Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

(a) self-selected sampling; (b) random sampling

2.2

strength: students' answers spark each other's ideas, giving rich detail about feelings; limitation: a confident student may lead the group, so quieter students may hide different views / answers are hard to compare

2.3

students may give the answer that sounds good, e.g. under-report cheating; make the questionnaire anonymous / use indirect questions

2.4

$17 \div 20 \times 100 = \mathbf{85}$ %; high agreement shows good inter-rater reliability: the checklist categories are clear and the coding does not depend on one observer

2.5

any two, outlined with a fix: informed consent: students and parents agree in writing, as students are under 16; protection from harm: the topic may upset them, so give information about counselling and stop if distressed; confidentiality: no names in the report, recordings kept securely; right to withdraw at any time, including their data

3.1

(a) award up to [6]: aim stated; purposive sampling of, e.g., six first-year IB students with a range of subjects, through the IB coordinator; informed consent from students and parents, right to withdraw, confidentiality; an interview guide of open questions, e.g. "Tell me about an evening when homework felt too much", with follow-up questions; about 20 minutes each, recorded and transcribed; thematic analysis to find themes, e.g. time pressure, comparison with friends

(b) award up to [6]: interviews give rich, detailed accounts of experience in students' own words; follow-up questions explore unexpected points; but they are slow, so the sample is small and generalization is limited; questionnaires reach many students quickly and give numbers to compare, e.g. stress ratings; but closed questions miss reasons and feelings; both risk social desirability bias; interviews are less anonymous

(c) use more than one method, e.g. interviews plus diaries or a questionnaire, or two researchers coding the transcripts; if the same themes appear from different sources, they are less likely to come from one researcher's bias; so we can trust more that the findings reflect what students meant

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