



**Victorian Certificate of Education  
2006**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

**STUDENT NUMBER**

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**HISTORY: Renaissance Italy**  
**Written examination**

**Wednesday 1 November 2006**

**Reading time: 3.00 pm to 3.15 pm (15 minutes)**

**Writing time: 3.15 pm to 5.15 pm (2 hours)**

**QUESTION AND ANSWER BOOK**

**Structure of book**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
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 20 pages. There is a detachable insert for Section D in the centrefold.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

**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.
- All written responses must be in English.

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





**SECTION B**

**Instructions for Section B**

Read the following material and answer all **three** questions. All questions focus on Unit 3 Outcome 2: Renaissance Florence.

No public criticism of Lorenzo and his authoritarian regime . . . was ever voiced; it would have invited immediate imprisonment, exile or even death. Opposition took the form of conspiracies, which were inevitably crushed; of anonymous placards posted in the city squares; of negative gossip and rumors that circulated in public places; and of critical comments recorded in private diaries and account books. Although many of Lorenzo’s detractors were motivated by a sense of personal mistreatment, they justified their opposition by appealing to the republican tradition, which (so they claimed) the Medici had destroyed. When Lorenzo died in 1492, the entire city participated in his funeral rites with expressions of grief and loss. Yet, according to one witness, many of these mourners instead rejoiced, thinking that the republic would recover its liberty and they would escape from servitude.

Gene Brucker, *Living on the Edge in Leonardo’s Florence* (2005)

Lorenzo was a man of many outstanding virtues . . . He had so much authority that the city, one might say, was not free in his time; and yet it abounded in all the glories and happiness there can possibly be in a city that is free in name, but in fact tyrannized by one of its citizens. Assuredly, some of the things he did may be criticized. But his deeds were so outstanding and so great that they are far more admirable when they are studied than when they are heard . . . we will indeed find in him all those signs and evidence of virtue connected with civic life. No one, not even his enemies or those who maligned him, can deny that his was a great and singular mind. To deny it would be folly, for it is clearly proved by the fact that he ruled the city for twenty-three years, always increasing in power and glory . . . [With Lorenzo’s funeral] all the citizens of the city were present, every one with some sign of mourning, to show that a father of the people, and master of the city had died.

Francesco Guicciardini, *The History of Florence* (1509)

**Question 1**

Drawing on both representations, explain the conflicting accounts of the reaction to Lorenzo’s death.

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4 marks





**SECTION C****Instructions for Section C**

Choose **one** of the following essay topics which focus on Unit 4 Outcome 1: Social Life in Renaissance Italy.

**Question 1**

*When springtime comes which delights the whole world, every Florentine begins thinking about celebrating a beautiful feast of St. John . . . You see the whole city involved in preparing for the feast and the spirits of the youth and women involved in such preparations . . .*

G Dati, *Ricordi*, in Richard C Trexler's *Public Life in Renaissance Florence*

How important was social life in Renaissance Florence? Discuss with reference to two or three aspects of Florentine social life that you have studied.

**OR**

**Question 2**

*They all walked two and two, as I said, after the Doge in perfect order. This is very different from the practices I have witnessed at many courts, both ecclesiastical and secular, where the moment the Prince has passed all go pell-mell\* . . . without any order. In Venice, both before and behind the Doge, everyone goes in the best order imaginable.*

Pietro Casolo, a Milanese pilgrim who witnessed an All Saints' Day procession in 1494, in Edward Muir's *Civic Ritual in Renaissance Venice*

\* hasty and disorderly

How important was social life in Renaissance Venice? Discuss with reference to two or three aspects of Venetian social life that you have studied.

Total 20 marks















**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.

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

**Question 1**

What aspects of the myth of Venice are evident in this image of the Giants' Staircase in the Doge's Palace?

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4 marks















**Insert for Section D**

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



The Giants' Staircase (Scala dei Giganti) in the courtyard of the Doge's Palace is based on a project by Antonio Rizzo in 1485.





The statues of Mars and Neptune were completed in 1556 by Sansovino.

**END OF INSERT FOR SECTION D**