

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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[a] Describe an argument made in the excerpt.**1 point****Examples that earn this point include the following:**

- During the Scientific Revolution, scientific inquiry became more regimented and disciplined.
- Scientists began to use only empirical evidence to argue for their theories.
- Doing science became a process of eliminating bad ideas on the basis of evidence.
- Scientists narrowed their focus to observable evidence and how well such evidence explained natural phenomena.
- Religion declined as an explanation for natural phenomena.

[b] Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.**1 point****Examples that earn this point include the following:**

- Galileo's observations with a telescope were used to discredit the geocentric model of the solar system and promote heliocentrism and/or Kepler's laws of planetary motion.
- Harvey's observations of the actions of the heart were used to undermine the theory of humors and establish more accurate notions of anatomy.
- Newton's mathematical models of force, acceleration, and gravity were used to explain the motion of physical objects and displacing earlier models of mechanics.
- Boyle's work developed the field of chemistry, separating it from alchemy.
- Bacon's scientific methodology required a hypothesis to be tested with rigorous experimentation and observation.

[c] Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800. **1 point****Examples that earn this point include the following:**

- The Enlightenment evolved as an intellectual outgrowth of the Scientific Revolution examining human society using scientific practices of natural observation and empiricism.
- The success of the empirical approach within the sciences encouraged intellectuals to try this approach, or at least adopt the language of empiricism, in their attempts to improve society and government.
- Scientific discoveries gradually began to lead to technological improvements in many areas, such as medicine.
- The prestige of science and scientific discoveries led monarchs and governments to support scientific inquiry by funding and patronage of scientific societies.
- Belief in the supernatural diminished as an explanation for natural forces.
- There were widespread critiques of traditional religious beliefs and the Catholic Church based on scientific inquiry and empiricism, as well as criticism of the Church's resistance to new scientific approach.

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- [a] Describe an argument the author makes in the passage about the French Revolution. **1 point**

Examples that earn this point include the following:

- The French Revolution largely excluded women as it developed, particularly in its more radical phases.
- The French Revolution emphasized masculinity and bonds between men.
- Marie Antoinette became a stand-in for arguments for the exclusion of women from public life.
- Marie Antoinette served as a lesson for women who sought political power.
- French Revolutionary leaders reinforced notions of masculinity and virility.

- [b] Describe a development prior to the French Revolution that influenced the view of women described in the passage. **1 point**

Examples that earn this point include the following:

- The arguments made by Rousseau, and others, for the exclusion of women from politics were similar to the attacks on Marie Antoinette.
- The Renaissance emphasized that the concept of civic humanism applied only to men and denied a public sphere for women either in politics or the arts.
- The Scientific Revolution asserted that differences in male and female physiology indicated that women had reduced intellectual abilities in comparison to men.
- Religious values [Catholicism, Protestantism] reinforced traditional values about the proper social roles for men and women.
- Suspicion about the involvement of women in the practice of witchcraft led men to question the ability of women to perform effectively in positions of authority.

- Enlightenment writings and the role of salons encouraging women to be active in exercising popular sovereignty.
- Enlightenment print culture was mostly created by men and mostly read by men.

- [c] Describe development in the late 1900s that may have influenced the author's perspective **1 point**

Examples that earn this point include the following:

- Women increasingly took high political office in Europe, such as Margaret Thatcher in Britain.
- Feminism challenged accepted ideas of women's role in the home and in public life.
- Economic changes affected women's roles in the workforce and in family life.
- Social changes such as the introduction of birth control offered women greater control over their bodies and greater access into the professional world.
- Gains in the early twentieth century such as suffrage paved the way for women to seek political office after the Second World War.
- Movements for civil rights and gay rights of the late twentieth century influenced feminist movements that challenged discrimination on the basis of gender.

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Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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(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