Q1 and Q2 - ACS - see separate PDF attached.

General Feedback to Question 3:
• 37 students (i.e., all students except one) answered this question.
• The average mark for this question was 58% (i.e., 11.6 marks out of 20);
• 13 or 34% students received a 1st mark of 70% or better (i.e., 14 marks or more).
• 13 or 34% students received a 2nd class mark between 50%-69% (i.e., between 10 and 13 marks).
• 9 or 23% students received a 3rd class mark between 40%-49% (i.e., between 8 and 9 marks).
• 6 or 15% students received a mark of less than 40% (i.e., 7 marks or fewer), in which 3 students got 7 marks (i.e.,
  35%), one 6 marks (i.e., 30%), one 5 marks (i.e., 25%), and one 2 mark (i.e., 10%).
• General speaking, the students' performance in this question is satisfactory from the teaching outcome point of
  view. One possible reason that the students have done a project close to the exam question and so they are familiar
  to the topic and well prepared for the exam. This is also the reason that most students have selected this question
  to answer.

Detailed Feedback:
• Question a). Most students give the relatively complete and accurate answer to this question but some students
  answered this question incomplete or inaccurate. The main issues is: This question is to ask the main steps to solve
  Stackelberg games with perfect information or imperfect information. But some students did not give the main steps
  but going to very lower level calculation.
• Question b). Except to a couple of students, most students know how to answer this question and many did well.
  The common mistake is that the boundary strategies are not checked. Most students made this mistake. Another
  common mistake is the incorrect calculation but fewer students made this mistake.
• Question c).

This question asks the students to solve Stackelberg game problems on discrete strategy spaces. These are
different from those given in the lectures whether strategy spaces are always assumed to be continuous. This was
designed as a more difficult question to check how good the students understand the main concept and idea to
solve Stackelberg game problems.

It is very glad to see more than half students know how to answer this question by combing the knowledge given
this part of lectures (Stackelberg games) and basic game theory on discrete strategy spaces given in another part
of lectures.

For those students who know how to answer this question, the common minor mistakes are that some description
of the solution steps is less accurate or the arguments and verifications why the obtained solution is Stackelberg
strategy is incomplete or unconvincing.

The main mistake for most of those students who failed to answer this question correctly is that the method for
continuous strategy spaces was used and so led to incorrect answers.

Q4 - JLS - see separate PDF attached.