OCR

Tuesday 12 May 2015 – Afternoon

AS GCE SOCIOLOGY

G671/01   Exploring Socialisation, Culture and Identity

Duration: 1 hour 30 minutes
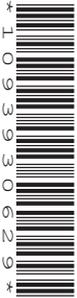
INSTRUCTIONS TO CANDIDATES

* Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
* Use black ink. HB pencil may be used for graphs and diagrams only.
* Answer **all** the questions.
* Read each question carefully. Make sure you know what you have to do before starting your answer.
* Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

* The number of marks is given in brackets **[ ]** at the end of each question or part question.
* You may interpret and apply the pre-release material as well as your own sociological knowledge for any question, wherever it is relevant and appropriate.
* The total number of marks for this paper is **100**.
* This document consists of **4** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

* Do not send this Question Paper for marking; it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.

Hauari, H and Hollingworth, K (2009) *"Understanding fathering: masculinity, diversity and change",* **Joseph Rowntree Foundation**

Hauari and Hollingworth believe that Britain today is in the process of a 'parenting revolution'. By this, they mean that although traditional gender roles in the family still exist, the role of the father is being transformed from the traditional provider and breadwinner to a role that is more multi-dimensional. This is because there is a growing expectation that fathering should involve all aspects of childcare and child-rearing activities.   *5*

This study, by Hauari and Hollingworth, explored aspects of diversity in parenting, in particular focusing on fathering in two-parent families in different ethnic groups in England. The aim was to gain a better understanding of what 'being a father' means to parents and children in deprived areas. They explored what fathering involves and what values and aspirations are attached to fathering. They also explored the extent to which there is a 'common model' of *10* fatherhood that applies to families in deprived areas in a range of ethnic groups, in a modern multicultural Britain.

The researchers used a purposive sampling technique targeting families from four different ethnic groups who were from socio-economically deprived areas and who had children under the age of 18.   *15*

The sample contained 29 two-parent families, from areas of England with a high ranking on the Index of Multiple Deprivation, comprising:
- ten Pakistani families from the north of England
- ten white British families from Inner London, the Midlands and North-West
- seven black Caribbean and two black African families from the Greater London area.   *20*

The age range of the children in the study was seven to 18 years.

Data was collected from three individuals within the family unit – the father, their wife/ partner and one of their children. The age range for children was chosen to enable exploration of fathering of younger children as well as older, adolescent children.

The researchers used a mixed-method approach, primarily using qualitative data-collection *25* methods. They carried out semi-structured, in-depth interviews. Respondents were also asked to keep a written time-use diary to collect quantitative and qualitative data.

To record actual parenting behaviours, each participant (parents and children) was asked to keep a time-use diary of their daily activities and interactions over a period totalling eight days. This period included a mixture of weekdays, weekends and school holidays. The diaries *30* recorded descriptions of activities and time spent directly engaged with family members. The diaries were written before the participants were interviewed.

The other method used was a face-to-face semi-structured, in-depth interview. The interviews with children lasted around 45 minutes and the adult interviews lasted up to two hours. Participants were interviewed in their own homes and the interviewers used a topic guide. *35* Topics included:
- attitudes and beliefs about fathering and gender roles
- the possible influence on present-day fathering of childhood experiences, religion, ethnicity and practical circumstances
- the importance of fathers to children.   *40*

During the interviews there was also discussion, clarification and reflection on the information recorded in the activity diaries. The qualitative in-depth interviews were filmed (with permission), fully transcribed, coded and analysed thematically.

Hauari and Hollingworth found that fathers from all ethnic groups were expected, and were
expecting, to be engaged in all aspects of raising their children. Fathers were also seen as *45*
having a traditional disciplinary role, especially where boys were concerned and there was a
general consensus among all ethnic groups that fathers were more effective disciplinarians
than mothers. A strong and recurring theme that emerged from interviews with parents was
the importance of fathers 'being there' for their children and also ensuring they spent 'quality
time' with them: *50*

*"It's just being there really. Being about, being there when your son or your daughter they're
hurt, they need someone, they need a cuddle … or they're older, they're in trouble, you're
there to have a go at them, but be there to support them … Even if you're not doing much, just
being there makes a difference."* (Black Caribbean father)

Answer **all** questions.

1   Define the concept of norms. Illustrate your answer with examples. **[8]**

2   Outline and explain **two** ways religion shapes an individual's identity. **[16]**

3   Explain and briefly evaluate the view that traditional masculine identity no longer exists. **[24]**

4   Using the pre-release material and your wider sociological knowledge, explain and evaluate the
use of qualitative methods in researching the attitudes of family members towards fatherhood.
[52]

END OF QUESTION PAPER