

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



Victorian Certificate of Education 2001

CONTEMPORARY AUSTRALIAN SOCIETY

Written examination

Wednesday 14 November 2001

Reading time: 11.45 am to 12 noon (15 minutes)

Writing time: 12 noon to 2.00 pm (2 hours)

QUESTION BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	2	2	20
B	2	2	30
C	1	1	20
D	1	1	30
			Total 100

Materials

- Question book of 4 pages.
- One or more script books.

Instructions

- Write your **student number** in the space provided on the front cover(s) of the script book(s).
- All written responses must be in English.

At the end of the examination

- Place all other used script books inside the front cover of the first script book.
- You may keep this question book.

SECTION A**Instructions for Section A**

Answer both questions in paragraph form – suggested length 150–200 words each.

Question 1

Identify two economic or social changes which have had significant impact on a community you have studied this year. Briefly describe the effects of these changes.

10 marks

Question 2

Outline the ways in which two main factors helped to establish the identity of a community you have studied this year.

10 marks

END OF SECTION A

SECTION B**Instructions for Section B**

Answer both questions in paragraph form – suggested length 250–300 words each.

Question 3

Identify the tensions between a specific community you have studied and the wider Australian community, and explain what these tensions suggest about a national culture.

15 marks

Question 4

Discuss one major belief, value or activity that some people claim contributes to a sense of national culture.

15 marks

END OF SECTION B

SECTION C

Instructions for Section C

Examine the representation and answer the following questions.

Question 5

This material was published in Melbourne as part of a feature article entitled 'Cyber warrior' by Gabriel Lafitte, *The Age*, Tuesday 27 February 2001. In the article Gabriel Lafitte explained how he spent months researching a proposed aluminium smelter in Tibet. He publicised his findings, and activists in the United States made it impossible for China to raise the money needed for the smelter.



Can one man in Collingwood help protect Tibet from the march of its Chinese masters? Gabriele Lafitte tells how, with patient use of the Internet, he found he could make a difference.

'A short, sharp campaign had... [stopped] Beijing's master plan for financing exploitation of Tibet on the New York Stock Exchange, to the tune of \$7 billion. It began on the Net, in a tiny Collingwood worker's cottage. Globalisation means Wall Street is now an active force in shaping Tibet, but it also means the worldwide linking of people using imagination and knowledge to stand up to the corporatisation of our lives, wherever we are.'

picture by Craig Abraham

- Explain the view of globalisation presented by referring to details of the representation and to the representation as a whole.
- Discuss the ways this representation indicates changes due to globalisation.
- Discuss the ways this representation suggests individuals and communities can respond to and influence changes.
- Is the future presented desirable? Explain your views by referring to this representation and to material you have studied.

4 + 4 + 4 + 8 = 20 marks

END OF SECTION C

TURN OVER

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SECTION D**Instructions for Section D**

Write a short essay in response to **one** of the following topics.

Question 6

- a. 'In Australia today, citizenship means different things to different people.'
Discuss, referring to the experiences of at least two groups to support your views.

OR

- b. Some people claim that new forms of communication, such as the Internet, provide new opportunities for active citizenship.
Discuss this claim using evidence to support your position.

OR

- c. 'Australians are global citizens, with both rights and responsibilities.'
Discuss in relation to one current debate.

30 marks

END OF QUESTION BOOK