

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe the main argument made by the historian in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- The invention of the department store in 1800s France offered new roles for women.
- Department stores catered to a wider array of customers than traditional shops and introduced more people to consumerism.
- Department stores invented new techniques of selling merchandise.

B Describe a relevant historical context for the development discussed in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- Paris and other cities were growing rapidly at the time and were increasingly able to support large retail stores.
- Increasing wages of working-class and middle-class French people created more demand for a wider variety of goods.
- The expansion of industry during the Second Industrial Revolution allowed for the production of a wider variety of consumer goods.
- Europeans expanded their colonial empires in search of raw materials for manufacturing and new markets for their manufactured goods.
- Women in the middle classes did not typically work outside the home in the mid-1800s and the Cult of Domesticity encouraged them to spend their time shopping and maintaining their home.
- Women in the lower classes frequently did work outside the home and department stores became a place where they sought employment.

C	Explain one way that the development discussed in the excerpt affected European society.	1 point
----------	--	----------------

Examples of acceptable responses may include the following:

- Women's negative experiences in the workforce encouraged the political movement for women to obtain greater rights and economic opportunities.
 - The expansion of consumer goods marketed to women led to an even greater demand for such goods, particularly labor-saving devices for the home.
 - Women gained new job opportunities since large department stores and other services needed lots of cheap labor as clerks and salespeople, eventually leading to other opportunities for women in management.
 - Middle-class women were encouraged to consume more and spend more since department stores and other consumer institutions depended on a large volume of sales and expected continued growth.
 - In the long term, the aggressive tactics of large retailers led to critiques of and a reaction against excessive consumerism, including the emergence of green parties.
-

Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe one significant cultural characteristic of the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- Artists and writers of the Renaissance frequently used classical Greek and Roman ideas, models, and images for their work.
- The Italian Renaissance stressed the value of individual excellence and achievement.
- Renaissance artists revived and improved techniques such as geometric perspective and lifelike sculpture.
- Renaissance writers and artists often set themselves in opposition to earlier medieval ideas and techniques.

B Describe one political or economic factor that facilitated the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- Italy was fragmented into several city-states whose rulers often competed to support the arts.
- Italy was gaining wealth from trade and manufacturing and some of that wealth was devoted to creating art.
- Wealthy Italian families sponsored and patronized the arts.
- The papacy had a great deal of political power and wealth, and popes commissioned paintings, buildings, and works of literature.

C Explain one way the Northern Renaissance differed from the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- The Northern Renaissance was more focused on religion and the development of Christian humanism, while the Italian Renaissance sought to shift education away from theology and toward classical texts.
-

- Northern Renaissance humanists focused more on social reform while the Italian Renaissance focused on literature, art, and scientific inquiry.
 - Art of the Northern Renaissance was often focused on daily peasant or urban life while Italian Renaissance art frequently depicted elites.
-