



Victorian Certificate of Education 2003

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

HISTORY: Renaissance Italy

Written examination

Monday 10 November 2003

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks	Suggested times (minutes)
A	4	4	40	40
B	3	3	30	35
C	2	1	30	45
			Total 100	120

- 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 20 pages, including **Assessment criteria** on page 20. There is a detachable insert for Section B in the centrefold.
- A script book is available from the supervisor if required.

Instructions

- Detach the insert from the centre of this book during reading time.
- 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.

SECTION A

Instructions for Section A

Answer **all** questions in the spaces provided.

The following short-answer questions focus on Unit 3 Outcomes 3 and 4, and Unit 4 Outcomes 1 and 2.

Question 1

How did Venice's position as a crossroad between East and West contribute to the wealth of the city's economy?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

10 marks

Why was the Council of Ten established, and what was its role in Venetian politics?

[illegible]

SECTION A – continued
TURN OVER

Explain how classical ideals were important to the development of either the arts or learning.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION A – continued
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Why was marriage an important social relationship in Renaissance Florence?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Total 40 marks

SECTION B**Instructions for Section B**

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

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

All questions focus on Unit 3 Outcome 2.

What does de' Barbari's map tell us about the ways in which the physical terrain affected the political and economic use of space?

[illegible]

SECTION B – continued
TURN OVER

Explain how de' Barbari's map contributed to the 'myth of Venice'.

[illegible]

SECTION B—continued

Discuss the role played by representations such as de' Barbari's map in adding to the perception of Venice as La Serenissima.

[illegible]

END OF SECTION B
TURN OVER

SECTION C**Instructions for Section C**

Choose **one** of the following essay topics which focus on Unit 4 Outcome 3.

Question 1

Historian Gene Brucker wrote in *Renaissance Florence* that ‘politics is the combination of private and public interest’.

How true is this statement of Medicean predominance in 15th century Florence?

OR

Question 2

In his biography of Machiavelli, Maurizio Vivoli observes that *The Prince* is the product of Machiavelli’s ‘studies of ancient history and everything he learned during his years as secretary of the Florentine Republic ...’.

What circumstances prompted Machiavelli to write *The Prince*? To what extent does *The Prince* reflect his political sympathies?

30 marks

Rough work only

Either Question 1 or Question 2

Rough work only

[illegible]

[illegible]

[illegible]

SECTION C – continued
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[illegible]

SECTION C – continued
www.theallpapers.com

[illegible]

At the end of the examination, place the script book inside the front cover of this question and answer book.

TURN OVER
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Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. understanding of the impact of its Empire on Renaissance Venice
2. knowledge of the politics of Renaissance Venice
3. understanding of Renaissance Art, culture and learning
4. understanding of the social relationships of Renaissance Florence

Section B

5. analysis of ideas and values of Renaissance Venice
6. use of evidence to support an argument
7. understanding of historical concepts

Section C

8. relevant response to the question
9. understanding of power in Renaissance Florence
10. use of evidence to support an argument and conclusion
11. understanding of historical concepts
12. understanding of historical sources

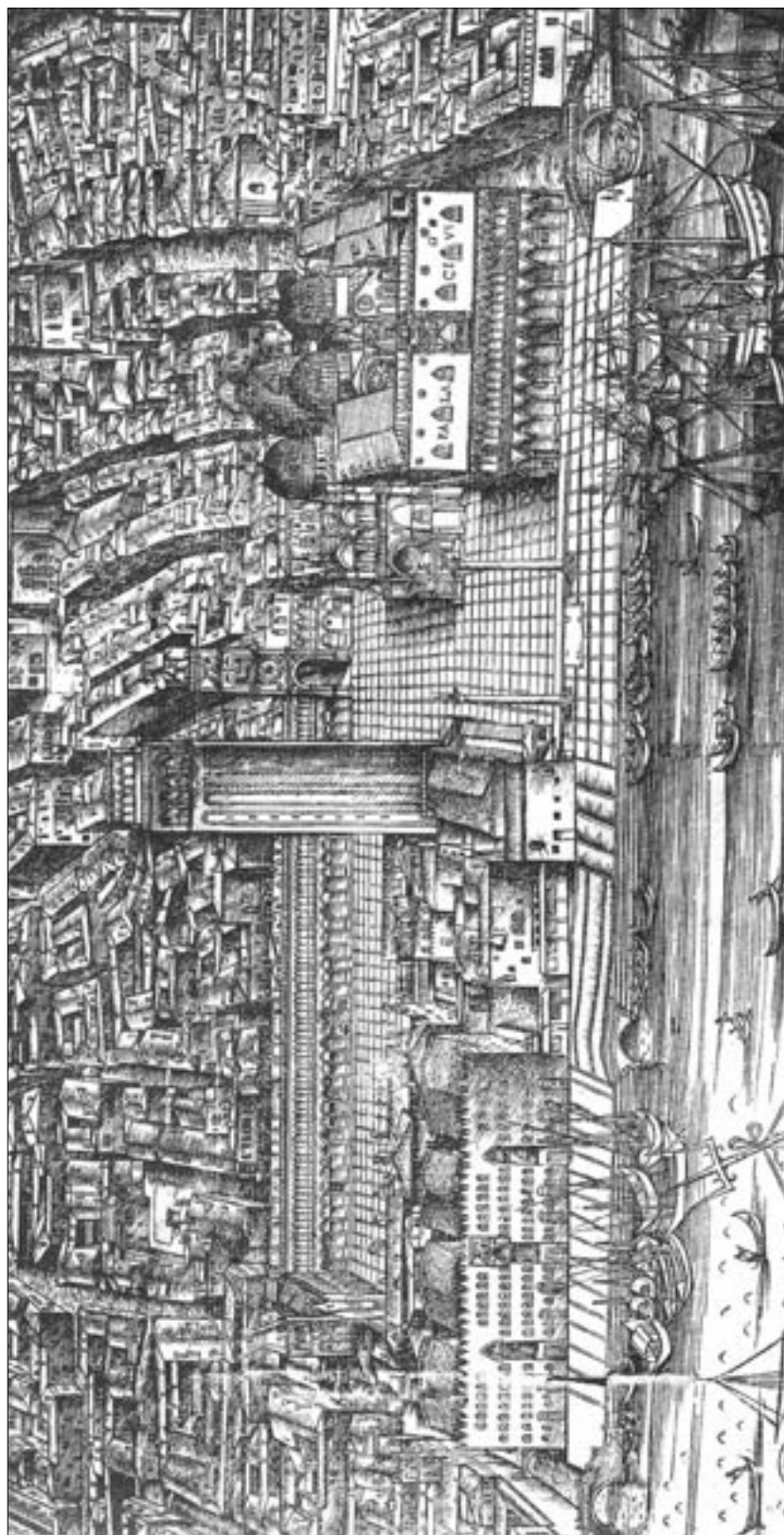
END OF QUESTION AND ANSWER BOOK

Insert for Section B

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

TURN OVER

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Jacopo de' Barbari, detail from *View of Venice*, woodcut, 1500 (Venice, Museo Correr)

END OF INSERT FOR SECTION B