

Source analysis: two community notices

Pupil activity and after-attempt self-check

Purpose: Compare the origin, purpose, content, value and limits of two short sources without treating either notice as a complete account.

Use condition: Use after reading both notices and before writing a source judgement. Read both fictional notices. They describe a made-up community path decision; they are not historical evidence or statements about a real school or place.

Two fictional notices

A. Residents' group notice: "We support keeping the riverside path open. Our members use it for walking. We have not counted all path users."

B. Maintenance team notice: "A short section needs repair. This notice gives no repair date or user count."

Enquiry: What do these notices tell us about the reasons people might give when discussing a path?

What to check

- Identify who made each notice and the audience it appears to address.
- Use exact wording to support a point about purpose or content.
- Explain one value and one limitation for each notice.
- Keep the judgement within the evidence and name what further source would help.

Practice task

Complete the comparison: the residents' notice can show a stated preference and reason, but not all path users' views; the maintenance notice mentions a repair, but gives no date or user count. Then write one agreement, one difference and one question a further source should answer.

Steps

1. Annotate each notice with its maker, intended audience and stated purpose. Underline details that directly address the enquiry and put a question mark beside claims whose source or method is not supplied.
2. Compare what the notices agree on and where they differ. Use the printed wording as evidence, then explain how each maker's role could shape what is included or left out.
3. Write a judgement about usefulness for this narrow question. Give one value and one limitation for each source, then name the extra evidence needed before making a broader claim.

Working space

Maker and likely audience, Notice A: _____

Maker and likely audience, Notice B: _____

One agreement and one difference: _____

What the notices cannot establish; useful next source: _____

Support and next action

Read the notices aloud, explain “purpose” as why a message was made, and offer the sentence frame “This notice is useful for... because... It cannot show...”.

Next action: After the written judgement, ask pupils to underline the phrase that supports it. Then ask which further source could answer the question left open by both notices.

Check

A strong response uses an exact detail, distinguishes the two purposes and explains a limitation; it does not simply label one notice biased or reliable.

Limits

Both notices are fictional. They do not establish real local views, a real repair or a historical event.

Self-check: use after your first attempt

Model response or judgement

The residents' notice is useful for identifying one group's stated preference and its reason, but it cannot show how all path users feel because it says no full count was made. The maintenance notice establishes that a repair is mentioned, but gives no date or user evidence. A dated work record and a wider user survey would answer different remaining questions.