



General Certificate of Education
Advanced Subsidiary Examination
January 2013

General Studies (Specification A)

GENA1

Unit 1 AS Culture and Society

Source Booklet

Sources for use with **Questions 1.1 to 1.30** and **Questions 2 to 5**.

GENA1

Section A**Source A for Questions 1.1 to 1.30**

Crime reduction: Two Points of View**We may not like it, but prison works**

(Adapted from an article by DOMINIC LAWSON, *The Independent*, 2 February 2007)

- (1) “The failure by our courts to hold so many to account must be acknowledged as an outrage.” A recent leading article in this newspaper was properly outraged by the fact that fewer than 6% of rape allegations result in a conviction and imprisonment. The record is even worse when it comes to robbery and burglary.
- (2) Obviously, rape is a far more serious crime but older people in particular are often severely traumatised when their homes are violated. Research suggests victims of crime tend to have reduced life expectancies.
- (3) There are very few who would suggest that a rapist should be spared a substantial prison sentence. Why? First, we feel that the misery caused to the victim demands a proportionate punishment. Secondly, we do not want others to imagine that they need not fear imprisonment if they too were found guilty.
- (4) It is not necessarily “authoritarian” to demand a similar approach to lesser crimes like burglary; it is simply a desire to ensure that criminals fear, and victims respect, the legal system. Michael Howard, the Conservative Home Secretary in 1993, attracted much ridicule for claiming that “prison works”. On arrival at the Home Office, he was told by his senior advisors that crime was on an inexorable upwards path, and that his job was to persuade the public to be reconciled to this “fact”. That had been the policy of his predecessors. Between 1988 and 1993, the prison population was cut by 10% and crime reached a historic peak.
- (5) Between 1993 and 2001, New Labour adopted Howard’s approach and the average number of prisoners rose by about 45%. It is notoriously difficult to know which crime figures to believe, but the British Crime Survey, often regarded as the most reliable, shows that between 1995 and 2001 recorded crimes fell from more than 19 million to 12.6 million.
- (6) Even if you believe that prison holds no fear for criminals and is little more than a “university of crime”, you still cannot dismiss this correlation as a coincidence. It is clear that a large slice of the dramatic drop in recorded crime, and the consequent reduction in the misery of victims, was down to the “incapacitation” effect of prison.
- (7) It is true that one effect of the gross overcrowding in prisons is that the work done to help drug-dependent prisoners (by far the most prolific offenders) does suffer. The result of this is that, once released, the same person is likely to re-offend. Please note, however: while 53% of those jailed for robbery go on to re-offend, almost 69% of those serving a non-custodial sentence re-offend. Prison may not discourage re-offending but “non-prison” has even less impact.

- (8) I can understand why many commentators are distressed that we imprison a greater proportion of the population than any other European country except Luxembourg. It does not speak well of us as a nation. A less quoted statistic, however, is the prison population as a proportion of crimes committed. That paints a more relevant picture. In England, 12 people are imprisoned for every 1000 crimes committed. In Spain the figure is 48; in Ireland it is 33. Both of these countries have much lower crime rates than ours.
- (9) Successive Home Secretaries have complained that the Treasury regularly stamped on the idea of an ambitious prison-building programme, with the consequences now painfully apparent. It would cost about £7bn to double the number of prison places. Yet the annual cost of crime is estimated to be in the region of £60bn and the programme would be self-funding.
- (10) I realise that newspapers such as this one will continue to argue against such stern measures and will continue to sneer at the tabloid press for arguing for them. These papers know their readers, and the victims of crime are overwhelmingly among the least well-off. The relatively well-to-do have every right to parade their consciences but they are unlikely to encounter the consequences.

The real causes of crime lie in the family circumstances

(Adapted from an article by BRUCE ANDERSON, *The Independent*, 26 December 2006)

- (11) It is always the bleak midwinter where crime is concerned. Those professionally involved share a deeply-rooted pessimism. Experts believe crime is bound to rise by up to a quarter. The prison population will reach 100 000. Police forces are criticised as up to 90% of all offences go undetected and unpunished.
- (12) Government ministers place much of the blame on poverty and inequality. Although there is a link between crime and inequality, the matter is more complex. In the 1930s, there was more inequality, much more poverty, and much less crime. The evidence would appear to suggest that inequality may not incite crime, as long as the poor feel that their circumstances are pre-ordained; in other words, as long as we are dealing in a society based on status.
- (13) Traditionally, most people's destiny depended on their parents' circumstances, not on their own efforts. That is a status society. In modern societies, however, many people can improve their lot by seeking to change their social circumstances. For them that will be a liberating experience but it deprives those left behind of an alibi for their own lack of success.
- (14) Modern society is one where the poor are bombarded by the relentless propaganda of consumerism – constant reminders about goods they covet but cannot attain. This is clearly a contributory factor to a rising crime rate.
- (15) The poor need ladders to help them climb upwards to affluence but ladders seem to be out of fashion. What we need is an effective ladder strategy which could offer both incentives and stimuli: the stimuli in the form of reduced welfare payments to the incorrigibly idle. Opponents, of course, would argue that those so stimulated would turn not to work but to crime.

Source A continues on the next page

Turn over ►

- (16) Such a development would paint an even bleaker picture if it were not for the emergence of a rather startling statistic – 100 000 young men and boys are responsible for half the crime in England alone. If that is true, the rest of us have no excuse for failing to get a grip on the crime problem.
- (17) We know a great deal about those 100 000 youths. A disproportionate number may be from ethnic minorities. The vast majority are likely to have come from single-parent families. They may have a marginal command of literacy, let alone the technological skills which could earn them good jobs. These youths are less likely to have known the stability of parental order or a well-regulated household. As a result they may have low self-esteem, feel unloved and, therefore, have little predisposition to love others.
- (18) Conclusions follow from this. Sadly, it may be necessary to build more prisons as a short-term measure but we need to start intervening in the lives of the single parents who may be producing the next generation of criminals.
- (19) What we need is a new type of social worker drawn from the armed forces, from educated individuals who want to return to work, perhaps after raising a family or after redundancy, and from people in business who are eager for fresh challenges. After a minimum of training – because they will already possess a diploma in common sense – they can take on a caseload of problem families. Clients would be compelled to attend interviews or benefits could be withdrawn, but the focus would be on comforting, encouragement and stability.
- (20) At the same time, teachers should be focusing, in Jesuit fashion, on the under-sevens, giving them a decent educational grounding, love and structure. If all that happens, the longer term crime problem will be greatly reduced.

END OF SOURCE A

Section B**Sources for Questions 2 to 5**

Source B**The day the music industry died**

Album sales are currently in freefall all over the world. The 10% drop in the UK over the past year is dwarfed by a 15% slide in the US, 25% in France and a whopping 35% in Canada. The bankruptcy of the CD retail chain Fopp, HMV's announcement that its profits have halved and Richard Branson's decision to dump the Virgin Megastores – which reportedly lost him more than £50m in 2007 – are only the most visible signs of a crisis that has rocked the music industry on its axis.

The point isn't just that people are buying fewer CDs; they are paying as much as two-thirds less in real terms today for the music they listen to on their iPods than they used to when the compact disc first took over the market. Twenty years ago a chart CD cost about £14. Today you can buy the same in a supermarket for £9. Prince recently arranged for 2.5m copies of his new album to be cover-mounted on a Sunday newspaper and issued several hundred thousand more free of charge to anybody attending his London concerts. The scale of this charitable epidemic can be measured by a quick browse of the Free Albums Galore blog that lists more than 800 albums by a range of artists, all of which are free to download.

Source: adapted from ROBERT SANDALL, 'The day the music industry died' *The Sunday Times*, 7 October 2007

Source C**Position statement by Leonora Davies, Chair of Music Education Council (MEC), 2004–2007**

Music education, with all its multi-faceted opportunities, **must** be an entitlement for all young people.

Do you remember that WOW factor, when the hairs on the back of your neck stood up and the tears stung the back of your eyes as you were blown away by young people's music making?

Perhaps as a teacher or parent you recall that child who may not excel, but whose life has been transformed and enriched through meaningful musical experiences.

Our current music curriculum, in its widest sense, brings something unique to young people's lives and to their learning, and the profession has worked hard to achieve this. Consider a world for our young people if all these opportunities were no longer available as an entitlement for **all** children. We cannot stand by and allow music education to return to an impoverished curriculum and music-making to be reduced to instrumental tuition that is the domain of only those who can afford it.

Young people's music making in the UK sets the standard for the rest of the world. This position statement invites all sectors of music education to unite in supporting the Music Education Council to spell out the message not just to government but to the public at large.

Source: adapted from LEONORA DAVIES' Position Statement, Music Education Council www.mec.org.uk

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Source D**The Power of Music**

All kinds of music are now available to most people, 24 hours a day. Music is a very powerful medium. In some societies this is recognised and attempts are made to control music by those in power.

Music is powerful at the level of the social group because it facilitates communication which goes beyond words, induces shared emotional reactions and supports the development of group identity. It is powerful at the individual level because it can induce a wide range of responses, with behaviour being changed in ways which are beyond our conscious awareness. Knowledge of these effects can be used to manipulate our work and purchasing decisions. However, the brain's multiple processing of music can make it difficult to predict the particular effect of any piece of music on any individual.

Music has powerful therapeutic effects which can be achieved through listening or through active music-making. People can use music in their own lives to manipulate their moods, alleviate the boredom of tedious tasks, and create environments appropriate for particular social events.

The easy availability of music means that it tends to be taken for granted. This can lead to neglect in considering how the infrastructure supporting music and musicians is resourced, maintained and developed.

Source: adapted from SUSAN HALLAM, 'The power of music: its impact on the intellectual, personal and social development of children and young people', *International Journal of Music Education*, 38(3), 269-289 2010.

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