

DEVELOPMENT STUDIES

Paper 0453/01

Paper 1

General comments

The overall standard was very similar to last year. Some Centres achieved a number of very good scripts, and most Centres had a majority of candidates within the middle range of marks. Centres are, in general, covering the whole syllabus although there are still weaknesses in the section of the syllabus on production and industry. Candidates are using the Figures much better as a stimulus to thought, rather than as something which they copy word for word. Candidates who copy sentences from Figures generally gain no marks; they must learn to show that they understand the questions by answering in their own words.

There were several candidates this year who started a word on the end of one line and then finished it on the next, making the sense very difficult to follow. They should be taught that in hand written work it is never necessary to break up a word, and that it is best to avoid hyphens since they rarely manage to put them in the right place.

Nearly all candidates completed the paper but there is still a problem of rubric errors, with weak candidates answering all six questions and rushing through the paper. Almost invariably this results in candidates failing to answer any question well, and a great deal of loss of marks where they write lists e.g. "education, health, water supplies" as answers to questions on rural or urban conditions. These candidates probably know the right answer but by failing to qualify the points they are making they cannot gain any marks, since the Examiner is unable to interpret their relevance. If they spent more time thinking about their answers and less time rushing to answer all six questions they would gain more marks.

All papers were clearly marked with Centre and candidate numbers and were legible. Some candidates are still not clearly stating which question they are answering. Candidates should tie their papers securely, but not so tightly that it is difficult for the Examiners to open and read them properly.

Comments on specific questions

Question 1

A very popular question although candidates did not always answer it as well as they should.

- (a)(i) 'Shortage of land' was the most common answer which was a direct copy off Fig.1 and so gained no mark. Poverty and land taken for commercial farming or by governments were frequent answers. Only a few stated the idea of 'overpopulation' or 'land fragmentation'.
- (ii) Better answers considered the fact that these farmers could not afford fertilisers or they had overused their land by growing only one crop year after year. 'Low technology' is not a reason on its own why traditional farmers have poor quality land.
- (b) It was difficult to score two marks here. Most merely stated that crops would not grow without water, or they would die. This simplistic answer was worth credit as they had indicated that the amount of crops would be less. Some candidates scored full marks by adding that a lack of water would affect the farmer's ability to harvest his crops. Others gained two marks by referring to a drop in the total harvest, and a drop in its quality.
- (c)(i) This was well answered although some failed to give an example. 'Appropriate technology' was not a correct answer.
- (ii) This was also answered correctly (ii) with reference to helping on the farm, and looking after the parents when they are old.

- (d) Candidates were able to offer many different ways in which better transport would help this family. The most common answer was that it would help them transport their crops to market. Some weaker candidates stated the means of transport as bus, car or bicycle.
- (e) There were many valid answers here although candidates were not given credit if they merely repeated their answer from part (d). If they had stated in part (d) that transport would help them get to school, then it is obvious they do not have a school in their village. 'Water supply' was not given credit as all villages must have some form of supply. However 'piped water' could well be a service lacking in some settlements.
- (f) This was not done well. Several listed the ideas that had already been covered in previous sections, e.g. 'provide schools, clinics and clean water.' The question asked candidates to describe *fully* government rural development programmes. This is the part of the question where an extension of an answer is needed to gain credit. Some better answers considered the role of agricultural advisers and ways of encouraging small craft industries such as the provision of loans and markets.

Question 2

Not such a popular question, and some candidates misunderstood the diagram failing to recognise the identity of the speakers.

- (a)(i) Most scored a mark here for the idea that land would be lost although few recognised that it would be the more fertile land by the river that would come under water.
- (ii) This was answered correctly.
- (b) Some vague answers referred to the fact that it would be cheaper for South Africa without giving any reason. Comments relating to environmental damage were often lifting the phrase off Fig. 2 without developing the idea, although some good candidates suggested that there would be less trouble within South Africa because they would not have political difficulties with protesters about loss of land to reservoirs.
- (c)(i) This was well answered with many ideas for job creation, some not indicated on Fig.2 such as the need for maintenance of the dam after it had been built.
- (ii) A common answer here was that HEP is cheaper. A reservoir may have less running costs than a coal-fired power station but in terms of actual construction, a large dam is very costly. Ideas about the advantages of HEP compared to other forms of energy in terms of global warming were also relevant. Many recognised the fact that the reservoir was multi-purpose by attracting tourists and also knew that HEP is a renewable resource. An interesting answer, not on the mark scheme, but valid, was the fact that once built, the water is always there whereas coal needs transporting regularly from the mines.
- (d) This was not answered well. Good answers referred to the need to borrow large sums of money, dependence on South Africa paying for the water and the need for foreign know-how, technology, etc. Many candidates were confused and stated the ways other countries would become dependent on Lesotho. Also many thought that Lesotho would need to import all its meat as land had been lost for cattle grazing. Lesotho has many other grasslands.
- (e) Good answers referred to loss of wildlife and habitat, farmland lost for ever, and major damage due to road and power line construction. However many answers were given as a list 'deforestation, soil erosion, soil degradation'. It was hard to see how the latter two were relevant to the question without any further explanation. A valid point mentioned, not on the mark scheme, was the fact that the normal flow of the river had been changed.

Question 3

This was the least popular question although many candidates could gain reasonable marks.

- (a) This was answered correctly. This particular answer of '74' did not require the % sign since this question happened to ask 'what percentage ...' so those who did not put in the sign were able to gain the mark. It is worth pointing out to candidates that it is best to put in the percentage sign. Had the question been set in another way those who put just '74' might not have gained the mark.

- (b)(i) Most now know what is meant by this term. There were some good definitions explaining how the people elect their representatives for a limited period. Some candidates still, however, wrongly define a democracy as a place where people have rights.
- (ii) This was also answered better this year than in the past. There were fewer answers dealing with freedom to do what you like, which gained no mark.
- (c) This was not an easy section but it was tackled well. Candidates clearly attempted to describe the *differences* rather than just describing one type of economy. There was sound understanding of the role of supply and demand in determining prices.
- (d) Many had learnt this well and could explain the functions of the different parts of government.
- (e)(i) The most common answer here was 'religion' which really is not sufficient, or else 'main religion'. The factors contributing to the civil war were that the people have *different* religions, *different* languages, and come from *different* ethnic groups.
- (ii) This section showed a good understanding of the impacts of war on a country. However, candidates should be careful to consider different ideas in a question requiring 'ways'. It was not possible to score three marks by stating that schools, roads and industries are destroyed.

Question 4

This question was often badly done, and many candidates who did well in other questions dropped marks on this question and had either not covered the sections of the syllabus on production and industry or not understood them.

- (a) This was answered correctly by most candidates.
- (b)(i) Many regard 'land' as being a site where production takes place, rather than as an economic term referring to natural resources.
- (ii) Although many could name a type of agricultural land ownership, they could not explain how it affects production, with the exception of those who chose sharecropping or co-operatives. Answers need to refer to the way that ownership affects the choice of crop and the labour employed.
- (c) Although this was generally well done, some described what a division of labour was rather than its advantages.
- (d) Candidates knew the different types of capital and how it is used in manufacturing. Sometimes, however, they stated that both were 'to increase production' without differentiating between the two forms.
- (e) This was not answered correctly in most cases. Many candidates wrote about types of industries i.e. car or textile manufacturing rather than types of enterprise such as public companies, privately owned businesses or parastatals. Weak candidates often chose two factors of production from Fig. 4 and wrote about those. The few who chose the correct type of enterprise could not always describe how each controls the system of production. Co-operatives, as in part (b) were the exception.

Question 5

This was the question which generally scored the highest marks.

- (a)(i) Although some candidates copied the words off the Fig.5 and others limited their answer to 'injections' for example, there were some excellent responses. 'It is a package of measures to prevent ill-health.' 'It is a type of health care which protects us to make us less prone to illness.' Both these answers appreciate the wide-ranging aspects of Primary Health Care.
- (ii) Infectious diseases are well known.

- (iii) Unfortunately many lost a mark here for stating that mothers take their babies for injections. The question stated '*not* to do with infectious diseases'. 'Mothers get advice on nutrition etc' gained marks but 'To keep the babies healthy' was too vague an answer to be worthy of credit and explanation of how going to the clinic keeps babies healthy was required.
- (b)(i) Need for a balanced diet was a good answer, but this question was not always understood. Candidates described why bodies need good nutrition, rather than explaining why we need to eat a variety of foods.
- (ii) Knowledge of types of food was good and there were many excellent answers on the need for proteins and carbohydrates.
- (c)(i) 'A term that refers to our general cleanliness' was a good answer. Some referred solely to clean water, but hygiene is a more general term.
- (ii) This has been very well taught. Many candidates wrote at length about different dirty conditions and the diseases they caused. 'Flies take germs from dirty toilets on to food which people eat.' Knowledge of the causes of malaria is good.
- (iii) Candidates are very aware of the ways people can improve hygiene in their homes.

Question 6

A popular questions although not as well done as **Question 5**.

- (a) Some gave 'primary' as an answer instead of informal.
- (b)(i) The correct answer was 'formal education'. An answer saying that the type of education needed to use modern skills is 'modern education' gained no mark nor was 'secondary' or 'tertiary' an answer here.
- (ii) This was well answered by candidates who had answered the earlier parts correctly. Those who had put 'tertiary' for (i) stated that in this education, skills were learnt thus repeating the previous error.
- (c) Answers here were vague. This question was asking for the reasons for a country's increase in production if the population is educated and not for the advantages to individuals of education. Thus 'People will get good jobs' or 'Educated people know how to do things' gained no marks. There was little reference to using the talents of the whole population or even to improvements in health and often even good candidates gained only one mark for the fact that educated people can understand new technology.
- (d) The importance of looking after the environment for the future generations was well expressed and many candidates are well aware of the need to conserve the environment.
- (e) Many candidates failed to understand that the emphasis of the question was on 'community affairs.' The question was not about economic issues such as getting jobs. Good answers referred to the rights of women being safeguarded, women contributing to decision making, issues such as health, family and children being more considered and greater harmony resulting because men and women would be equally involved. Most answers dwelt wrongly on the fact that mothers would help to educate their children and if the woman had a job the whole family would have a higher standard of living.
- (f) This was either done very well or very badly. Good answers clearly focussed on health *education* programmes. E.g. 'At schools, girls are taught not to overcook food which kills all the nutrients.' 'AIDS awareness programmes teach children about the causes and consequences of AIDS and how they can prevent themselves from catching it.' Some explained programmes such as 'My Future My Choice.' These were all excellent. However, weaker candidates failed to emphasise the educational aspect of the programmes and discussed the need for immunisation, or gave the names of global charitable organisations or stated that Primary Health Care aims to keep people clean and healthy.

General comments

There was a very large range of ability with some excellent candidates scoring very high marks and having a clear knowledge and understanding of the topics examined. Centres appeared to have covered all the areas of the syllabus examined in the paper and it was pleasing to see the considerable improvement in understanding of issues associated with trade and aid. There were, however, a large number of weaker candidates whose answers remain limited by their knowledge of English. Although they have subject specific knowledge they are unable to grasp the exact meaning of a question and thus lose marks. All candidates are much better at trying to expand on three ideas when three marks has been allocated to the question.

More care needs to be taken by candidates in answering questions based on reading from graphs. The first mark on the paper in answer to 'By how much did the urban population of the world increase between the year 1970 and 2000?' was given as '1700' by a very large number of candidates, who failed to add the word 'million'. They must be taught to understand that careless reading from graphs frequently results in absurd answers and needless loss of marks.

Almost all appeared to complete the paper in the time. A very few candidates failed to turn over the last page and did not answer **Question 2 (e)**. Papers were mainly legible and clearly marked with candidate and Centre numbers. Question numbering is still frequently absent with candidates using figure numbers instead of question numbers. There are still a few candidates who write in the right hand margin of the paper which should be reserved for Examiners use. They should also avoid cramming answers onto the bottom of a page and often making the answer illegible in the process. Centres should use examination paper which has a right-hand margin reserved for Examiners use.

Comments on specific questions

There was no clear pattern over the two questions both achieving a very wide spread of marks. It appeared that most Centres had covered the sections of the syllabus covered by the two questions, however individual candidates often wrote quite strong answers to one but had very weak answers to the other.

Question 1

- (a)(i)** Many correct answers although the mark was lost if 'million' was not written.
- (ii)** Mainly correct although some failed to read the word 'where' and gave a numerical answer and others did not use Fig. 1 and mentioned parts of a country.
- (iii)** Many answers focused on the knowledge of family planning or desire for small families but only a few candidates obtained the second mark for the lack of migration or the position of women in the developed world.
- (iv)** Few candidates could calculate the correct answer but many scored well on the lack of knowledge concerning family planning, migration or the high birth rate.
- (b)(i)** Well answered by the majority with only a few candidates mixing up the two words. Answers that repeated the words 'push' and 'pull' without explanation however lost marks. 'Push factors are things that push people' was not worth a mark.
- (ii)** Good candidates wrote a paragraph detailing different types of push factors such as unemployment, lack of clean water and poor educational amenities. However most candidates started by describing a push factor, but then turned to pull factors and thus only scored one mark. Others listed factors instead of writing sentences, which also lost a mark.
- (iii)** Mostly correct with a large variation of suitable words.
- (iv)** Many correct answers ranging from the outskirts of the city to specific areas such as near industrial sites or rubbish tips. Some candidates gave the answer to **(iii)** in this section.

- (v) Four marks were allocated here and only developed answers were given full marks. This required a detailed account not only of the costs to the government, inability of residents to afford rents and services, but also such problems as the large size of population and the increased migration.
- (c)(i) Mostly correct.
- (ii) Many correct answers although some wrote only about one country rather than the general picture which was required.
 - (iii) This questions was not well answered with few candidates considering why governments may want to provide clean water in a city – points such as the political demands of the population, their knowledge, their ability to pay, etc. The reverse for a rural area would have been just as applicable.
 - (iv) This question required detail on the cost issues and technical problems and credit was not given for just saying ‘it would be expensive’. The problems needed to be developed and specific such as pipeline costs, filtration systems cost or lack of knowledge, increasing demands, etc.
- (d)(i) Many correct answers referred to the informal sector.
- (ii) Most could mention one or two factors usually referring to lack of other jobs and lack of skills. The best answers found a third factor such as the ease and low cost of setting up, or fitting it in with family commitments.
 - (iii) Mostly correct.
 - (iv) Here candidates should have read both this question and the next. Many failed to score well and then put the relevant material in the next question where it was irrelevant. There were some good answers referring to stagnant water, mosquitoes and malaria with most candidates realising that the water would be dirty.
 - (v) There were some excellent answers referring to car fumes and lung disease with others referring to dust or noise. However there were also some very vague answers referring to air pollution and not mentioning the cars in the photo. Some candidates did not read the question carefully and so did not realise that the source must be from the photo.

Question 2

- (a) Many weaker candidates had limited knowledge on this question and were confused in the use of words such as raw materials, manufactured goods, imports and exports.
 - (i) A surprising number were not aware of these being primary products.
 - (ii) Although many candidates knew these were manufactured or secondary products some merely named the goods shown in the picture.
 - (iii) Those that understood trade answered this correctly. ‘Low’ was not an answer but was frequently given.
 - (iv) Well answered among the strong candidates but weaker candidates failed to make the simple statements required concerning the low price of primary products and high price of manufactured goods. Some credit was gained for making the point that export spending was lower than that of imports.
 - (v) Very few knew the term invisible trade.
 - (vi) The strong candidates wrote a comprehensive answer mentioning the development of manufacturing for export, import substitution industries and often mentioning tourism expansion. Many scored a mark for importing less but could not develop the answer to gain the full three marks.
- (b)(i) Some Centres had taught these definitions well and candidates could give a clear definition of the two terms although they frequently lacked the detail on balance of payments to obtain the third mark. The majority of candidates had very little idea of these terms, writing that one was money going out and one money coming in.

- (ii) Although many calculated this correctly they failed to write the word 'million' and thus gained no credit. Many of these same candidates had failed to write the word million for **Question 1 (a)(i)** thus losing a second mark unnecessarily.
 - (iii) Strong candidates could give lengthy, clear answers here concerning debt, lack of development, unemployment, devaluation, etc. Others merely returned to the theme of part **(a)** and mentioned points about cost of imports and low price of exports. Not all candidates wrote about difficulties but most tried to write in some detail.
- (c)(i)** Mostly correct.
- (ii) Mostly correct although some thought it separated NIC's from the developed world.
 - (iii) Most named continents although some wrote countries and some parts of continents. Weaker candidates usually only managed one correct answer and were clearly unfamiliar with the map of the world.
- (d)(i)** There were some excellent answers here describing the changes in the gradient of the line and using figures and dates to support this. Most candidates scored one mark for noting the increase but failed to see the trends or quote two dates with the relevant figures. Some just listed each date and its figures which was not answering the question which required a description.
- (ii) Except among the strong candidates very few had any knowledge of NICs. Many did not understand the term and thus could not start to answer this question.
- (e)(i)(iii)** Both were mostly correct
- (iv) The strongest candidates focused on exporting issues. Access to capital, know-how, markets, advertising, etc. were all mentioned. Many struggled with this question and did not even gain the easy point by writing 'to earn foreign currency'. Since MNCs are present all over the world, often at the invitation of governments, it is unfortunate that so many Centres have not covered MNCs in greater detail.
 - (v) Many could give clear answers although often not in the depth required for three marks. Candidates who could not answer **(iv)** had plenty of answers about the disadvantages of MNCs. Those who had not understood the term MNC at the start of the question floundered, as they had never got to grips with the theme of the question.

Paper 0453/04

Alternative to Coursework

General comments

There was a wide variation in performance between the Centres, with all questions on the paper differentiating well between those candidates who were very well prepared, therefore providing well thought out answers to every part of the paper, and those who appeared to understand little of the requirements of the questions and seemed ill prepared for an assessment of this type.

The paper produced the full range of marks and the tasks were designed to enable candidates to show their understanding of how to carry out a research study (**Questions 1 and 2**) and identify problems relating to development, along with potential solutions to them (**Question 3**). This examination followed the format which has now become well established. General principles were tested in **Question 1** by the use of secondary data relating to the tourist industry in Botswana, a growing source of tertiary employment in many developing countries. In **Question 2** candidates were put in the position of planning further research relating to the service sector, based on photographs taken in Taroudannt in Morocco, examples of materials which could be used by a candidate carrying out research in development studies. Finally in **Question 3** candidates were asked to identify problems for road users in the area shown by the photographs and display their ability to suggest practical solutions.

Those candidates who produced work of very high quality of course showed considerable ability to apply the ideas and concepts required in this alternative to coursework and their answers, as always, suggested that, given an opportunity to carry out coursework, they would be able to produce very high quality research. Whilst others are able to understand the requirements of most questions they often do not fully extend their answers beyond fairly simplistic phrases. In addition there are still a significant number of candidates entered who struggle, largely as a result of the linguistic difficulties they experience, although in other cases there are candidates who appear to have been given little insight into the type of learning activities required to enable them to carry out tasks such as these with any degree of competence.

For these, and all candidates, advice given in previous reports to carry out simple research work in the classroom rather than preparing by doing textbook work is worth repeating. Whilst the practical problems of carrying out research exercises are appreciated, this practical approach is highly recommended, as there is no real substitute for the experience of carrying out the type of tasks on which this paper focuses. This would give beneficial opportunities for both individual and group exercises involving both the use of primary and secondary data. Exercises involving planning, sampling, data collection, presentation and analysis can all be carried out in and around the school using familiar topics. Wherever the Centre is located opportunities for data collection exist and, for those fortunate enough to be able to access it, the internet provides an ever growing source of information which can be used.

Comments on specific questions

Question 1

- (a) Most candidates were able to correctly answer the questions by reading the information from the graphs. Part (iii) caused the most problems as many candidates did not realise the need to include both the male and female percentages when working out the percentage of visitors aged between 30 and 39.
- (b)(i) Whilst this important term was well known by many candidates there were too many who were unfamiliar with it, guessing or writing vague answers such as 'second information' or referring to the secondary sector (e.g. 'information about factories'). All candidates should know the difference between primary and secondary data, secondary data being that which has been published or obtained from official sources. The question asked for a definition rather than examples, although many candidates were able to earn marks by showing that their examples were things which had been done 'by someone else' or 'previously collected'. Given the linguistic difficulties faced by candidates this was acceptable.
- (ii) Many candidates correctly identified the pie chart, however it was surprising to see that many could not identify the line graph. The population pyramid was at times fully identified, however, it was more usually classified simply as a bar graph which was accepted.
- (c) Most candidates were able to identify Figure 1 correctly, although not always going on to explain their reasoning. Candidates often wrote copiously, but sometimes failed to identify the idea that this graph is useful as it is showing changes in tourist numbers from year to year. Many just simply wrote that it showed annual numbers of tourists, some credit being awarded based on the implication being that these reflected changes and therefore enabled growth of tourism as an economic activity to be assessed.

- (d)(i) The marking scheme for this question as is follows:

Level 3 (5 or 6 marks): Information plotted showing spatial dimension e.g. using a map to show the origin of visitors along with numbers of visitors shown by either choropleth shading or located proportionate symbols or proportionate flow arrows.

Level 2 (2, 3 or 4 marks): Information plotted graphically (bar, pie or divided rectangle) with axes drawn and labelled appropriately and accurately.

Level 1 (1 mark): An attempt to show how an appropriate graph can be used or a map with the numbers written in the countries marked.

Very few candidates added a spatial element and so most failed to reach level 3. Clearly a form of representation using a map would have added an extra dimension as the figures relate to countries and this would have enabled ease of interpretation (see **(d)(ii)**). The most popular response was a bar graph, although some failed to use a scale correctly (in some cases no scale was used at all), and others failed to label axes fully (e.g. annual numbers of visitors to Botswana in thousands). Some excellent pie graphs were drawn though others were poorly drawn with the proportions being grossly inaccurate.

Most candidates realised that a line graph was not an acceptable type of graph for this type of data. Those who attempted one or who either copied out the table or produced a tally chart were not awarded a level. Candidates are advised to bring pencils, rulers and other appropriate drawing equipment to the examination in order to assist them in this type of task.

- (ii) There were many problems describing and explaining the pattern, with few gaining full marks here. Many candidates struggled to interpret the question despite the use of common command words which have appeared in previous examinations (e.g. 'describe', 'suggest an explanation'.) Those who attempted the description of the spatial pattern often were able to recognise the importance of visitors from neighbouring African countries though fewer recognised that many visitors were actually from developed countries, including the USA and European countries.

Question 2

- (a)(i) A wide range of correct answers was given, from street sellers to office and government workers. Some misunderstood the question, or wrote about the formal and informal sector. This type of task has now been set several times, it is essentially simple and enables candidates to show their observational skills, clearly important in carrying out research of various types. Candidates can be easily prepared for this type of task by carrying out observation of scenes around the school (even from the classroom window) or by using pictures from textbooks and the internet.
- (ii) Candidates on the whole answered this question well. This could be from their own experience in carrying out this type of work. Anyone who attempts to carry out interviews in a busy urban area is left with no doubt about the problems involved and how they can be solved. Some excellent solutions were suggested, however some candidates, as always, failed to read the question properly and wrote about the difficulties faced by people working in the service sector in Taroudannt. The most common answers were in terms of language problems, lack of cooperation and hostility. Illiteracy was wrongly identified by quite a few candidates – as the technique being used, interviewing, does not require a high literacy level from those being interviewed.
- (b) A wide range of sources were suggested, particularly questionnaires and the use of government statistics. Increasing reference is being made to the use of the internet. Candidates should beware that they do not repeat methods which have already been discussed within the question when they are asked about 'other' methods. 'Observation' and 'interviewing' were therefore not acceptable answers as they had each been focussed on as part of this potential research study in part (a).

Question 3

- (a)(b) Whilst some candidates misunderstood this question and wrote about general problems for the country, it was generally well answered, with many candidates earning high marks and a wide range of problems and solutions being suggested.

Levels marking was used as follows:

Level 1 (1/2 marks): Problem(s) simply expressed without any solutions to them or solutions expressed without outlining problems.

Level 2 (3/4 marks): Problem(s) expressed with solution(s) to them expressed in simple terms.

Level 3 (5/6/7 marks): Problem(s) expressed with solution(s) to them developed in such a way as to clearly indicate how they could be achieved.

Problems commonly identified by candidates included:

- The mixture of types of traffic using roads. (e.g. donkeys/cycles/vehicles);
- Dangers to pedestrians;
- Narrow roads making access difficult;
- Poor road surfaces;
- Roads blocked by delivery vehicles;
- Goods being displayed on street restricting vehicle/pedestrian movement;
- Hygiene issues (e.g. faeces of donkeys on street).

Practical solutions needed to be appropriate to the problems chosen and many candidates could suggest various ways to deal with the problems they had outlined, particularly the building of pavements/sidewalks and the use of traffic lights/robots. In addition many suggested the building of car parks and designated off street markets to enable road spaces to be utilised more efficiently.

To achieve level 3, which many candidates were able to do, it was necessary to be precise in terms of the problems which existed and their potential solution. Thus the problems caused by the mixture of types of traffic could be solved by banning vehicles from the narrow town centre streets and providing parking areas at the edge of the town centre. Candidates who simply stated that traffic should be banned or 'not allowed' in the centre without elaborating on how this could be achieved restricted their responses to level 2. Full marks were gained by many candidates who were able to identify three distinct problems, each with a practical and realistic solution.