

Question 27

Criteria	Marks
<ul style="list-style-type: none"> Recognises and correctly identifies sampling methods Correctly explains reliable research outcomes Provides relevant examples 	6
<ul style="list-style-type: none"> Recognises and identifies some sampling methods Correctly mentions reliable research outcomes 	4-5
<ul style="list-style-type: none"> Has limited explanation of sampling methods in relation to research outcomes 	2-3
<ul style="list-style-type: none"> Provides a point on sampling research outcomes 	1

Answers may include:

- The sampling process is important. The number of people selected to take part in the research project is important, as is the method of selecting them. If a researcher asks only a few or “anybody”, the information gained will not be representative of the general population.
- Sampling is the selection of a range of places, times or people for study. The sample selected should be representative of the total population the researcher is studying. This means the representative sample has similar characteristics to the population, e.g., a similar range, education level, socio economic status and ethnic mix.
- Reliable research results occur when the results of the research would be the same if repeated. It refers to how consistently something produces the same results each time it is used. Reliability may apply to tests measuring instruments, the way something is carried out and the researcher.
- To achieve a representative sample a researcher may use probability or non-probability sampling; probability sampling allows each member of the representative population an equal chance of being selected. One of the following methods can be used:
 - Random sampling that involves selecting people so that everyone in the population has an equal chance of being selected. This is suitable where the population is relatively small.
 - Systematic sampling is similar to random but every n'th individual is selected from the population.
 - Stratified sampling is where the population is divided into groups or categories, then within each group a random or systematic sample is selected, e.g., each girl in the year 11 cohort.
 - Cluster sampling is where different samples are drawn from the population, e.g., the cluster may be all the primary schools in a state. It is not realistic to give every student the opportunity to be selected at random and a sample taken from within the selected schools.
 - Non – probability sampling means that some members of the representative population have a greater, but unknown, chance than others of being selected. One of the following methods can be used:
 - Purposive sampling – where individuals are selected as they are expected to be representative of the population. The researcher is seeking a specific group, e.g., teenage asthma sufferers.
 - Quota sampling – where individuals are selected due to specific traits such as age or marital status, e.g., teenage unmarried mothers.
 - Convenience sampling is where individuals are selected because they are willing to be involved and are available, e.g., year 12 students surveying year 8 students for their independent research projects.
 - Snowball sampling – where a few individuals are selected initially and then they identify other individuals with the same characteristics who are also included, e.g., aged individuals who enjoy playing Bingo identify others with the same interests.
 - Expert sampling is where individuals who have expertise or can make informed judgements about the subject are selected, e.g., referees of a particular sport are consulted re: rule changes for the sport.
- Careful and appropriate sampling is important in achieving reliable research outcomes and needs to be undertaken at the beginning of the research process.