|  |  |  |
| --- | --- | --- |
| ***Type of Source*** | ***Usefulness*** | ***Limitation Questions*** |
|  |  |  |
| Soldier’s accounts, interviews and oral evidence: | First-hand experience | How good are our memories? Are they reliable? What happens as time goes by? Can you generalise from one account? Do we choose to forget some things or to exaggerate? |
|  |  |  |
| Memoirs | Provides information about an event. | Usually written after the event. Motive for writing? May defend the author’s decisions? May exaggerate role? |
|  |  |  |
| Newspapers | Contemporary accounts of important events. | They take sides. Sometimes leave out important facts. May be censored in wartime and patriotic. Do not always tell the truth. May exaggerate. Try to influence what people think. |
|  |  |  |
| Novels/poems | Novels and poems are well researched by writers. | Did the writer witness the events? Are they trying to be factual or adding things to make the story more interesting? What were the reasons for writing: to entertain, to put over a message or a point of view, to educate people? |
|  |  |  |
| Photographs, sound and film | Show or allow you to see/hear what an event was like. | Why was it taken? How much does it show? Can you generalise from it? Does it tell the truth or is it somebody’s point of view? |
|  |  |  |
| Government and Official statistics | Officially collected by government. | How were they collected? Are they accurate? Are they trying to prove something? What do they hide? How trustworthy is the regime? |
|  |  |  |
| Politicians’ speeches | Provides information about what they thought. | Purpose? Who is being addressed and why? What party do they represent? |
|  |  |  |
| Propaganda and posters | Gives government and other groups’ point of view. | Purpose? How is the point made visually? Who was it designed to appeal to? |
|  |  |  |
| Cartoons  | Shows contemporary humour/opinion. | What is the point being made? Who drew it and why? |
|  |  |  |
| Diaries  | Gives a contemporary and first hand account. | Why did the person keep a diary? Did they mean it to be read? *Are* details left out? What do we learn about the diarist from what he has written? |
|  |  |  |
| Letters | Basic information | Why written? To whom? |
|  |  |  |
| Biographies | Crucial information about key events | Why was it written? Did the biographer know the person? Have they told the whole story? Did the writer have access to all the sources they needed?  |
|  |  |  |
| Art | Provides somebody’s opinion. | Why was it painted or created? We are seeing somebody’s view of what happened. Is a message being put across? |