



GSOC.FA10 Forced Marriage as a Contemporary Family Issue

AQA 8192 · Calculators not allowed · about 60 minutes

Total Marks

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Name: _____ Date: ____ / ____ / ____

Answer ALL questions. Use sociological vocabulary and, where asked, full sentences. Spend about 60 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)

2 Define what sociologists mean by 'forced marriage' when studying family practices in the UK context.

(Total for Question 2 is 2 marks)

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 State one provision introduced by the Forced Marriage (Civil Protection) Act 2007 in the UK regarding protection for potential victims within families or communities.

(Total for Question 4 is 2 marks)

- 5 In which year did UK law make it a criminal offence to force someone to marry, including causing someone to marry without consent?

- ☐ A) 2007
☐ B) 2010
☐ C) 2014
☐ D) 2018

(Total for Question 5 is 1 mark)

- 6 Define what a Forced Marriage Protection Order is for a potential victim in the UK and give one example of what a court might order under such an order.

(Total for Question 6 is 2 marks)

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

(Total for Question 7 is 4 marks)

- 8 Explain two ways the police contribute to safeguarding and preventing forced marriage in the UK.

(Total for Question 8 is 4 marks)

9 Identify one function of the UK Forced Marriage Unit as used by professionals supporting potential victims.

- ☐ A) Providing anonymous legal and consular advice and helping victims at risk overseas
- ☐ B) Issuing marriage certificates for arranged marriages
- ☐ C) Managing local foster placements for children
- ☐ D) Running criminal courts that try forced marriage cases

(Total for Question 9 is 1 mark)

10 Item A: A local secondary school reports that a Year 11 pupil, Mira, is unusually anxious after term time. Her teacher knows Mira is due to travel for a family wedding and that her family have been talking about a suitable partner. The teacher suspects Mira may be under pressure to marry while abroad.

Using Item A and your own knowledge, explain two immediate steps the school should take to safeguard Mira.

(Total for Question 10 is 4 marks)

11 Explain two reasons why forced marriage is a concern for sociologists studying families and communities in the UK.

(Total for Question 11 is 6 marks)

12 State one area explicitly out of scope for this pack, where related issues are covered elsewhere, and give a brief reason why forced marriage is treated separately.

(Total for Question 12 is 2 marks)

- 13** 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 13 is 4 marks)

- 14** State one common barrier that may prevent victims of forced marriage from reporting to authorities, and briefly explain it.

(Total for Question 14 is 2 marks)

- 15** Explain two sociological explanations that link forced marriage to patriarchal control and to community pressure.

(Total for Question 15 is 4 marks)

- 16** Discuss how far sociologists would agree that criminalisation of forcing someone to marry has reduced forced marriage in the UK.

Using sociological perspectives and evidence, evaluate the view that making forced marriage a criminal offence has reduced the practice in the UK. You should consider arguments that support this view and arguments that question it, and reach a supported judgement.

(Total for Question 16 is 8 marks)

- 17** Explain one way the criminal offence introduced in 2014 can act as a deterrent to perpetrators of forced marriage, and give one limitation of this deterrent effect.

(Total for Question 17 is 4 marks)

- 18** Identify one specialist agency, other than the Forced Marriage Unit, that professionals might contact for help with a forced marriage case in the UK.

- ☐ A) Local authority adult or children's social care
- ☐ B) The Registrar of Marriages who issues marriage licences
- ☐ C) The Department for Transport
- ☐ D) The Valuation Office Agency

(Total for Question 18 is 1 mark)

Mark scheme · GSOC.FA10 Forced Marriage as a Contemporary Family Issue

Question 1

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

Question 2

- **B1** identifies that forced marriage involves one or both partners not giving free and full consent
- **B1** development, e.g. pressure, threats, violence or coercion from family or community means the marriage is not voluntary
- **Answer: Forced marriage involves one or both partners not giving free and full consent; pressure, threats, violence or coercion from family or community mean the marriage is not voluntary.**

Question 3

- **B1** 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
- **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

- **B1** identifies a correct provision, eg the Act allows courts to issue Forced Marriage Protection Orders to prevent a forced marriage
- **B1** brief development, eg the orders can include measures to protect a person and stop people being taken abroad
- **Answer: The Act allows courts to issue Forced Marriage Protection Orders to prevent forced marriages; these orders can include measures to protect a person and stop them being taken abroad.**

Question 5

- **B1** C (2014)
- **Answer: C**

Question 6

- **B1** identifies that a Forced Marriage Protection Order is a civil court order to protect someone at risk of forced marriage
- **B1** gives an example, e.g. the court can order that the person must not be taken abroad or that named individuals must not contact the victim
- **Answer: A Forced Marriage Protection Order is a civil court order to protect someone at risk of forced marriage; for example, a court can order that the person must not be taken abroad or that particular family members must not contact or approach the victim.**

Question 7

- **B1** 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
- **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.**

Question 8

- **B1** identifies one way, e.g. police can investigate reports and gather evidence to support criminal charges where coercion or threats are used
- **B1** development, e.g. police action can deter perpetrators and protect potential victims through immediate safety measures
- **B1** identifies a second way, e.g. police can work with other agencies and use emergency measures such as safe accommodation and liaison with the Forced Marriage Unit
- **B1** development, e.g. coordinated responses help ensure victims are protected and prosecutions, where appropriate, are supported
- **Answer: Police can investigate reports and gather evidence to support criminal charges, deterring perpetrators and enabling immediate safety measures; they can also work with other agencies and the Forced Marriage Unit to arrange safe accommodation and coordinated protection.**

Question 9

- **B1** A (providing anonymous legal and consular advice and helping victims at risk overseas)
- **Answer: A**

Question 10

- **B1** identifies one appropriate immediate step, e.g. contact the designated safeguarding lead and arrange a confidential meeting with Mira
- **B1** development, e.g. confidential meeting allows assessment of risk and discussion of support and next steps
- **B1** identifies a second appropriate step, e.g. inform the Forced Marriage Unit and, if travel is imminent, consider measures to prevent travel such as liaising with police or applying for a Forced Marriage Protection Order
- **B1** development, e.g. involving specialist agencies brings legal and consular expertise and can prevent the pupil being taken abroad or coerced
- **Answer: The school should contact the designated safeguarding lead and arrange a confidential meeting to assess risk and support Mira; it should also inform the Forced Marriage Unit and, if travel is imminent, liaise with police or seek a Forced Marriage Protection Order to prevent her being taken abroad or forced to marry.**

Question 11

- **B1** identifies first reason, e.g. it raises questions about power and control within families, including gendered power relations
- **B1** development of first reason, e.g. forced marriage can be seen as an extreme example of patriarchal control restricting autonomy, especially of women and girls
- **B1** identifies second reason, e.g. it shows how cultural and community pressures can shape private family decisions and conflict with wider legal and human rights norms
- **B1** development of second reason, e.g. sociologists are concerned with how norms about honour, family reputation or migration contexts influence forced marriage practices
- **B1** identifies a third reason, e.g. it links to study of state responses, law and multiagency safeguarding, showing how society protects individual rights
- **B1** development of third reason, e.g. sociologists examine whether legal changes, policing and education reduce forced marriage or push it further underground
- **Answer: Forced marriage concerns sociologists because it highlights power and control within families, especially gendered control restricting autonomy; it shows how cultural and community pressures, including ideas of honour and reputation, shape private decisions and conflict with legal rights; and it connects to study of state responses and safeguarding, raising questions about the effects of criminalisation and multiagency work.**

Question 12

- **B1** identifies an out of scope area, e.g. domestic violence and child abuse are covered in GSOC.FA6
- **B1** brief reason, e.g. forced marriage is treated separately because it has distinct legal definitions and safeguarding responses involving the Forced Marriage Unit and FMPOs
- **Answer: Domestic violence and child abuse are out of scope for this pack and are covered in GSOC.FA6; forced marriage is treated separately because it has a distinct legal definition and specific safeguarding and legal responses such as the Forced Marriage Unit and Forced Marriage Protection Orders.**

Question 13

- **B1** 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
- **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 14

- **B1** identifies a barrier, e.g. fear of bringing shame on the family or community
- **B1** brief explanation, e.g. fear of ostracism or reprisals can stop victims seeking help
- **Answer: One barrier is fear of bringing shame on the family or community; victims may avoid reporting because they fear ostracism, reprisals or damaging family reputation.**

Question 15

- **B1** identifies a patriarchal explanation, e.g. forced marriage can be seen as a means of controlling women's sexual and economic autonomy
- **B1** development, e.g. patriarchal norms about honour and family roles can make marriage a tool to ensure conformity
- **B1** identifies a community pressure explanation, e.g. social norms and fear of community judgement create pressure to marry in ways that protect reputation
- **B1** development, e.g. in tightly knit communities, sanctions such as exclusion or gossip can coerce individuals into compliance
- **Answer: One explanation is patriarchal control, where forced marriage limits women's sexual and economic autonomy and enforces traditional roles; another is community pressure, where norms about honour and fear of judgement or exclusion coerce individuals into marriage to protect family reputation.**

Question 16

- **Level 1** (1-2): Basic points about criminalisation with little or no development. Limited use of sociological ideas and no clear judgement.
- **Level 2** (3-5): Some developed points on how criminalisation may deter perpetrators or provide protection, and some counter-arguments. Uses at least one sociological idea and offers a partial judgement.
- **Level 3** (6-8): Well-developed evaluation that balances evidence that criminalisation, police action and FMPOs can protect victims and deter some perpetrators against counter-evidence that criminalisation may push the practice underground or fail where community pressures remain strong. Uses multiple sociological perspectives and reaches a supported conclusion.
- **Indicative content:**
 - Arguments that criminalisation helps: creation of a clear legal boundary shows state condemnation, enables police prosecutions, and signals to victims they have rights; criminal law combined with FMPOs and the Forced Marriage Unit can provide immediate protection and deterrence.
 - Evidence that criminalisation may have limited effect: some forced marriages are hidden or occur overseas where UK law has limited reach, victims may be less likely to report due to fear of criminalising family members, and community pressure or patriarchal control can persist despite the law.
 - Sociological perspectives: feminist perspectives highlight patriarchal control as a root cause and welcome legal sanctions but warn law alone does not change gendered power relations; interactionist perspectives emphasise how individuals experience pressure and may not see actions as criminal; functionalist perspectives might point to the role of social norms and institutions in upholding or changing behaviour.
 - Evaluation issues: consider evidence from safeguarding agencies, prosecution rates, and the role of multiagency work; weigh the benefits of legal tools against unintended consequences such as increased secrecy, and conclude whether criminalisation is one effective element among wider prevention and support measures rather than a complete solution on its own.

Question 17

- **B1** identifies how it acts as a deterrent, e.g. makes perpetrators aware they may face criminal investigation and imprisonment
- **B1** development, e.g. fear of criminal penalties can discourage some family members from using threats or coercion
- **B1** identifies a limitation, e.g. some perpetrators may still act where they feel social pressure or believe they will not be reported
- **B1** development of limitation, e.g. low reporting rates and difficulties obtaining evidence can mean the deterrent effect is weak in practice
- **Answer: The 2014 offence can deter perpetrators by making them aware they risk criminal investigation and imprisonment, reducing willingness to use threats; however, its effect is limited where perpetrators believe they will not be reported or where social pressure is stronger than fear of law, and low reporting and evidential difficulties can make prosecution unlikely.**

Question 18

- **B1** A (local authority adult or children's social care)
- **Answer: A**