

2018 VCE History: Australian History examination report

General comments

The 2018 Australian History written examination assessed student achievement in the key knowledge and key skills indicated in the *VCE History Study Design 2016–2020: Australian History*. The examination consisted of four sections corresponding with the four Areas of Study, and students were required to answer each section. Each section was worth 20 marks.

Student responses to the analysis and explanation of the sources provided in Sections A and C were generally very good and students demonstrated familiarity with the demands of the questions. While some students found difficulty in handling the detail of Source 1, the responses to Question 1a. were the highest scoring of the examination. High-scoring responses to the four ten-mark questions were clear, direct and focused, while also offering some of the complexity of the historical material available. There was quite a wide range of material available for discussion in some of these questions and it was possible to score well using a variety of content. Evidence was efficiently identified and attributed. In these responses there was also a clear sequence of ideas coherently structured to answer the question. High-scoring essays in Section B displayed similar qualities as well as the use of a range of evidence and an ability to sustain a discussion within the parameters of the question. They also displayed an awareness of the need to use precise or qualified language.

Most students answered only one of the options in Section C and at least attempted all appropriate questions, suggesting a clear familiarity with the layout of the examination and the demands of each section.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A

Question 1a.

Marks	0	1	2	3	4	Average
%	0	1	11	36	52	3.4

Student responses needed to identify what Sources 1 and 2 revealed about the transformation of the physical environment during the gold rushes in Victoria up to 1860. The painting by Edward Roper dates from around 1858, while the book extract by William Howitt was first published in 1855 (as attributed in the line under heading 'Source 2'). There was no need to refer to any other information or sources, although broader knowledge of the environmental changes brought about by gold mining may have assisted students to analyse the two sources. Most responses discussed the two sources separately, though some noted common features of both. For Source 1, responses identified the image and commented on the clearing of the land (or the felling of trees), the concentration of population in the many tents, the holes in the ground, the clay heaps and the washing for gold depicted in the foreground. There were obvious parallels in Source 2, as students discussed the damage to the flow of the creek, the introduction of foreign plants and the heaps of gravel and mud. Low-scoring responses tended to refer to only one source, ignored the sources or picked one aspect without further discussion. For example, some students quoted Howitt's phrase 'horribly destructive of the picturesque' without giving any of the detail that leads to this conclusion.

Question 1b.

Marks	0	1	2	3	4	5	6	Average
%	2	9	22	24	20	16	8	3.3

Students were asked to use Source 1 and their own knowledge to explain the responses of Aboriginal people to the transformation of their physical and cultural environment, and to their loss of land, in the Port Phillip District/Victoria up to 1860. The quality of responses varied markedly. High-scoring responses identified the Aboriginal group in the middle of Source 1 as passive observers of the radically changed environment at Ararat and then went on to discuss a range of Aboriginal responses across the entire time period. Many used the phrasing of the key knowledge point from the study design to frame their answer: resistance, adaptation, interaction and accommodation. They also used specific examples from the period and specific sources.

The following is an example of a high-scoring response that begins with a direct sentence of relevant overview followed by different examples of Aboriginal response.

Aboriginal people's response to the physical and cultural transformation of their environment was characterised by diversity and variance, as some engaged in accommodation and negotiation, others tried violence and some adapted to the new settlers' conventions to maintain their ancestral links to country. The presence of Aboriginal people in Source 1 is very limited- indeed it is confined to two figures standing amongst the remarkably altered environment, and identifiable by their possum skin cloaks; the gold rush largely resulted in further displacement of Aborigines to the fringes of society and removal from their homelands. However, some Aborigines were active in the Native Police and checking licences on the goldfields. Moreover, the lack of pastoral labourers meant that Aborigines became more engaged in labouring for squatters, often at greatly reduced wages or solely rations. Cooperating with squatters provided a vehicle for Aborigines to retain links to their country, as evidenced by Billibellary's close working with Protector Thomas to aid in affording Aborigines a greater involvement in the new society and access to European foods as their traditional food sources such as the Yam daisy become increasingly difficult to obtain. Moreover, ST Gill's images 'Scene at the Door' and 'Attack on Store Dray' both, respectively, capture the symbiotic relationship that same

Aborigines developed with settlers to survive and the early frontier violence employed to preserve country.

Question 1c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	6	2	6	12	16	16	13	11	9	5	3	5.1

Students were asked to use Source 3 and their own knowledge to analyse the political consequences of the grievances of the miners during the gold rushes in Victoria up to 1860. They were directed to use evidence to support their response. High-scoring responses fulfilled the demands of the question by providing a tightly controlled, sustained analysis and using accurate and detailed evidence in a relevant manner. Mid-scoring responses maintained relevance and organisation but tended to rely on Source 3, with only limited material provided from outside the source. Students used Source 3 to outline many of the miners' grievances from the first half of the 1850s: the high cost of the licence fee, the lack of available land for successful diggers, the miners' poor treatment at the hands of the Goldfields Commission and the police, and the unfair nature of the taxation. The political consequences of these grievances were often explored by discussing the Eureka Stockade and the reforms of the mining administration, the introduction of manhood suffrage, the demands for the eight-hour working day and the push to 'unlock the land' later in the decade. Some responses also acknowledged the grievances of Chinese miners and the concessions they won from the Victorian Government. Low-scoring responses typically provided a general description of varying quality with little specific information or relevant knowledge.

The following excerpt from the first half of a high-scoring response displays an effective use of Source 3, complemented by obvious understanding and the student's own knowledge, to set out the miners' grievances.

The imposition of a licence fee was a particularly contentious issue and a distinct source of antagonism, as the "impost of Thirty Shillings a Month is more than [your diggers] can pay" (Source 3) and engendered greater anger due to its fundamentally unjust nature - namely, "the successful and unsuccessful Digger are assessed in the same ratio" (source 3).

Further, this hefty taxation was accompanied by a complete lack of political representation – a fact that spurred the miners on in forming the Eureka stockade to gain political agency and a means to assert their views on the corruption evident on the gold field and their right to ensure 'no taxation without representation'. The atmosphere surrounding the checking of licence fees was characterised by hostility as men who possessed "notoriously bad" (Source 3) characters – such as former convicts from Van Diemen's Land – employed untempered brutality chaining men to trees and condemning them to hard labour. This brutality is exemplified by the corruption that was rife on the goldfields, as police earned half of the fee imposed on those found to not possess a licence, particularly incentivised more frequent and violent checks.

Section B

Question chosen	none	2	3
%	3	50	48

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	4	1	2	3	3	3	3	3	6	5	6	7	9	8	9	7	7	5	5	2	3	11.2

Students were required to write an essay on either Question 2 or Question 3.

Most students demonstrated that they were familiar with the style of essay writing required by the assessment criteria. There were many very good essays that addressed the question in an introduction and established a relevant sequence of well-constructed and coherent paragraphs, each making use of a range of evidence from both contemporary accounts and historians' interpretations. Many students also displayed detailed knowledge and an ability to use specific examples and direct quotes from their reading. High-scoring responses contained accurate detail and developed complex or wide-ranging arguments; they also recognised the specific terms and parameters of the question. Mid-range responses often provided an orderly and organised sequence of ideas but lacked the evidence and knowledge of the higher-scoring essays. Most essays displayed a good sense of the need to stay relevant throughout and provide a coherent response.

Question 2 asked students to measure the extent that the visions underlying an Australian identity had become a reality by 1914 **and** to discuss how the outcomes were uneven for different groups in society. There was a variety of arguments put forward. Many responses took up the phrasing of 'Australian identity' and pointed to the strong connection with Britain, the sense of being different or improved (some used the democratic provisions of the Constitution and the *Franchise Act* and work and welfare legislation as examples of Australian innovation) followed by incorporating the visions of 'White Australia' and 'workingman's paradise' as further examples of the intention to build a progressive society. The discussion then flowed into a measure of how the outcomes of these innovations were uneven for 'different groups' in Australian society. Most responses discussed gender, race and class to argue that there were uneven outcomes. Students need to be aware that they should take up the specific terms of the question and not just revisit a prepared essay. A sense of the specific terms of the question is important. While detailed preparation of material is essential, the inclusion of memorised passages can limit the overall success of the response as essays need to be directed by the topic.

The following excerpts from a high-scoring response illustrate how the question can be taken up by the topic sentences and conclusions in each body paragraph, as well as how a response can drift from the terms of the question as the essay loses touch with the idea of Australian identity. It is specifically addressed in the first body paragraph only.

Topic sentence one: *The notion of white superiority was the fundamental principle in many of the constitutional and legislative decisions made by 1914, in addition to the general rhetoric of Australian identity.*

Conclusion one: *The seemingly accommodative pensions, allowances and compensations to follow reflected an exclusionary prerequisite of "substantial European origin" as stated in the 1903 Defence Act, allowing what Kemp states was a "sense of deep national responsibility to every single unit of the community" to be applied to the revered white race only, with the overt rejection of the welfare of people of colour.*

Topic sentence two: *Indeed, working men were provided with a sense of safety, prosperity and equal opportunity, a victory for a previously subjugated class.*

Conclusion two: *Furthermore, the 1908 Invalid and old aged pension in combination with the 1911 Worker's Compensation Act reflected a sense of support for the working class, encapsulating a mostly progressive direction in Australian government decisions.*

Topic sentence three: *The Australian government indeed surprised with its bold efforts to manufacture their society to its full potential. The overt articulation of the intended racial composition in Parkes' "crimson thread of kinship" binding the Anglo-Celtics and other colonies reflected Deakin's rigorous idea of a "united race".*

Conclusion three: *Ultimately, Australian society was a conglomeration of starkly traditionalist and progressive views, rejecting the minorities in society.*

Question 3 asked students to measure the extent that Australia's participation in World War I confirmed the visions underpinning the new nation. While no time period was specified, many students rightly assumed that material from the years 1890–1920 was available for use, though most responses focused on the post-Federation period. Many responses built something of a case for confirmation, mostly involving the vision of 'White Australia', the Anzac legend and pride in the achievements of the Australian Imperial Force. This was often followed by discussion of the negative political, economic and social consequences of the War. Some higher-scoring responses acknowledged positives that emerged, such as growing independence from Britain and pensions for returning soldiers.

The following opening sentences from a high-scoring response establish a clear sense of authorial voice and are an example of a slightly different way of emphasising the importance of the vision of 'White Australia' before a more direct discussion of the question.

'I do not believe the doctrine of the equality of man was ever truly meant to include racial equality' (PM Barton). The Prime Ministers view was not one he shared alone, the Australian people desired a policy to take effect in a white country and 'despite the contentious oratory of the debate, virtually both Houses were as one as were their electors with the desire to exclude coloured aliens' (Historian Ward).

The conclusions below indicate the sequence of ideas pursued within the essay. They are also an example of a response that might have been stronger in its evaluation of the confirmation of the visions (the central demand of the question), which is explicitly addressed in the first conclusion, implicit in the second and absent from the third.

Whilst some Aborigines, if they were deemed white enough in appearance, were allowed to serve, this largely confirmed the visions of a White Australia that had driven and been only added to since Federation.

Further, the talk of 'manhood' that accompanied discussions of Gallipoli only added to the gender stereotypes (Peel and Twomey).

Ultimately, the vision most disrupted by WW1 was that of a Workingman's Paradise.

Section C

Question chosen	none	4	5
%	0	28	72

Part a.

Marks	0	1	2	3	4	Average
%	1	7	29	29	34	2.9

Part b.

Marks	0	1	2	3	4	5	6	Average
%	1	1	7	23	32	23	12	4

Part c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	6	3	6	12	12	14	15	13	11	5	4	5.2

Section C asked students to answer either Question 4 (using sources 4, 5 and 6) or Question 5 (using sources 7, 8 and 9). Question 5 was the more popular question. Very few students attempted both Question 4 and Question 5.

Both Questions 4a. and 5a. were handled reasonably well. Responses to Question 4a. noted the willingness of local government to provide assistance to struggling families, though this was often attached to a judgment that they were 'worthy' of assistance. They also noted how the provision of aid was sometimes exploited. The key phrase to direct responses was 'attitudes to the provision of local government relief'. Responses to Question 5a. noted that Source 7 revealed that early in 1942 John Curtin faced not only the crisis of a possible invasion by the Japanese Imperial Army but also the indifference and self-interest of British prime minister, Winston Churchill. In both Question 4a. and Question 5a. students only needed to discuss the sources provided and not supply any extra material. Low-scoring responses typically misinterpreted the demands of the question (mostly associated with Question 4a.) or misread the sources (mostly associated with Question 5a., especially those responses that confused Churchill with the American president).

Questions 4b. and 5b. asked students to use the sources and their own knowledge to explain an aspect of the Area of Study. Most students handled these questions well, referring to the sources and then providing extra information and examples. Responses to Question 4b. often began by using Sources 4 and 5 to illustrate the difficulties many Australians faced during the Depression, while Source 6 was used as evidence of the unevenness of the outcomes. High-scoring responses included at least some other material that provided greater variety of experiences. Responses to Question 5b. tended to divide their answer into a discussion of the unity and then the divisions caused by the presence of large numbers of American troops during World War II. Most responses acknowledged the excitement and gratitude Australians felt at the arrival of American troops and the relief at their departure (both unified responses), but the higher scoring responses went on to record the ambivalence of the Australian people as the presence became more complex and divisive. Low-scoring responses typically limited the discussion to the sources.

Question 4c. was generally well handled as responses drew on a wide range of material to support their evaluation of the political and economic responses to the crisis of the Great Depression. Most responses discussed both political and economic responses by various levels of government and non-government organisations. High-scoring responses also provided a clear evaluation of these responses. Question 5c. required students to evaluate the effect of World War II on Australia's traditional alliances. Most responses used the sources very well to establish a sound evaluation of the extent of change (emphasising a more extensive relationship with America and growing independence in foreign policy), though higher-scoring responses were able to acknowledge the continuities of Australia's ties to Britain over the period. Question 4c. required students to select, edit and organise their material from a large bank of content while Question 5c. stretched students' knowledge from one part of one key knowledge point.

The following extracts from a response to Question 4c. scored reasonably well because they established a clear sense of the evaluation of the responses to the crisis.

The opening sentence: *The political and economic responses to the Great Depression were, for the most part, severely lacking as "the Commonwealth Government gave nothing" (Potts) during the vast majority of the crisis and states only offered limited aid.*

From the middle of the answer: *...for many working class people...were reduced to depending on the woefully inadequate 'susso' system and endure the attendant shames as they were "investigated" (Source 5) to determine whether they qualified for the meagre government support.*

From the conclusion: *Ultimately, divisions emerged and increased membership of the Communist Party occurred and right-wing nationalist groups formed – politically, the cohesion was tested, but at a grass roots level people often offered more adequate and greater support.*

The following extracts from a student response to Question 5c. also scored reasonably well as the response presented some complexity in the evaluation of the changes and continuities of Australia's alliances.

From the introduction: *Though Australia had always relied on British ties to influence their politics and decisions, the threat of World War Two incited overt reliance on the militarily robust USA, perhaps allowing Australia to reassert their claim to a degree of independence from the Commonwealth.*

From the conclusion: *The initial excitement of the Americans, characterised in the "buzzing" atmosphere is therefore deemed as fleeting, with the Australian people not showing preference to the USA at all, though perhaps also not reverting back to their "traditional alliances" as the subject of their support or foundation of their identity.*

Another high-scoring response concluded by referring to the main points of the response and then returning to the moment of Curtin's famous declaration at the end of 1941.

Our ties to Britain saw us decrease reliance on them and place faith in America who, as source 9 represents, would cause some resentment in the near future. This was significant as it saw us find our own ally and turn away, for the first time, as Curtin stated, 'free of any pangs', from Britain.

Section D

Question chosen	6	7	8	9	10
%	85	47	19	36	1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	8	2	4	7	9	14	15	16	12	8	4	5.5

Section D asked students to answer two of the five questions listed. Success in this section depended on a student's ability to organise their time to write an answer of appropriate length and complete the final question on the examination. The results for Section D were the highest scoring for the examination. Higher scoring responses addressed the question directly and established a point of view that was argued consistently in a sequential, sustained discussion. All questions demanded the evaluation of specific factors in contributing to the debate or bringing about change. Most responses addressed the factors nominated by the question and then balanced that discussion with the inclusion of other causes. Low-scoring responses tended to provide simple conclusions without any supporting evidence or often ignored the question and wrote generally on the topic.

Question 6 – Australia's involvement in the Vietnam War

This question was the most popular choice of the five questions offered. It asked students to measure the extent to which the presentation of the Vietnam War on television contributed to the debate about Australian involvement. Most responses were able to refer to several important aspects of the television coverage and link that coverage to increasing debate in Australia. High-scoring responses also acknowledged the government's handling of conscientious objectors, the use of conscripts in Vietnam, the Moratorium movement and the nature of the War itself as factors that also contributed to the debate.

The following two paragraphs from a reasonably high scoring response is an example of a well-sequenced discussion of specific aspects of the Vietnam War as presented in the media

followed by a consideration of the contribution of the Moratorium movement. While the response displays substantial knowledge, some evidence of how these aspects contributed to the debate would have been helpful and a historian's interpretation could have been used as evidence of the importance of the media. Also, the second topic sentence might have included a link to the divisive protests that these groups organised as a way of illustrating the contribution they made to the debate.

A major aspect of Vietnam being portrayed as a 'television War' was the newly incorporated role of the media in the communication of the war. Essentially, the media helped portray the atrocities of the Vietnam War through the lens of the camera. Such atrocities included the Tet offensive, Hue, My Lai, the murder of Nguyen Van Lem or operation rolling thunder and Kim Phuc: the napalm girl. The publication of these images undoubtedly helped in the debates of Australia's involvement. Particularly, the image of Nguyen Van Lem being executed, photographed by Eddie Adams. These atrocities accurately conveyed the harsh but real nature of war that the people were not necessarily always exposed to.

However, alongside the media in the 'television war', were the opposition groups to the war such as YCAC, SOS, student groups, the Monash Labour Club and more. These groups combined on May 8 1970 in the streets of Melbourne and partook in the Moratorium march which, according to one man interviewed on the TV, made plenty of "volume". This Moratorium movement saw the combination of over 20 groups and was a significant contributor to the change in debates of Australia's involvement.

Question 7 – Aboriginal land rights

Question 7 asked students to measure the extent that the Aboriginal Tent Embassy's five-point plan and legal action brought about significant change to Aboriginal land rights. Again, there was a wide variety of acceptable approaches. Many responses argued convincingly for the importance of the Tent Embassy in an Australian and global context, giving details of the five-point plan, the individuals involved and the international media interest. Other responses tended to emphasise the importance of legal action (especially the Mabo and Wik decisions). Higher scoring responses also included some reference to federal government legislation or other protests (such as Wave Hill) and their role in advancing land rights.

The following extract, the first body paragraph from a high-scoring response, is an effective exploration of the importance of the Tent Embassy.

The tent-embassy's protest – including its five-point plan – was pivotal in prompting initial changes to the land rights cause. In the face of the "ongoing policy of government paternalism" (Peel), the embassy – initially established by four Aboriginal men, with a beach umbrella and sign that read 'Aboriginal Tent Embassy' – quickly became a "powerful and challenging symbol of Aboriginal people's sense of injustice in Australia." As "television crews from 30 countries" (Mirams) televised stories about the protest this meant that the ambit claims which the five-point plan encompassed, were widely promulgated. The plan was emphatic – "we demand" (Mirams) – and outlined claims to all of the land of the Northern Territory, as well as "six billion dollars" in compensation for land loss. The claim reinforced Aboriginal people's sense of injustice, and prompted the Whitlam government to seek to "repair our racist image abroad" (Grout), through establishing a Land Rights Royal Commission, headed by Justice Woodward.

Question 8 – Equality for women

Question 8 asked students to measure the extent that the legislation for equal pay and equal opportunity affected the equality of women in Australia. High-scoring responses outlined the specific achievements of the legislation as well as the limitations. Some responses then went on to outline other legislation, strategies or aspects of the debate that contributed to a higher level of equality. Low-scoring responses demonstrated little specific knowledge of the legislation specified in the question and simply wrote about the demands for equality in a general way.

The paragraph below was part of a response that scored reasonably well on the strength of the content offered but would have been more effective as a response if there had been some explanation of how the events contributed to greater equality. A historian's interpretation (or even a commentator from the period) could also have been used as evidence of the significance of the changes.

Women in Australia campaigned for equal rights, equal pay, easily accessible contraception, the right to abortion on demand and to be safe from violence. Through individuals and lobbying groups the demands of women were met and significant change was achieved. Individuals Merle Thornton and Rosalin Bosner, the Bar-Room suffragettes on the 13th March 1967 chained themselves to the bar in the Regatta Hotel in Brisbane after being refused a drink. Following their lead in 1969 Zelda A'Prano chained herself to the Commonwealth building in Melbourne, feeling as though "something more than just talking was needed to draw attention to the pay gap." Her action was successful as it prompted the Conciliation and Arbitration Commission to grant women 'equal pay for equal work' in 1969. Yet this was only beneficial for 18% of workers and in 1972 was changed to 'equal pay for work of equal value' which directly addressed the demands of women and was significant in achieving equality for women.

Question 9 – New patterns of immigration

Question 9 asked students to measure the extent that the end of immigration policy based on race reflected or changed Australia's relationship with Asia. Responses drew on a wide range of material from across the entire time period (1965–2000) and high-scoring responses directly discussed Australia's relationship with Asia, occasionally distinguishing between how changes to immigration policy reflected and/or significantly changed that relationship. Evidence of that change was usually associated with increasing trade, diplomatic relations with China, the importance of relations with Indonesia and the acceptance of refugees from Indochina. Low-scoring responses tended to offer little in their assessment of Australia's relationship with Asia.

The high-scoring response below begins with two paragraphs arguing that relationships with Asia were significantly changed followed by three paragraphs explaining the limitations of that change.

As Australia began to view itself more as a nation within Asia in the 1960s, it became evident that reform of its white Australia agenda was necessary if the country was to 'engage with Asia on a basis of mutual respect' (Kelly).

Described as the 'seminal moment in immigration reform' (Peel), a view shared by Blainey that 'in 1966 the white Australia policy was virtually abandoned', the 1966 Migration Act reform to see immigration now based on skill rather than colour of skin demonstrates Australia's first legislative step to improving relations with Asia. In 1975 a Gallup poll reflected the majority Australian attitude (54%) desiring the allowance of Vietnamese settlement in Australia. The introduction of the 1975 Racial Discrimination Act further describes the legislative agenda seeking to promote better relationships with Asia as Australians were for the first time made aware that under law they could not 'assume absolution for intolerance' (Peel).

However despite legislative change 'the position on the ground did not relate closely to policy' (Hirst). Although Whitlam and his government arguably supported immigration reform, even initiating a multiculturalist position in 1973 as Al Grassby described Australia to be a 'family of nations', migration numbers fell dramatically under his government from 140,000 in 1969 to 13,515 in 1975. This limited the extent for which relations with Asia could drastically change and Australian people were not given the opportunity to truly take effect to policy reform. Further the arrival of 'boat people' from Vietnam in 1976 with the Melbourne Sun Pictorial reporting that 'today's trickle...could become a tide', the Australian people were demonstrating to some extent a desire to limit migration.

In 1984 the Blainey controversy further proved damaging to relations with Asia suggesting the rate of Asian migration to be 'too high'. Whilst this view was not widely shared the emergence of One Nation in 1996 criticising the danger of being 'swamped by Asians' (Pauline Hanson 1996)

demonstrate discomfort in Australia. As the 1998 election One Nation received the third most votes of any party with 9% of the vote. As the Bangkok times describes 'a few one nation seats may say it all'. The Australian people although willing to accept legislative change were to some extent less comfortable with the tangible enforcement of it.

Whilst by 2000 5.6% of the Australian population was of Asian origin, suggesting demographic change in engagement with Asia, Australia's relationship with its foreign neighbours was arguably still developing in a country where a white Australia sentiment had directed attention for decades prior.

Question 10 – A global economy

Question 10 asked students to measure the extent that Australia became a significant player in the global economy through changes to its tariffs, financial deregulation and privatisation of its assets. High-scoring responses acknowledged that the changes outlined in the question certainly had an impact on the Australian economy and reflected global practice but would have been unlikely to have elevated Australia to 'significant player' in the global economy. There were very few students who responded to this question.