

Question 2: Short Answer Primary 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 a likely audience of the declaration.**1 point****Examples that earn this point include the following:**

- A likely audience is government authorities, to whom he's explaining his reasons for refusing to sign the constitutional oath.
- Another audience is his parishioners or other Catholics, explaining his refusal and the important relationship between the Church and the French nation.
- He could be explaining to fellow members of the clergy who might be thinking of resisting the revolutionary government or giving in to it.

(B) Explain one way in which the declaration reflects a development during the French Revolution.**1 point****Examples that earn this point include the following:**

- The National Assembly was attacking the power and wealth of the Church in France because it owned land and collected tithes/taxes.
- The Assembly tried to force clergy members to sign an oath of allegiance to France rather than the Church.
- The Revolutionary government had nationalized Church land, making it far less powerful and more subservient to France than before.
- The first phase of the French Revolution had begun, and its government was attempting to limit the power of the traditional elite, including the First Estate.
- Enlightenment ideas held by revolutionaries emphasized the importance of a separation of church and state rather than obedience to traditional religious powers.
- The Revolutionary government now paid clerical salaries, tying them to the state.

(C) Explain one effect after 1791 of ideas such as those expressed in Baude's declaration. **1 point**

Examples that earn this point include the following:

- The nationalization of Church property and clergy was not enough to satisfy the revolutionary government, which led to further challenges to the Church in France.
- The radical phase of the French Revolution, led by Robespierre, further attacked the Church and Christianity, attempting to remove all aspects of Christianity from French life.
- The radical attack on the Church and Christianity alienated some French citizens, which was part of the reason why the radical phase failed, and the conservative phase followed.
- Napoleon sought an accommodation with the Catholic Church in the Concordat of 1801 in order to win over French Catholics alienated by the Revolution's stance against the Church.
- Despite the fact that the radical phase of the Revolution failed, and the attempted de-Christianization of France failed overall, the trend of secularism seen during the Revolution continued after the Revolution.
- Revolutionary attacks on the Church led some clergy members and supporters to leave France.

Total for question 2 3 points

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

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- **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.

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- (A)** Describe one change in French politics or society achieved by the liberal phase of the French Revolution. **1 point**

Examples that earn this point include the following:

- Establishment of a constitutional monarchy.
- Creation of a representative assembly to pass laws and govern the country.
- Establishment of the idea of citizenship.
- Nationalization of the Catholic Church/confiscation of church land
- Recognition of the rights of religious minorities such as Jews and Protestants.
- Abolition of aristocratic and hereditary privileges.
- Abolition of serfdom
- Recognition of the power and influence of the bourgeoisie.
- Improvement of conditions for some of the peasantry.
- Temporary gains in rights for women in citizenship, divorce, and inheritance

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- (B)** Explain how the radicalization of the French Revolutionary regime led to one change prior to Napoleon's takeover of the French government. **1 point**

Examples that earn this point include the following:

- The regime's need to protect itself led to the effective concentration of power in a small group (the Committee of Public Safety).
- Driven by radical ideas, the Jacobins launched a campaign of state-sponsored violence (the Reign of Terror).
- The decision to execute Louis XVI led to war between the French Republic and all the major monarchies of Europe.
- Radicals attacked the Tuileries Palace causing the National Assembly to issue a proclamation ending the monarchy, creating the first French Republic.
- The hostility to the Catholic church and its support for the Bourbon monarchy led the regime to attempt to de-Christianize France

- The regime attempted to limit opposition at home by fixing prices and wages.
- Because of real or imagined foreign interference, the revolutionary regime became hostile to established monarchies of Europe.
- In order to strengthen its position, the regime attempted to export revolutionary ideas to other areas of Europe through conquest and propaganda.
- The need to defend itself from a large coalition led the regime to adopt mass mobilization (*levée en masse*) to create large armies.
- The Jacobin party, consisting of more radical revolutionaries, gained control of the National Assembly.
- The desire to suppress internal dissent led the regime to adopt harsh punishments, a larger police force, and counterinsurgency tactics in some areas (e.g., the Vendée).
- The hope of creating a new national identity led the regime to adopt new symbols/new civic rituals/a new calendar/a new religion (The Cult of the Supreme Being).

(C) Explain one way in which the regime of Napoleon represented a continuity with the radical phase of the French Revolution. **1 point**

Examples that earn this point include the following:

- Napoleon continued the mass mobilization policies of the radical regime in order to support his armies.
- Conservative monarchies continued to oppose France, seeing Napoleon as an illegitimate monarch and a successor of the French Revolution.
- Like the Jacobins, Napoleon pursued an aggressive foreign policy initially justified by the idea of spreading revolutionary ideas to the rest of Europe.
- Napoleon maintained restrictions on the rights of women to participate in public life
- To consolidate his rule, Napoleon used many of the same repressive measures as the Jacobin regime.
- To strengthen his government, Napoleon continued and expanded the radical policies of meritocracy and more open access to public service and military advancement.

Total for question 3 3 points