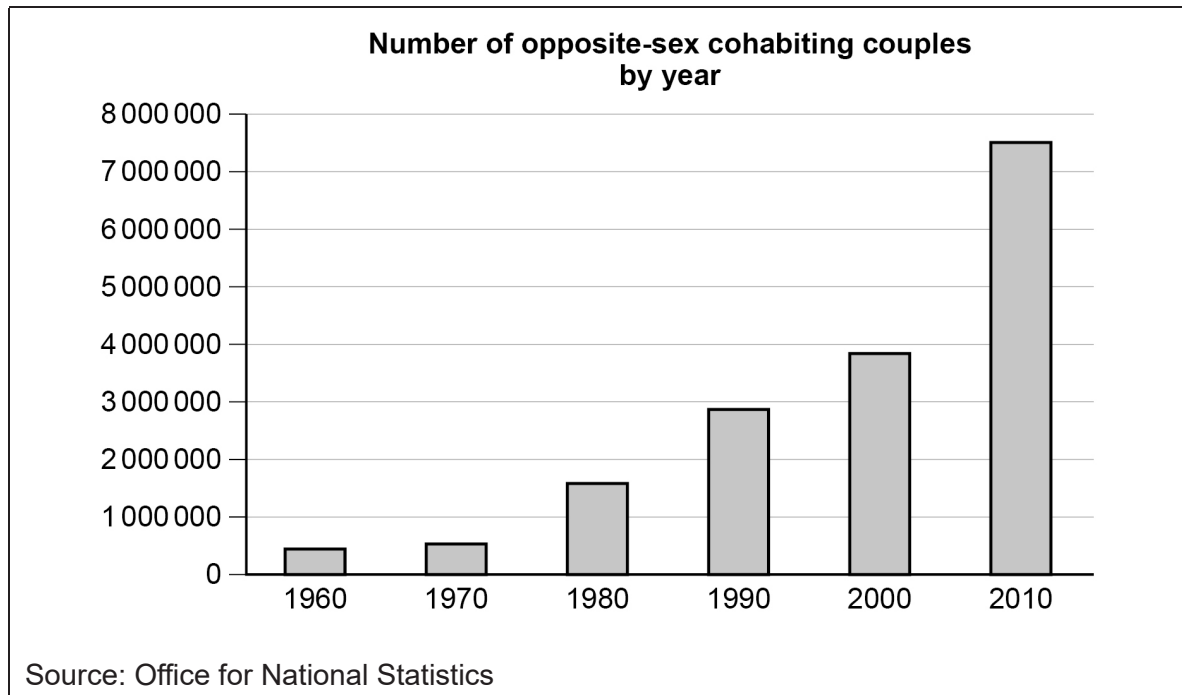
[3 marks]

0 4 Identify and describe **one** function of a family.

[3 marks]

Turn over ►



Item A**0 5**

From **Item A**, examine **one** strength of using official statistics to research the number of cohabiting couples.

[2 marks]



0 6

Identify and explain **one** factor which may have led to an increase in cohabitation rates as shown in **Item A**.

[4 marks]

Turn over for the next question

Turn over ►

0 7

Identify and explain **one** disadvantage of using postal questionnaires to investigate cohabitation rates.

[4 marks]



In 1982, Rhona and Robert Rapoport researched the issue of family diversity in detail. They suggested that families in Britain were in a process of change. Rapoport and Rapoport described five different aspects of family diversity. These were organisational diversity, cultural diversity, social class diversity, life-course diversity and cohort diversity.

Source: Rapoport, R and Rapoport, RN, 'British families in transition', 1982.

From **Item B**, identify and describe **one** type of family diversity identified by Rapoport and Rapoport, including what you know of their research method.

[illegible]

0 9

Identify and explain **one** practical issue sociologists may encounter when researching the extent of family diversity.

[4 marks]



[12 marks]

[illegible]

[illegible]

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[12 marks]

[illegible]

[illegible]

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Section B: EducationAnswer **all** questions in this section.

- 1 2** What term is commonly used by sociologists to describe the norms and values that provide the middle class with an advantage in education?

[1 mark]

- A** Cultural capital ☐
- B** Cultural deprivation ☐
- C** Material deprivation ☐
- D** Universalistic standards ☐

- 1 3** What term is commonly used by sociologists to describe the process of creating competition between schools?

[1 mark]

- A** Marketisation ☐
- B** Meritocracy ☐
- C** Secondary socialisation ☐
- D** Vocationalism ☐

Turn over for the next question**Turn over ►**

1 4 Describe what is meant by an anti-school subculture.

[3 marks]

1 5 Identify and describe **one** way in which material deprivation may affect the educational achievement of some students.

[3 marks]



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Item C

Diane Reay used group interviews with working-class students from two secondary schools. She asked them if they were treated equally in the classroom.

Some of the students felt the teachers judged them by how they spoke. They said the teachers corrected how they talked and felt they looked down on them, showing negative labelling in the classroom. The teachers were seen by the students as 'snobby' with a posh accent.

Working-class boys in the lowest English sets felt there wasn't any point in trying hard because the work was too easy. Some boys felt the teachers believed they were stupid.

Source: Reay, D, 'Social class and educational inequality', University of Cambridge, 2006.

1 6

From **Item C**, examine **one** weakness of the research.

[2 marks]



1 7

Identify and explain **one** in-school factor that may explain social class differences in educational achievement as shown in **Item C**.

[4 marks]

Turn over for the next question

Turn over ►

1 8

Identify and explain **one** advantage of using non-participant observation to investigate pupil behaviour in the classroom.

[4 marks]



According to Emile Durkheim (1925) the main role of education is the passing on of society's norms and values, in order to integrate individuals into society. Education helps to create social solidarity. He believes teaching subjects such as history in schools helps students learn about the society they live in, providing a shared heritage. This prepares children for commitment to wider society.

Source: Durkheim, E, Moral Education, 1925.

From **Item D**, identify and describe **one** way in which Durkheim believes education prepares students for wider society, including what you know of his perspective on education.

[4 marks]

[illegible]

Turn over ►



2 0

Identify and explain **one** disadvantage of using a structured interview to research the educational experiences of students from different ethnic groups.

[4 marks]



[12 marks]

[illegible]

[illegible]

[illegible]

Turn over ►



[12 marks]

[illegible]

[illegible]

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