

2007 Sample Exam

STUDENT NUMBER								LETTER	
Figures									
Words									

HISTORY: Renaissance Italy Written Examination

Reading time: 15 minutes
Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	2	2	20
B	3	3	20
C	2	1	20
D	3	3	20
			Total 80

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out/liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 16 pages.
- Section D Insert of 3 pages.
- A script book is available from the supervisor if required.

Instructions

- Write your **student number** in the space provided above on this page, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.



HISTORY TEACHERS' ASSOCIATION of VICTORIA

Disclaimer notice: The HTAV takes no responsibility should the examination paper students sit actually differ in layout or design to these sample papers. Nor does the HTAV claim, in any way, that the questions in these sample papers will be those the students actually answer. Please note the number of pages in the sample booklet may differ to the VCAA examination booklet.

SECTION A

Instructions for Section A

Answer both questions in the spaces provided. The following questions focus on Unit 3 Outcome 1: The Italian Peninsula and the Renaissance.

Question 1

Explain how two city-states on the Italian Peninsula interacted economically, politically and culturally.

10 marks

Question 2

Describe how classical ideas were integral to the disparate humanist movement that developed during the Renaissance. Be sure to comment on specific examples of classical influences on different forms of humanism.

10 marks

Total 20 marks

SECTION B**Instructions for Section B**

Answer Questions 1, 2 and 3 in response to the written representations below. All questions focus on Unit 3 Outcome 2: Renaissance Florence.

Maria Grazia Pernis et. al., *Lucrezia Tornabuoni de' Medici and the Medici Family in the Fifteenth Century*, New York, Peter Lang, 2006.

[On 26 April 1478 a group of conspirators attacked Lorenzo and Giuliano de Medici in Florence Cathedral during Mass. While Lorenzo survived, Giuliano died of the wounds he sustained.]

To emphasize the horror of the Pazzi conspiracy ... Lorenzo immediately organized an extensive propaganda campaign. His aim was to justify acts of revenge against the conspirators. ... Lorenzo ... commissioned a bronze medal ... to commemorate the Pazzi conspiracy. On the obverse, the medal portrays a bust of Lorenzo above the choir of Florence Cathedral, the priest celebrating Mass, and the conspirators attacking him: it is inscribed SALUS PUBLICA (Public Good). On the reverse, the medal shows Giuliano's bust over the choir of the cathedral and his murder below; it bears the inscription LUCTUS PUBLICUS (Public Grief) ... As a result of [this] failed plot, an unexpected benefit befell Lorenzo. The Signoria decided to take extraordinary measures to protect him, implicitly acknowledging his status as de facto ruler of the Florentine republic ... the Signoria, together with the Seventy (a select group of counsellors), agreed to hang the conspirators on the grounds that they threatened 'to curtail liberty and change the government which depended upon Lorenzo'. The Signoria thus identified the crime as one of 'laesae majestatis', that is, a crime against the state.

Lauro Martines, *Fire In the City – Savonarola and the Struggle for Renaissance Florence*, Oxford, Oxford University Press, 2006.

[The Franciscan Friar Girolamo Savonarola preached in Florence many times during the 1480s and 1490s, eventually directing his sermons on the political leaders.]

Lorenzo de Medici and his leading supporters ... were made uncomfortable by the sermons. Savonarola was taking social and political questions directly into the religious sphere, or, perhaps more accurately, he was driving religious values into politics ... Proceeding to rip into the Signori for their many defects and failures, he emphasises the claim that government heads ... set a kind of supreme example, with the result that 'every good and evil proceeds from the head' ... he suggests that they are 'tyrants' because they are proud [and] love adulation.

Question 1

How does historian Maria Grazia Pernis characterise the political influence and power of Lorenzo de Medici following the Pazzi conspiracy?

4 marks

Question 2

How do the sentiments expressed by Lauro Martines about Savonarola and his view of political leadership in Florence compare with the statements made by the historian Pernis?

4 marks

Question 3

These two commentaries provide different views of the political institutions and organisation of Florence. To what extent do you think the Medici rule under Lorenzo de Medici was for the 'Public Good'? During the Quattrocento (1400s), to what extent were the political interests of Florence upheld above the interests of the Medici family? Respond to this question using evidence from both primary and secondary representations.

12 marks

Total 20 marks

SECTION C**Instructions for Section C**

Respond to **one** of the following essay topics focusing on Unit 4 Outcome 1: Social Life in Renaissance Italy.
Begin writing on page 9.

Question 1

Modern historian Nick Eckstein emphasises the importance of expressions of social relationships such as dowries and marriage in the Drago Verde.** He claims that this is reflected by the actions of a pious but generous 'local barrel maker named Michele di Simone, who had lived opposite the campanile of the parish church ... leaving his prosperous estate to the parish confraternity in order that his confratelli might save the gonfalone's poor girls from dishonour by paying for their dowries.'

To what extent were strong social relationships crucial to life in Florence in order to preserve charitable works, facilitate the brokering of marriages and ensure the organisation of festivals?

**Drago Verde (the Green Dragon), one of the sixteen neighbourhoods of Florence.

OR

Question 2

Modern historian Holly Hulbert argues that although 'all elite women [in Venice] ... played vital roles in the makeup, continuity, and stability of the body politic as a whole, the celebrated functions of marriage and motherhood did not always translate easily to' political life.

Discuss the range of important contributions that women made to life in Venice. [Be sure to examine women of different social groups and also some of the limitations that women faced in Venice during the Renaissance.]

Total 20 marks



Either Question 1 or Question 2

END OF SECTION C

SECTION D

Instructions for Section D

Remove the insert from the centre of this book before answering this section.

Answer the following **three** questions in response to the visual representation and the written representation.

All questions focus on Unit 4 Outcome 2: Renaissance Venice.

Question 1

What aspects of the Myth of Venice are conveyed in these representations?

5 marks

Question 2

Explain how the unique location of Venice contributed to the development of the Myth of Venice.

5 marks

Question 3

Comment on how the Myth of Venice was used to convey a sense of harmony and stability which contributed to the formation of Venice as *La Serenissima*. In what ways was the anti-myth manifested during the period that you have studied? In your answer draw on other visual and written representations.

10 marks

Total 20 marks

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

END OF QUESTION AND ANSWER BOOK

Insert for Section D

Please remove from the centre of this book during reading time.

From 'A pilgrim's impressions, 1480' cited in David Chambers et. al., *Venice – A documentary History 1450-1630*, pp 19-21.

'I stayed at Venice until 5 June because the pilgrim galley was not yet fitted out ... Then I went to see the Marriage of the Sea, beyond the fortress, where the Doge was in the bucintoro* with so many boats of citizens and well-dressed ladies that it was a very great and magnificent sight. Then I went to see the Arsenal, where all the munitions and artillery of the Signoria are kept, every sort of ships [sic], infinite in number, five huge halls full of arms, two halls of arms, two halls full of sails where there are always a great number of women sewing the sails. In the Arsenal it is estimated that every year more than 200,000 ducats are spent on labour and materials ... Then I saw the Corpus Christi procession, very solemn and marvellous in which all the Scuole of Venice took part and all the people with very many wax candles and ornamental devicesAfterwards I saw the bodily relics of saints in the city.'

* bucintoro = the Doge's ceremonial boat



Detail of *Map of Venice* by Jacopo de Barbari (1500).