

A



**Surname** \_\_\_\_\_

**Other Names** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Candidate Number** \_\_\_\_\_

**Candidate Signature** \_\_\_\_\_

**I declare this is my own work.**

**GCSE**

**SOCIOLOGY**

**Paper 1 The Sociology of Families and Education**

**8192/1**

**Time allowed: 1 hour 45 minutes**

**At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.**

**[Turn over]**



J U N 2 1 8 1 9 2 1 0 1

**BLANK PAGE**



## INSTRUCTIONS

- Use black ink or black ball-point pen.
- 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.

## 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.

**DO NOT TURN OVER UNTIL TOLD TO DO SO**



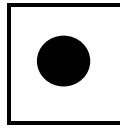
**SECTION A: FAMILIES**

Answer ALL questions in this section.

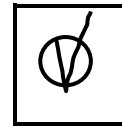
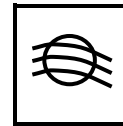
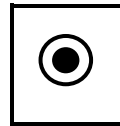
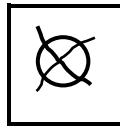
Only ONE answer per question is allowed.

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

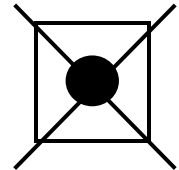
**CORRECT METHOD**



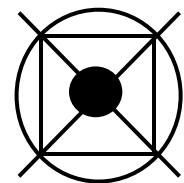
**WRONG METHODS**



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 consisting of parents, their children and other relatives, such as grandparents, aunts and uncles? [1 mark]**

**A Blended family**

**B Empty nest family**

**C Extended family**

**D Nuclear family**

**[Turn over]**



0 2

**What term is commonly used by sociologists to describe the role men traditionally perform in the family? [1 mark]**

**A Expressive**

**B Instrumental**

**C Matriarchal**

**D Nurturing**



0	3
---	---

**Describe ONE example of patriarchy within families.**  
**[3 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



0	4
---	---

**Identify and describe ONE factor that may have led to an increase in family diversity in Britain. [3 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



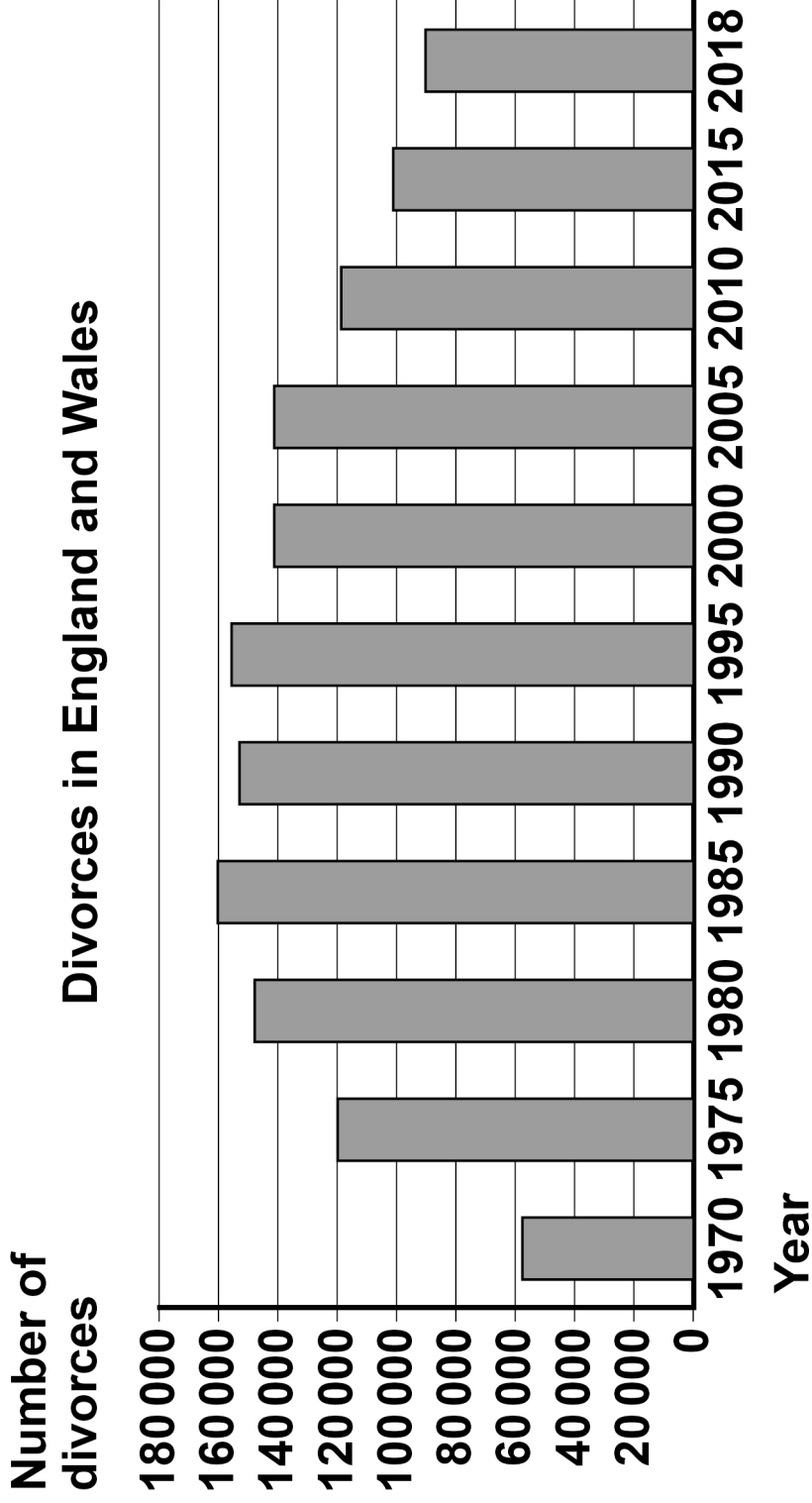


**BLANK PAGE**

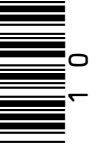
**[Turn over]**



**ITEM A**



**Source: Office for National Statistics**



**0 5**

**From ITEM A, examine ONE weakness of using statistics to research divorce.  
[2 marks]**

---

---

---

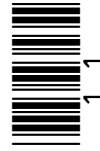
---

---

---

---

**[Turn over]**



06

**Describe the type of statistical data shown in ITEM A, on page 10. Identify the trend shown by the data and explain ONE factor which may account for this trend. [4 marks]**

---

---

---

---

---

---

---

---



---

---

---

---

**[Turn over]**



07

**Identify and explain ONE disadvantage of using secondary data to investigate attitudes towards marriage. [4 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

**[Turn over]**



**ITEM B**

**Sociologists Michael Young and Peter Willmott studied family life in Britain over several decades.**

**In the 1950s, Young and Willmott studied family life in East London, focusing on the traditional working-class community living at that time in Bethnal Green.**

**In the early 1970s they conducted a large-scale social survey. In this research they interviewed almost 2000 individuals living in the London area. They concluded that family life had become largely home centred with much of the family's leisure time spent in the home and involving activities such as watching television together. They also concluded that in the 1970s nuclear family, the husband and wife were increasingly sharing their chores around the house, describing this pattern as the development of a 'symmetrical family'.**

**Source: Willmott, P and Young, M, 'Family and Kinship in East London' (1957) & 'The Symmetrical Family' (1973)**





0 8

From ITEM B, identify and describe the research method used by Willmott and Young in the early 1970s, including what you know of their perspective on the family. [4 marks]

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

[Turn over]



---

---

---

---

---

---

---



**0 9**

**Identify ONE function of the family and explain how you would investigate this function using a case study.**

**[4 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**

---

---

---

---

---

---

---

---



1 0

**Discuss how far sociologists would agree that the traditional nuclear family is the most appropriate family type in which to raise children in Britain today.  
[12 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



1	1
---	---

**Discuss how far sociologists would agree that gender inequalities continue to exist within the family in Britain today. [12 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**END OF SECTION A**

<hr/>
<b>50</b>



**BLANK PAGE**

**[Turn over]**



**SECTION B: EDUCATION**

Answer ALL questions in this section.

1	2
---	---

**What term is commonly used by sociologists to describe work-related education and training? [1 mark]**

**A Academic**

**B Comprehensive**

**C Marketization**

**D Vocational**



13

**What term is commonly used by sociologists to describe the process of learning norms and values that takes place outside the family? [1 mark]**

**A Agency of socialisation**

**B Primary socialisation**

**C Secondary socialisation**

**D Selective socialisation**

**[Turn over]**



1	4
---	---

**Describe ONE example of the marketization of schools.  
[3 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

1 5

Identify and describe ONE example of how labelling may affect a student's achievement in school.

[3 marks]

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

[Turn over]

**ITEM C**

**Concerns have been raised that students from poorer backgrounds are discouraged from applying to university for a number of reasons including the fear of debt. Claire Callender and Jon Jackson investigated the attitudes of students in England who were considering going to university towards debt, and their decisions about whether or not to apply to university.**

**Callender and Jackson compared students from poorer families with students from better-off backgrounds. They wanted to find out if concerns about cost and debts, especially student loan debt, were more likely to discourage poorer students from applying to university.**

**The research involved a survey of prospective higher education students and produced quantitative data. A total of 101 school sixth forms and further education colleges agreed to take part and 3582 self-completion questionnaires were sent out. The schools and colleges were a national stratified random sample. Students were asked whether they agreed with statements about the costs and benefits of going to university.**

**Source: Callender, C and Jackson, J, 'Fear of Debt and higher education participation', South Bank University, London, (2004)**





1 6

**From ITEM C, examine ONE strength of the research.  
[2 marks]**

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



1	7
---	---

**Identify and explain ONE factor, other than debt, that may discourage students from poorer backgrounds from applying to university, raised as a concern in ITEM C, on page 40. [4 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

**[Turn over]**



1	8
---	---

**Identify and explain ONE disadvantage of using a snowball sample to investigate attitudes of students towards higher education. [4 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

**[Turn over]**



**ITEM D**

**Sociologist Talcott Parsons suggested that school acts as a bridge between the home and wider society.**

**School plays a key role in the process of socialisation, following on from the socialisation that takes place in the family. Parsons argued that this is necessary because the family and wider society work in different ways and children need to adapt if they are to cope in the wider world. Schools continue the socialisation process of teaching the norms and values of society.**

**Parsons also suggested that, in families, status is fixed at birth. This is known as ascribed status. However, in society, status based on merit is achieved, rather than ascribed. Parsons believed that education makes the transition from family to society possible by getting people used to universal values and achieved status.**

**Source: Parsons, T, 'The school class as a social system' in Halsey et al., Education, Economy and Society, New York, The Free Press, (1961)**



1 9

From ITEM D, identify and describe ONE way in which Parsons saw the education system as important, including what you know of his perspective on education. [4 marks]

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

[Turn over]



---

---

---

---

---

---

---







---

---

---

---

---

---

---



2 1

**Discuss how far sociologists would agree that family background is the most important factor in explaining differences in students' educational achievement.  
[12 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

[Turn over]



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



2	2
---	---

**Discuss how far sociologists would agree that in-school factors are the main reasons for gender-based differences in subject options and career choices.  
[12 marks]**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

[Turn over]



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[Turn over]**



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**END OF QUESTIONS**

<u>  </u> <b>50</b>
------------------------



Additional page, if required.

Write the question numbers in the left-hand margin.

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



Additional page, if required.

Write the question numbers in the left-hand margin.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**Additional page, if required.**

**Write the question numbers in the left-hand margin.**


**BLANK PAGE**

For Examiner's Use	
Section	Mark
A	
B	
<b>TOTAL</b>	

**Copyright information**

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from [www.aqa.org.uk](http://www.aqa.org.uk).

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2021 AQA and its licensors. All rights reserved.

**IB/M/CD/Jun21/8192/1/E2**