

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 intended purpose of the engraving.**1 point****Examples of acceptable responses may include the following:**

- The engraving is intended to build support for the Spanish resistance to Napoleon's invasion.
- The engraving is celebrating the heroic actions of a woman defending her city against the French invasion.
- The engraving is intended to commemorate a victory over the French during the Napoleonic wars.

B Describe a broader historical context for the events depicted in the engraving.**1 point****Examples of acceptable responses may include the following:**

- Men and women across Spain and Portugal joined in a popular uprising against the Napoleonic army's invasion and occupation of the Iberian Peninsula.
- Napoleon attempted to conquer the whole continent claiming to defend the ideals of the French Revolution.
- The French Revolution and Napoleonic wars led to the rise of nationalism across Europe, especially in countries under French occupation.
- Discussion about the role of women in society was prompted by the Enlightenment and its ideas of civic rights.

C Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.**1 point****Examples of acceptable responses may include the following:**

- Women's participation in the French Revolution and Napoleonic wars gave rise to a growing feminist movement that asserted women's right to vote and participate in politics in the 1800s.
- Patriotism and mass politics, inspired by the French Revolution and its ideals, became a defining feature of European political culture in the 1800s and beyond.
- Rising nationalism in Europe, which developed as a response to Napoleon's conquests, prompted a conservative reaction during the first half of the 1800s.
- Conservative leaders sought to suppress popular uprisings which they feared could lead to broader revolutions similar to the French Revolution.
- The Concert of Europe sought to establish a balance of power to maintain peace in Europe and make sure no European country could dominate the continent.

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

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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.

Total for question 1 3 points

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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

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

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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

- (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