

Section A	
AO1 Knowledge and Understanding	Indicative content
Q1: Explain, using an example, the concept of reliability. (4 marks)	
Explanation	Example
1 mark - Brief explanation of the concept	1 mark - Accurate example identified
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained
<p>0 marks No relevant knowledge and understanding</p>	
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>	

Explanation/core meaning:

- a characteristic of research which is consistent and can be repeated using the same methods to produce similar results

Development could come from considering ways in which research might be more or less reliable e.g., use of questionnaires or interview schedules with standardised questions, methods which avoid possibility of researcher bias, methods which can be easily replicated such as questionnaires compared to those which cannot, e.g., participant observation

Examples are likely to refer to the following:

- specific methods to illustrate why they are/are not reliable
- sociological studies to illustrate how reliability might be evident

Any other reasonable point.

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q2: Using Source A and your wider sociological knowledge, explain one strength and one weakness of using official statistics to study ethnic inequalities in pay. (8 marks)				
4	4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported . Typically, there will be two developed points.	Strengths may include: <ul style="list-style-type: none"> positivism: preference for quantitative data which is seen as more precise and scientific objectivity: measure of workers earning less than £7 an hour is an objective measure. Data collected by ONS which, although funded by the government, has some independence and a mission to collect objective statistics reliability: LFS is a survey carried out on a regular basis, using the same methodology, producing consistent results representativeness: survey is large scale so likely to include a representative sample of employers so produces data which is generalisable to the whole labour force patterns and trends: such statistics allow researchers to see clear patterns and trends e.g., differences in pay between ethnic groups ethnic groups used reflect accepted categories: these categories are used for census and other official statistics and are generally recognised groupings allowing for comparison between different official sources Any other reasonable point.	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material.	The source or the context of the research should be directly referred to. Strengths could include: <ul style="list-style-type: none"> referring to how the data was collected, e.g., through a large-scale survey, by the ONS a well-funded and established government agency sample size which is likely to be large, if an official survey interpretation of the data in the source, e.g., to demonstrate how Pakistanis and Bangladeshis are far more likely to earn less than £7 per hour than all other ethnic groups comparison of the data in the source with other sources of data about ethnic inequalities to show it fits in with wider patterns of disadvantage Weaknesses could include: <ul style="list-style-type: none"> comparison with other methods, e.g., interviewing workers themselves which might allow for more verstehen/understanding of their interpretations of their economic position
3	3 marks The candidate demonstrates good knowledge and understanding but it may be underdeveloped . The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		3 marks The candidate demonstrates a good ability to apply relevant sociological material.	
2	2 marks The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped . The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		2 marks The candidate demonstrates a limited ability to apply relevant sociological material.	
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.		1 mark The candidate demonstrates a basic ability to apply relevant sociological material.	
0	0 marks No relevant knowledge or understanding.		0 marks No relevant sociological application	

		<p>Weaknesses may include:</p> <ul style="list-style-type: none"> • interpretivism: official statistics reflect the concerns /interests of those collecting them not of their subjects; statistics lack verstehen or understanding of experiences of workers themselves • validity: conclusions drawn from such statistics may be invalid because they are simply taken from data supplied by employer and do not reflect meanings and interpretations of the workers themselves • ethnic categories: these may be criticised as being over-simplified/invalid e.g., Indian, Pakistani, Bangladeshi are based on country of origin, but do not distinguish between immigrants and second or third generation, or between different religious or cultural groups within these categories <p>Any other reasonable point.</p>		<ul style="list-style-type: none"> • discussion of problems of ethnic categorisation referring to ethnic categories in the source, e.g., Indians includes Hindus, Sikhs and Muslims as well as different cultural and linguistic groups • discussion of the way the figures focus on workers below £7 an hour, e.g., why this threshold? Possible need for data on other levels of income. Other possible data on work situation, e.g., skill/educational levels, opportunities for training/promotion etc which would give a more rounded picture of ethnic inequalities • weaknesses of collecting data from employers, e.g., all may not provide data or data may be inaccurate or incomplete
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A Level Sociology Paper 2 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q3: Using Source B and your wider sociological knowledge, explain and evaluate the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more underdeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more underdeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

INDICATIVE CONTENT		
Q3: Using Source B and your wider sociological knowledge, explain and evaluate the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Examples of relevant sociological knowledge:</p> <ul style="list-style-type: none"> • interpretivism: ethnographic research allows the researcher to understand subjects' social world through their own eyes; may also be reference to concepts such as verstehen, empathy, subjectivity and understanding meanings • validity: researchers can explore issues in greater depth using methods such as semi-structured interviews giving a more accurate and truthful picture of the subject's social world than, for example, structured interviews or questionnaires • qualitative data: allows researchers to analyse subjects' responses in their own words and consider issues in greater depth and detail than quantitative data • rapport: ethnographic research allows researchers to establish a trusting relationship with subjects, meaning they can explore sensitive issues in greater depth • triangulation: ethnographic research typically uses more than one method which enables data from different approaches to be compared and cross-checked <p>Any other reasonable point.</p>	<p>Application may be demonstrated both by explicitly referring to material in the source and linking this to strengths and weaknesses of the method(s)</p> <p>For example:</p> <ul style="list-style-type: none"> • pointing out how the researcher might have used hanging out in the park with young people as a means of establishing rapport and understanding their interpretations; this could also be used in evaluation to consider the extent to which her research was objective or whether she might have 'gone native' due to spending too much time with her subjects • showing how the status of the researcher as a young female from the area may have helped to establish her credibility with young people and facilitated access/cooperation; this could also be used in evaluation to suggest that, as she came from the area, she might lack objectivity in the research and have an agenda in terms of what she aimed to find out • considering the size of her sample i.e., 50 to either suggest this was too small or that it was sufficient to give a cross section of young people from one town • considering the use of semi-structured interviews positively in terms of flexibility/ability to explore common issues in different ways with each subject; alternatively considering semi-structured interviews in terms of lack of consistency, quantitative data, etc • considering participant observation positively, e.g., as a naturalistic method which allowed her to get to know young people in their own space • considering participant observation negatively, e.g., as a subjective/unscientific method which is hard to verify and relies on the interpretations of the researcher • considering the context of the research i.e., studying young people in a deprived community who might not be likely to cooperate or open up if methods such as questionnaires or more structured interview had been used 	<p>Candidates should be rewarded for evaluating weaknesses of the method or methods in the source and developing these using relevant sociological theories and concepts. Examples of relevant evaluation points:</p> <ul style="list-style-type: none"> • positivism: the research can be seen as too subjective, unscientific and lacking in value freedom as it relies on the interpretations of the researcher who may be influenced by her own biases or by her relationship with her subjects • reliability: if another researcher was to repeat this research, they might get quite different results because they would interact differently with the subjects, possibly ask different questions and interpret the data according to their own values • representativeness: the sample for the interviews was only 50 and the research was only done in one area so may not be representative of all young people in that community or generalisable to other deprived communities elsewhere in the UK • sampling method: the source does not state the sampling method, but often in ethnographic research samples are created through methods such as volunteer or snowball sampling which are not random or scientific so may over-represent certain groups of people who are more accessible to the researcher • lack of quantitative data: means that it is hard to see patterns and trends or precisely assess the extent to which members of the

	<p>Candidates might also be expected to apply the concepts listed under AO1 and AO3, for example:</p> <ul style="list-style-type: none">• in discussing interpretivism considering how the approach adopted by the researcher exemplifies this theoretical approach• in discussing validity, explaining how methods such as semi-structured interviews and participant observation would be more likely to produce valid data• in applying positivism in evaluation, candidates might show how aspects of the research method might be seen as too subjective or unscientific, e.g., developing relationships with subjects, failure to collect objective/quantitative data• in considering lack of reliability as a weakness, candidates might consider what might happen if the research had been conducted by someone older, male or from a different part of the country	<p>sample had similar experiences or viewpoints</p> <p>Any other reasonable point.</p>
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Section B – Social Inequalities		
AO1 Knowledge and Understanding		Indicative content
Q4: Explain, using an example, the concept of social stratification. (4 marks)		
Explanation	Example	
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> • The division of society into distinct groups ranked one above the other by wealth, status and or power <p>Development could come from consideration of concepts such as wealth, power and status (Weber), considering how distinctions operate to separate social strata (Bourdieu) or considering how social closure may operate to make it difficult to move from one social stratum to another. Some candidates may also refer to distinction between open and closed systems of stratification</p>
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
0 marks No relevant knowledge and understanding		<p>Examples are likely to refer to the following:</p> <ul style="list-style-type: none"> • social class stratification, possibly with reference to Marxist or Weberian models of class or social classifications such as the NS-SEC classification • gender stratification, e.g., radical feminist models of patriarchy, women as the subordinate sex. • ethnic and racial stratification, e.g., apartheid, colour bar in southern USA • age stratification, e.g., age grades in African tribal societies, youth and elderly as disadvantaged strata in modern societies • caste, e.g., Hindu caste system <p>Any other reasonable point.</p>
N.B. An example alone will be capped at a maximum of 1 mark		

A Level Sociology Paper 2 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q5: Explain, using examples, two ways in which inequality significantly reduces the life chances of the working classes. (8 marks)				
4	4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported. Typically, there will be two developed points.	Candidates should show an understanding of the concept of disadvantage, and make some comparison to middle class people, or 'the norm'. Candidates will refer to two ways which may include: <ul style="list-style-type: none"> • impact of class inequalities upon educational opportunities which may disadvantage the working class, e.g., studies of material and cultural deprivation, anti-school subcultures, teacher labelling • social class and health outcomes illustrated by data e.g., on mortality and morbidity, the health divide, life expectancy • links between social class and workplace inequalities, e.g., higher chance of low paid workers also facing job insecurity, unemployment, lack of fringe benefits and occupational pensions, industrial accidents and diseases, the class pay gap, lack of access to internships, the old boys' network, lack of social capital, etc • social class and disadvantages in family life, e.g., quality of parenting, risks of divorce and family breakdown, child poverty • disadvantage in terms of media representations, linked to stereotypes and labelling • studies of social mobility, lower relative chances of those starting in the working class of achieving upward mobility into service class/upper class positions 	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question. For example: discussion of educational disadvantages should be applied to show how this might impact on life chances in later life.
3	3 marks The candidate demonstrates good knowledge and understanding but it may be underdeveloped . The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		3 marks The candidate demonstrates a good ability to apply relevant sociological material.	
2	2 marks The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped . The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		2 marks The candidate demonstrates a limited ability to apply relevant sociological material.	
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.		1 mark The candidate demonstrates a basic ability to apply relevant sociological material.	
0	0 marks No relevant knowledge or understanding.		0 marks No relevant sociological application.	

A Level Sociology Paper 2 Mark Scheme (Draft)

		<ul style="list-style-type: none">• evidence about links between social class and chances of involvement in criminal activities, gaining a criminal record or being imprisoned. Also chances of becoming a victim of crime/living in an area with high risks of crime• evidence about housing e.g., chances of home ownership, living in crowded or sub-standard housing• access to digital technology, the digital divide, e.g., impact of lack of access on children's ability to access education during Covid lockdowns, impact on ability to network, look for jobs, etc <p>Any other reasonable point.</p>		
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A Level Sociology Paper 2 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q6: Discuss the view that social class inequalities are functional for society. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more undeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

INDICATIVE CONTENT		
Q6: Discuss the view that social class inequalities are functional for society. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the sociological view that social inequalities are functional for society. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • Parsons: social class inequalities reflect the value consensus and encourage individuals to strive to achieve valued positions in society • Davis and Moore: social class inequalities ensure effective role allocation and performance • Davis and Moore: certain positions are more functionally unique and have more other positions dependent on them; it is necessary to reward these positions more highly to ensure the smooth running of the social system • Durkheim: social class inequalities reflect the division of labour in industrial societies; occupational groups are mutually interdependent rather than in conflict with each occupation being rewarded in relation to its contribution to the whole • Saunders: societies without social inequalities (e.g., communism) are less functional requiring individuals to be coerced rather than offered higher rewards in order to ensure conformity • Murray: trying to reduce class inequalities can backfire producing a dependent underclass because welfare benefits reduce the incentive to work or better oneself • evidence concerning the success of capitalist societies based on class inequality, e.g., economic growth, rising in living standards for the majority, reduction in absolute poverty • evidence about social mobility, e.g., case studies of success of working-class individuals or children of immigrants who have been motivated to succeed by rewards available in an unequal society <p>Any other relevant knowledge.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., Parsons' theory of value consensus or evidence about upwardly mobile individuals) demonstrates that social class inequalities are functional for society • explaining the ways in which evidence used for AO3 (e.g., Marxist theory or evidence from research on social mobility) can be used to suggest that social class inequality is not actually functional 	<p>Arguments and evidence challenging the view that social class inequalities are functional for society. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • Tumin's critique of functionalism: e.g., are some positions actually more functionally important? Does social inequality really ensure that the best individuals are selected for top positions? • Marxist theory: class inequalities serve the needs of capitalism and the capitalist class but are not necessarily functional for the working class; inequalities of capitalism actually create inherent contradictions e.g., periodic economic crises, alienation of workers, chronic class conflict, etc • Weberian theory: class inequalities are not always functional because they create differences in life chances and social closure may mean that opportunities for upward mobility by talented individuals are blocked • research on social mobility demonstrating that working class individuals have relatively less chance of social mobility which may be dysfunctional because it leads to wastage of talent • evidence that the most talented do not always rise to the top, e.g., data about predominance of privately educated in top positions • dysfunctional aspects of societies with higher levels of social class inequality, e.g., higher rates of crime, suicide, mental illness, infant mortality, educational under-performance, etc (Wilkinson and Pickett) <p>Any other reasonable point.</p>

A Level Sociology Paper 2 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q7: Discuss the view that women continue to be unequal to men because we still live in a patriarchal society. (24 marks)			
4	<p>7-8 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is developed. The information presented is accurate and fully supported. Typically, at the top of the band there will be three developed points supporting the view in the question. At the bottom of the band, two developed points, and one underdeveloped point.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>7-8 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three developed points challenging the view in the question. At the bottom of the band, two developed points and one underdeveloped point.</p>
3	<p>5-6 marks</p> <p>The candidate demonstrates good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be one developed point and one underdeveloped point or one well developed point.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to apply sociological material. The material is relevant but is not always explicitly related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be three underdeveloped or two developed points or one developed and two underdeveloped points challenging the view in the question. At the bottom of the band there may be one developed and one underdeveloped or one well developed point.</p>
2	<p>3-4 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be two underdeveloped points supporting the view in the question or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to apply sociological material. The response may be generalised.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be two underdeveloped points challenging the view in the question, or one underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just one underdeveloped point or more than one undeveloped point.</p>
1	<p>1-2 marks</p> <p>The candidate demonstrates basic knowledge and understanding that is undeveloped. The response contains considerable inaccuracy and lacks clarity. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to apply sociological material.</p>	<p>1-2 marks</p> <p>The candidate demonstrates a basic ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be one undeveloped point challenging the view in the question. At the bottom of this band there will be one vague, undeveloped point that barely addresses the question.</p>

0	<p>0 marks No relevant knowledge or understanding.</p>	<p>0 marks No relevant sociological application.</p>	<p>0 marks No relevant sociological evaluation.</p>
INDICATIVE CONTENT			
Q7: Discuss the view that women continue to be unequal to men because we still live in a patriarchal society. (24 marks)			
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation	
<p>Arguments and evidence supporting the view that women continue to be unequal to men because we still live in a patriarchal society. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • feminist theories and studies, especially radical feminist (e.g., Millett, Delphy and Leonard, Atkinson, Walby) • empirical evidence concerning aspects of society which can be seen to be patriarchal, e.g., gender discrimination in employment, gender pay gap, sexual assault and sexual harassment, gender inequalities in families and households (domestic labour and domestic violence), patriarchal representations in the media <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> • explaining the ways in which evidence used for AO1 (e.g., feminist theory or empirical evidence of gender inequalities) demonstrates how women continue to be unequal to men because we still live in a patriarchal society • explaining the ways in which evidence used for AO3 (e.g., functionalist theory, evidence of greater gender equality) demonstrates that we no longer live in a patriarchal society or that there are other reasons for gender inequality than patriarchy 	<p>Arguments and evidence challenging the view that women continue to be unequal to men because we still live in a patriarchal society. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • functionalism/New Right: men and women are not unequal but different and there are biological and social reasons why it is functional that they perform different roles • preference theory (Hakim): women perform different roles in the workforce because they choose to be more home-centred and less work centred than men not because of patriarchy • Marxism and Marxist feminism: women are unequal compared to men due to capitalism rather than patriarchy • liberal feminism: women are gradually achieving equality and remaining inequalities are more due to traditional attitudes and lack of legal rights to protect women than because of patriarchy • empirical evidence that women are achieving greater equality/actual equality in different areas of social life, e.g., greater symmetry in intimate relationships and domestic life, narrowing of pay gap, range of legal protections for women, greater proportion of women in top jobs/positions of power, more positive/equal representations in the media, females outperforming males in education, etc <p>Any other reasonable point.</p>	