## **PET - STATISTICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** | **Quantitative data gathered by the government or other official bodies.** | | | | |
| **Example(s)** | **Educational achievement, family size, unemployment and crime rates, census.** | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** | Many official statistics are freely available to researchers and the general public. E.g office for national statistics.  They are a free source of huge amounts of data, this saves sociologists time and money.  Allow comparisons between groups eg crime rates.  Because official statistics are collected at regular intervals, they transit patterns over time. This means sociologists can use them “before and after studies” to show cause and effect. | | The government collects statistics for its own purpose rather than for the benefit sociologists so there may be non-available on the topic we are interested in.  They are not cheap to create.  Takes a lot of time to complete the statistics.  The definitions used by the state in collecting the data maybe different from those used by sociologists.  If definitions change overtime, it may make comparisons difficult. | | |
| **Ethical** | Official statistics are collected in the national interest and so avoid biases of private research.  They enable us to check up on the performance of public bodies such as police and schools, making sure tax payer’s money is spent efficiently. | | The collection of some statistics can have harmful effects for example, a decline in creativity in education.  The collection of statistics might be more about surveillance and control. | | |
| **Theoretical** | They enable the government to make comparisons between social groups and regions.  They enable us to make historical comparisons reliable  Some large data sets might not exist if they were not collected by the government.  Official statistics are favoured by positivists because they allow us to spot trends, find colorations and make generalisations. | | Some official statistics lack validity.  The way that some social trends are measured changes over time.  Official statistics may also lack validity because they are collected by the state and massaged to make things look better than they actually are.  Marxist and Feminists sociologists argue that official statistics serve interests of elite groups.  They reflect the biases and prejudiced of those in power. | | |

## **PET - QUESTIONNAIRES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## **PET- STRUCTURED INTERVIEWS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## 

## **PET- SEMI STRUCTURED INTERVIEWS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## **PET- UNSTRUCTURED INTERVIEWS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## 

## **PET – GROUP INTERVIEWS/FOCUS GROUPS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## 

## **PET - PARTICIPANT OBSERVATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## 

## **PET - NON PARTICIPANT/STRUCTURED OBSERVATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## 

## **PET - FIELD EXPERIMENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## **PET - LABORATORY EXPERIMENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |

## **PET - QUALITATIVE SECONDARY DOCUMENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Define the**  **method** |  | | | | |
| **Example(s)** |  | | | | |
| **Circle correct** | **Quantitative** | **Qualitative** | **Positivist** | **Realist** | **Interpretivist** |
|  | **Strengths** | | **Weaknesses** | | |
| **Practical** |  | |  | | |
| **Ethical** |  | |  | | |
| **Theoretical** |  | |  | | |