3.11 Forced Marriage as a Contemporary Family Issue: Test Pack

AQA 8192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological vocabulary and, where asked, full sentences. Spend about 15 minutes on this pack.

1 Which of the following best describes the legal concept of forced marriage in the UK as used by safeguarding agencies?

- ☐ A) A marriage arranged by parents with the full consent of both adults
- ☐ B) A marriage where one or both people do not freely consent and pressure or threats are used
- ☐ C) A marriage that takes place overseas but is legal in the UK
- ☐ D) Any marriage involving people under the age of 25

(Total for Question 1 is 1 mark)

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2 Explain two likely consequences for a person who has been forced into marriage, focusing on social and educational effects in the UK.

(Total for Question 2 is 4 marks)

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3 Explain two ways forced marriage is different from an arranged marriage in contemporary UK family discussions.

(Total for Question 3 is 4 marks)

4 Explain two ways schools can play a safeguarding role in preventing forced marriage among pupils in the UK.

(Total for Question 4 is 4 marks)

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Mark scheme · 3.11 Forced Marriage as a Contemporary Family Issue: Test Pack

Question 1

B (a marriage where one or both people do not freely consent and pressure or threats are used)	**B1**

Answer: B

Question 2

identifies one consequence, e.g. social isolation from peers and loss of friendships	**B1**
development, e.g. isolation can lead to reduced social support and mental health problems	**B1**
identifies a second consequence, e.g. interruption or end to education, such as leaving school early	**B1**
development, e.g. loss of education limits future opportunities for work and independence	**B1**

Answer: A person forced into marriage may suffer social isolation and loss of peer support, which can harm mental health, and may have their education interrupted or ended, limiting future employment and independence.

Question 3

identifies first difference, e.g. arranged marriage involves family introduction but the individuals consent	**B1**
development of first difference, e.g. people in arranged marriages can accept or refuse the match	**B1**
identifies second difference, e.g. forced marriage involves coercion or threats so consent is absent	**B1**
development of second difference, e.g. forced marriage can involve emotional pressure, violence or threats to safety	**B1**

Answer: An arranged marriage involves family introductions while the individuals retain the right to accept or refuse the match; a forced marriage involves coercion or threats so genuine consent is absent, including emotional pressure, violence or threats to safety.

Question 4

identifies one way, e.g. schools can provide pastoral support and trusted staff who pupils can approach	**B1**
development, e.g. trusted staff can spot signs of pressure and refer pupils to specialist services such as the Forced Marriage Unit	**B1**
identifies a second way, e.g. schools can provide information and education about rights and consent, including in PSHE lessons	**B1**
development, e.g. giving pupils knowledge of their legal rights and how to seek help can reduce secrecy and enable reporting	**B1**

Answer: Schools can provide pastoral support and trusted staff who pupils can approach, enabling signs of pressure to be spotted and referrals to specialist services; they can also provide education about rights and consent in PSHE, giving pupils knowledge of legal rights and how to seek help.

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