



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY2
DEPTH STUDY 8**

**THE CRISIS OF THE AMERICAN REPUBLIC
c. 1848-1877**

1232/08

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

HISTORY MARK SCHEME

UNIT HY2

DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC, c.1848-1877

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source E mean by the phrase "My opposition to the recent case regarding the return of slaves to their owners"?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the recent Supreme Court decision (Dred Scott case) which asserted that black Americans did not have the same rights as white citizens and that the Missouri Compromise was illegal
- the general context is the lengthy debates about the future of slavery and its role in causing the Civil War
- Lincoln's speech was part of his famous senatorial campaign against Stephen Douglas in which the issues of Kansas and Dred Scott were pivotal
- his purpose is rhetorical and it was a public assault on Douglas's beliefs
- Lincoln is shrewdly clarifying his differences with Douglas in a heated political campaign

QUESTION: 2(a)

What does the author of Source A mean by the phrase "The great source of the evil is that we are under one government with these people"?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the belief that secession is going to preserve the Southern culture and way of life
- the general context was the long debate on the slavery issue from 1830 onwards which is stoked up by Douglas in 1854 with his concept of popular sovereignty solving the issue of the extension of slavery or so he thought
- Southern paranoia was further provoked by Brown's raid and Lincoln's election.
- the source is a partisan newspaper view of Brown's raid on Harper's Ferry and is penned by a clearly virulent supporter of secession

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How significant was conscription in encouraging northern opposition to the war?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of conscription in encouraging northern opposition to the war. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of conscription in encouraging northern opposition to the war. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A highlights familiar Copperhead arguments about the futility of the war, Lincoln's alleged abuse of executive power, the cost of the war, the failure of conscription and the perceived success of the Confederacy and the need for peace. Source B is a reminder of the ferocity of the anti- conscription riots in New York
- Source A is from one of the most prominent opponents of the war and although clear on the thinking of the Peace Democrats it does show exaggeration and has to be used with caution whereas B is from a publication hostile to the North at this stage. The danger of the riots is effectively displayed but we do not know who the artist is or his knowledge of the events
- both sources clearly see the issue of conscription as a major factor in encouraging opposition to the war in the north by 1863
- the riots in New York also had a vicious racial element as Black Americans were blamed for the war and Lincoln had to call in 20,000 troops to restore order
- other factors to be considered could include general war weariness, economic, ethnic and religious tensions in the northern cities and the initial doubts about emancipation

QUESTION: 2(b)

How significant was John Brown in causing the secession of the southern states?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of John Brown in causing the secession of the southern states. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of John Brown in causing the secession of the southern states. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Brown's raid polarised opinion - a potent symbol for abolitionists and an awful portent of slave rebellion for the fevered imagination of the South. The raid had a major impact on public opinion, for different reasons, in North and South
- Source A is a fine example of Southern hysteria about the background to the raid. Conspiracies are seen everywhere and the paper see the raid as a justification for its support for secession. The language and tone make its sympathies clear and it is useful evidence of Southern opinion
- Source B by contrast is an abolitionist tribute to Brown's bravery and principles. Its language and tone betray an almost revivalist fervour about the impact of Brown's execution and its value should be assessed with that in mind
- Brown's raid might explain the heightened tension in the year before secession but candidates may also point to longer term causes such as abolitionism, the debates on extension of slavery, the Kansas-Nebraska bill, Dred Scott and the immediate impact of Lincoln's election on the decision to secede
- The Charleston Mercury is an avid secessionist paper which affects the provenance of the source as do the writings of a leading abolitionist in Source B

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Kansas-Nebraska Bill made it more difficult to resolve the controversy about the question of slavery?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the Kansas-Nebraska Bill made it more difficult to resolve the controversy about the question of slavery. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Kansas-Nebraska bill made it more difficult to resolve the controversy about slavery. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary.
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. There will be discussion of the viewpoint of an abolitionist in Source C and the work of an academic historian in Source D with all the advantages of research and perspective.
- Source C is a strongly worded condemnation of the alleged squatters in Kansas whereas Source D carefully explains the unintended consequences of Douglas's Bill. Both sources clearly support the interpretation set in the question.
- the Kansas-Nebraska Bill ended up outraging Northern opinion whilst at the same time not being re-assuring to southern expansionists! Douglas had miscalculated: abolitionism was revived, the second party system collapsed and a new anti-slavery party was formed with ominous results. The 1850 Compromise was shot to pieces by one of its main architects.
- alternative interpretations of the issues that made it difficult to resolve the question of slavery might include distress about slave power, the Dred Scott decision and the attack on Sumner in 1856 as catalysts for renewed sectional tension.

QUESTION: 2(c)

Do you agree with the interpretation that the Confederacy was defeated mainly because of poor military strategy?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the Confederacy was mainly defeated because of poor military strategy. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Confederacy was defeated because of poor military strategy. Candidates should be able to consider whether this interpretation is valid and supported or whether there is evidence to the contrary
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is a balanced view of an academic historian who is weighing up the balance sheet with all the advantages of research and long term perspective. Source D is biased and Early was the originator of the Lost Cause concept which has been such a powerful influence on Southern historiography and memory to the present day. As a prominent military leader of the Confederacy he would want to put the best possible gloss on Southern defeat.
- the interpretation in Source C is critical of Lee's expensive tactics but acknowledges his effect in destroying northern morale, raising southern hopes and impressing foreign observers. This is in keeping with the debate on Lee's offensive/defensive strategy and his two opportunistic invasions of the North in 1862 and 1863 both of which had a political as well as a military motivation.
- Source D is evidence to support the standard southern interpretations of Lee as a hero borne down by impossible odds-it is claimed that he had not actually been defeated by superior military skill. However he does have a point in describing the North's advantage in population and resources.
- the debate is current and the balance is tilting towards a reappraisal of the North's winning team of Grant and Sherman. The former's skill in outmanoeuvring Lee in 1864-5 on at least three occasions is now accepted. Lee did secure victories for the South but none were decisively strategic successes. Grant's and Sherman's victories were.
- alternative interpretations might include superior Northern political and military leadership, the failure to obtain foreign recognition, the North's success in financing a long war compared to the Confederacy's financial chaos and the Northern blockade

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are really useful in finding out about the importance of conscription riots, Dred Scott and the reasons for secession
- Source B is a contemporary print for a popular magazine in Britain which has a particular slant on the war and nothing is known about the artist and his perspective. Source E highlights the importance of the Dred Scott decision in a highly charged campaign by a shrewd political operator
- the message from Jefferson Davis in Source F is an eloquent justification for secession and a reversal of the slave power argument, an attack on the policies of the Republican party and an echo of the property argument in the Dred Scott decision. It is clearly partisan but gives a powerful insight into the southern mentality just after secession
- there are other factors to consider in the lead up to the Civil War such as the Compromise of 1850, the Wilmot Proviso and Lincoln's election 1860 for example. Much of the context of the war apart from examples of opposition is missing from these sources
- there should be some discussion of the wider range of sources that could be of use in understanding USA during this period

QUESTION: 2(d)

How useful are Sources A, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are really useful in finding out about the context of slavery, John Brown's raid and secession
- Source A is a partisan newspaper's view of the raid on Harper's Ferry, Source E is a speech from a leading supporter of a compromise on the extension of slavery. The bias of Source F is plain to see and is a typical British view of what was seen as American hypocrisy. Notwithstanding this it is still a useful viewpoint for the historian
- the contrasting contexts could be seen as the events leading to secession, the external view of America's perplexing problems of westward expansion and slavery in 1847 and the Kansas Nebraska Bill
- there are many features of the origins of the Civil War which are not covered in this selection of sources such as the Wilmot Proviso, Dred Scott, the Republican party and Lincoln's election in 1860. The context of the war itself is partially touched upon in these sources but a northern perspective is missing
- there will be discussion of the wider range of sources that could be of use in understanding developments in the USA during this period