

# AP<sup>®</sup> European History SCORING GUIDELINES

## Long Essay Question

Evaluate the extent to which the Italian Renaissance and the Northern Renaissance were different from each other.

Maximum Possible Points: 6

Points	Rubric	Notes
<b>A: Thesis /Claim (0-1)</b>	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning comparing the Italian Renaissance and the Northern Renaissance. Thesis statements need to demonstrate some degree of specificity regarding either similarity or difference to earn a point.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> <li>• “The Italian and Northern Renaissance are different though, in that the Northern Renaissance focuses on religion and the Italian Renaissance is more secular. But are still similar in that they both focused on general ideals such as criticizing social norms or the new idea of humanism.”</li> <li>• “There was little difference between the Italian and Northern Renaissance as both focused on the intellectual and artistic life of the elite.”</li> </ul>
<b>B: Contextualization (0-1)</b>	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> <li>• The role of the Catholic Church in European intellectual life.</li> <li>• The spread and influence of the Reformation.</li> <li>• The decline of feudalism.</li> <li>• Increased awareness and knowledge derived from exposure to regions outside of Europe.</li> </ul>
<b>C: Evidence (0-2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p>Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt.</p> <p><i>Evidence used might include the following:</i></p> <ul style="list-style-type: none"> <li>• Humanism</li> <li>• Study of classical texts</li> <li>• Focus on the concept of the individual</li> <li>• Individual and humanistic focus in Italian</li> </ul>

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	points)	<p>Renaissance</p> <ul style="list-style-type: none"> <li>• Spiritual focus in the Northern Renaissance</li> <li>• Particular artists or philosophers (e.g. Erasmus)</li> </ul> <p><b>OR</b></p> <p>Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt.</p>
<b>D: Analysis and Reasoning (0-2)</b>	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Responses earn one point by framing or structuring an argument that compares the Italian Renaissance and the Northern Renaissance. The reasoning used in the response might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning about comparison might include:</i></p> <ul style="list-style-type: none"> <li>• The Northern and Italian Renaissances differed in their approach to the role of the individual and the role of traditional religion and scholarship.</li> <li>• Similarities between the two Renaissance movements stemmed from the origin of the Northern Renaissance in travels among artists and scholars to the south.</li> <li>• Differences between the two Renaissances reflected differences in their geographic relationship to centers of European trade.</li> </ul> <p><b>OR</b></p> <p>Responses earn two points by demonstrating a complex understanding of comparisons between the Italian and Northern Renaissance, using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include:</i></p> <ul style="list-style-type: none"> <li>• Comparing one of the Renaissance movements to variations among different Enlightenment movements.</li> <li>• Examining in detail how the two Renaissance movements related to political or social differences in Europe at the time.</li> </ul>

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**If response is completely blank, enter - - for all four score categories: A, B, C, and D**

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## **SCORING NOTES**

Introductory note:

- *The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*
- *Exam essays 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.*

**Note: Student samples are quoted verbatim and may contain grammatical errors.**

### **A. Thesis/Claim (1 point)**

Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning comparing the Italian Renaissance and the Northern Renaissance. (1 point)  
Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point. Thesis statements need to demonstrate some degree of specificity regarding either similarity or difference to earn a point.

#### **Examples of acceptable thesis:**

- *“In the Italian Renaissance period new art and themes for structures were broadened and expanded due to the church funding them. However, during the Northern Renaissance period the arts and ideas were more focused on the individual and everyday life compared to the Italian Renaissance where they focused on Myth and Mythology. While they may have similarities such as the time frame, these two Renaissances were vastly different from one another.” (This multi-sentence thesis offers claim about both similarities and differences, including funding structures, time frames, and artistic themes).*
- *“There was little difference between the Italian and Northern Renaissance as both focused on the intellectual and artistic life of the elite.” (This simple statement about the extent of the differences between the two both makes a claim and establishes a line of reasoning.)*

#### **Examples of unacceptable thesis:**

- *“The differences between the Italian Renaissance and the Northern Renaissance is the art styles they used. For example Italian Renaissance used Baroque but the Northern Renaissance made people the main subject like the David and Goliath sculpture was of a person to show power and courage.” (This merely descriptive thesis confuses the two movements and their characteristics and demonstrates chronological confusion.)*
- *“The Italian Renaissance was more focused on art, design, and visual appeal while the Northern was more of a scholarly transformation.” (This is not an accurate, historically defensible claim. Another sentence might have clarified or made this claim more plausible.)*
- *“The Italian and Northern Renaissance were two periods in which new ideas were brought about. Although the basis of the two periods was the same, these two times were very different.” (This attempt at a thesis restates the prompt. The reference to “new ideas” would need explanation or specific examples for this to move beyond simply restating the prompt.)*

### **B. Contextualization (1 point)**

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Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or continue after the Renaissance as long as the response accurately and explicitly connects the context to the topic of comparisons between the two Renaissance movements. This point is not awarded for merely a phrase or a reference.

Examples of context might include the following:

- Bubonic plague: its consequences and relationship to the Italian Renaissance, especially
- Geographical factors, such as proximity to different traditions and culture (such as Mediterranean/North Africa, Atlantic and “New World”)
- Religious wars in Europe, especially Germany, France, and the Netherlands
- Developments and trends in art history, sculpture, and painting especially
- The role of the Reformation in prompting individuals and communities to question traditional authorities
- Different forms of state and non-state sponsorship, patronage of the arts (the Pope and Catholic Church, the Medicis, new commercial elites in the North)

### Examples of acceptable contextualization:

- “The Italian Renaissance occurred in the 14<sup>th</sup> and 15<sup>th</sup> centuries, while the Northern Renaissance occurred more in the 16<sup>th</sup> and 17<sup>th</sup> centuries. Different events were occurring in these two time periods. In the 14<sup>th</sup> and 15<sup>th</sup> centuries, global encounters had not yet quite occurred, whereas in the 16<sup>th</sup> and 17<sup>th</sup> centuries Europeans had already explored the Americas. These influences can be seen in some of the artwork from the time.” *(This concisely situates the artistic and cultural developments of the two Renaissances alongside European expansion during the later part of this period.)*
- “Additionally, the Renaissance in Italy began before the Renaissance of the North. Its strategic Mediterranean location and rich trade economy allowed Italy to catalyze the Renaissance with more wealthy art patrons than in any other country. The movement didn’t spread north until much later, and by then it had morphed into a different sort. As the first country to have a “rebirth,” Italy in the Renaissance period is starkly different from other countries, even once the Renaissance spread.”
- “The Italian Renaissance was made possible by the vast amounts of money that came in through the Mediterranean. With all of this money, patrons could afford for people to create art in their name. However, the style was less about money and more about location. With the ancient Greek and Roman historical sites so close, an age of Humanism came forth. People and artists began to look back and imitate the style of the Greeks and Romans. Ancient texts were rediscovered and many artistic feats were created.” *(These sentences situate the Italian Renaissance as part of general developments in the Mediterranean, including the proximity of historical sites.)*

### Examples of unacceptable contextualization:

- “In the 14<sup>th</sup> century the Renaissance ended the middle ages.” *(By itself, this is an insufficient description of a broader historical context relevant to the prompt.)*

## C. Evidence (2 points)

### a) Addressing the Topic

Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for thesis statement. (1 point)

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Evidence used could include the following:

- Printing press and dissemination of ideas
- Artistic styles: neoclassical, Baroque, naturalism
- Names of arts, specific works of art: van Eyck, Donatello, *Mona Lisa*, *David*, the Sistine Chapel
- Humanism and secularism
- Use of ancient Greek and Roman sites (for Italian Renaissance)
- Introduction/revival of classical texts, literature (including philosophy)
- Petrarch, Erasmus, Sir Thomas Moore, Machiavelli
- Development of artistic styles and techniques: neoclassical, Baroque
- Focus on the concept of the individual
- Emphasis upon the human form, body, physical world
- Individual and humanistic focus in Italian Renaissance
- Spiritual and religious focus in the Northern Renaissance
- Advances in science and math, especially applied to art

## Examples of acceptably providing evidence relevant to the topic of the prompt:

- “Humanism, the new emphasis on classicalism and individualism fostered by Petrarch, influenced thinkers all over Europe.” (*This sentence references specific evidence that is relevant to the question about similarities between the Northern and Italian Renaissances.*)

## Examples of unacceptably providing evidence relevant to the topic of the prompt:

- “The Italian and Northern Renaissance both had some different subjects and goals. In the Italian Renaissance stories from the bible were used as the subject of some of the artwork, while in the Northern Renaissance aspects of daily life were incorporated into the art. Also in the Northern Renaissance the new wealth of England and the Netherlands was shown off, while in the Italian Renaissance, only wealth of rulers was shown” (*These sentences describe general categories of similarities and difficulties but do not contain specific examples of artwork and/or their subject matter that would allow this response to earn a point.*)

OR

## b) Supporting an Argument

Responses earn two points by using examples of specific historical evidence to *support an argument* in response to the prompt. (2 points)

## Examples of acceptable use of evidence to support an argument:

- “Although the two movements were different, both were similar in that they were focused around similar ideals. Humanism was practiced in both regions that the Renaissance was occurring in, as shown by the writings of Petrarch and Erasmus. New, idealized forms of people were used in the art of both areas as well, shown by the work of Da Vinci and Van Eyck. The criticism of authority was exemplified in both areas as well, with Sir Thomas Moore’s ‘Utopia’ and Machiavelli’s ‘the Prince.’ Although the movements were different, the ideas they are based off of are very similar.” (*This is the second-to-last paragraph of a response containing numerous references to specific*

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*thinkers, works of art, and ideas. Even with the under-explained references to Petrarch and Erasmus, this selection uses multiple pieces of evidence to support an argument.)*

- “The Northern Renaissance, on the other hand, was less focused on secular ideas and placed more emphasis on religion. Northern intellectuals were often concerned with the status of the Church, with people like Desiderus Erasmus and his *The Praise of Folly* criticizing it, most were very reform-minded. Sir Thomas More’s *Utopia* described his picture of an ideal society. The art was not as extravagant or individualistic—painters like Jan van Eyck did do some portraits but were not patronized nearly to the extent that they were in Italy. This is partially a result of their distance away from Ancient- Greco-Roman society.” *(The multiple examples of specific evidence focusing on works of art and literature support the argument concerning the different orientations of each Renaissance. The argument is sustained throughout the entire second paragraph of this response.)*

## **Examples of unacceptable use of evidence to support an argument:**

- “Additionally, the development of art grew in different forms across the time periods. The Italian Renaissance gave way to artists like Leonardo daVinci, who was coined the “Renaissance man”, meaning art that he created was very influential. The Italians also focused on fresco art and the new development of plaster to make art. Sculpture and different techniques were developed and spread. Writers emerged during the Northern Renaissance as did attention to detail and certain aspects of art. *(While this offers specific evidence that is relevant to the prompt, it does not use this evidence successfully to support an argument about the extent to which the Northern and Italian Renaissances were different. Different specifics are mentioned, but not used to further the argument about in what way this explains the similarities or differences between the two Renaissances.)*

## **D. Analysis and Reasoning (2 points)**

### **a) Historical Reasoning**

Responses earn one point by using historical reasoning to frame or structure an argument that compares the Italian Renaissance and the Northern Renaissance. (1 point) The reasoning used in the response might be uneven or imbalanced.

Examples of using historical reasoning about comparison might include:

- The Northern and Italian Renaissances differed in their approach to the role of the individual and the role of traditional religion and scholarship.
- Similarities between the two Renaissance movements stemmed from the origin of the Northern Renaissance in travels among artists and scholars to the south.
- Differences between the two Renaissances reflected differences in their geographic relationship to centers of European trade.

## **Examples of acceptable use of historical reasoning to frame or structure an argument:**

- “The different religious views of the North and the Italian Renaissance are what make these times so vastly different. In Italy, the Pope controlled everything, making the nation a very Roman Catholic Country. The papacy paid for religious paintings in their chapels, such as Michelangelo’s paintings in the Sistine Chapel. This was because of their focus on classical values. However, in the North, they didn’t have the same history based values as the Italians. Nations such as France and the Netherlands focused their art pieces around the everyday life of the peasant, and included

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many secular aspects such as nature and human life. In their texts they pushed Protestant ideas with the new printing press, and examples of this is Luther's spread of his 95 Theses. It is through these vastly different values that these two Renaissance periods are different." (*This is the entire second paragraph; it explains the artistic differences as the result of different religious, cultural, and historical traditions.*)

- "The Italian Renaissance was much more secular compared to the Northern Renaissance. The Northern Renaissance had a lot more holistic approach to learning and art. Humanism was important and valued by more artists during this time. Humanism meant that people needed to be a master in all things rather than a particular field of interest because the introduction of the liberal arts study originally came about. [next paragraph] The Northern Renaissance was characterized by a more religious view of the experimentation with arts that had already begun. The Northern Renaissance was later than the Italian Renaissance was able to grow and expand upon the ideas of the Italian thinkers." (*These are the entire second and third paragraphs of this response. Taken together, they explain why and how the two versions of the Renaissance developed differently.*)

### Examples of unacceptable use of historical reasoning to frame or structure an argument:

- "Both Renaissances worked in newly rediscovered stone or woodworking. This is only one of many things that they have in common. Both periods had major scientific and/or philosophical change. Also they both seem to have amazing impacts on, not just the artwork of the time, but also on our modern day." (*This response presents different methods of creating art but does not use reasoning about similarity or difference to frame a larger argument.*)

### OR

Responses earn two points for demonstrating a complex understanding of comparisons between the Italian Renaissance and the Northern Renaissance, using evidence to corroborate, qualify, or modify their argument. (2 points) To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

Ways of demonstrating complex understanding for this prompt might include:

- Comparing different Renaissance movements to variations among different Enlightenment movements
- Examining in detail how the two Renaissance movements related to political or social differences in Europe at the time

### Examples of acceptable demonstration of a complex understanding:

- "The Renaissance was characterized by not only new art, but also new philosophy and ideals, which can be seen in both Renaissances in different forms. Humanism, the new emphasis on classicalism and individualism fostered by Petrarch, influenced thinkers all over Europe. However,



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the Northern Renaissance featured Christian humanism, the same ideas applied to Church reform and faith. In contrast, the Italian humanism was much more classical-based, likely due to the close proximity of Rome. Johann Gutenberg's printing press is often considered part of the Northern Renaissance, which allowed writing and philosophy to be a more significant part of the Renaissance in Germany and other northern regions than in Italy. Christian humanist works and other writings, such as Shakespeare, come to mind for the Northern Renaissance more so than for Italy's, illustrating two clearly different shifts: one more philosophical, and other more artistic." *(This is the entire third paragraph of this long response, and other paragraphs contain ample evidence and explanations to earn points in other categories. This paragraph demonstrates a nuanced understanding of the different types of Renaissance thinking and artistic developments, offering a number of possible explanations for these differences.)*

- "Italy's Renaissance sparked because of their great success with the trading market. They had many ports and international trade routes which brought the nation wealth. With this wealth people could get out of the general poverty that had a hold on most of Europe and improve their living conditions. When people had a higher quality of life this left families money to enjoy the finer things in life. Many people became patrons of the arts and sponsored artists to make desired works like paintings, sculptures, or even design the architecture of buildings. An especially famous family known as being patrons to the arts during the time they were the most powerful family in Florence were the Medicis. They commissioned many artworks which spread the popularity of art throughout Italy. Much of this art and architecture was based off traditional Greek and Roman styles. As more art was being made different art movements came and went to reflect the current events happening at the time. An especially demanded style in Italy was Baroque art with its grandeur style and attention to details which many wealthy patrons admired. The Renaissance in Italy was sparked by wealth and made luxury items more common." *(This response provides fine-grained nuances about the nature of the Italian Renaissance that it then uses to corroborate its argument.)*

### Examples of unacceptable demonstration of a complex understanding:

- "The Italian Renaissance and Northern Renaissance had differences such as the ideologies focused on, the subject of the art, and the time periods involving the 14<sup>th</sup> century to the 16<sup>th</sup> century. The Italian Renaissance was humanist and classical mythology-based, focused more on science, and happened from 1330 to 1550. The Northern Renaissance was in the 1400s, focused on acute detail and naturalism. The naturalism influencing the Northern Renaissance, appeared in art through more naturalistic items and human subjects. There was an increase in portraits to embody this point. Scientific elements began to be introduced in the Italian Renaissance through depicting mass and volume, and the idea of underlying anatomy. The subjects of art were influenced by the current beliefs. The Italian Renaissance was more scientific focused, through humanism, and the Northern Renaissance was more focused on portraits and nature as subjects for the influence of naturalism. Each time period was influenced by different ideologies and the subjects of their art reflected their differences." *(This describes some of the artistic differences between the two versions of the Renaissance but it does not explain these developments in enough depth to demonstrate complexity. Both the chronology and the description of nature and naturalism are incorrect.)*

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During the age of the Renaissance, there was a lot of improvement going on throughout society. Trade with the Middle East gave Italy an influx in knowledge, technology, and ideas. This, along with being near many ancient Greek and Roman artifacts, sparked the cultural and intellectual movement known as the Renaissance. Though it originated in the southern part of Europe (Italy), it soon spread to northern parts of the continent. The different geographical locations and other varying factors caused slight differences in the way the Renaissance played out in each area. The Italian Renaissance and the Northern Renaissance differed from each other in that the Italian Renaissance focused more on the individualism and secularism of man, while the Northern Renaissance was still very keen on respecting God and keeping oneself from becoming too egotistical. However, ~~both~~ both Renaissance were the same in that they

both supported the influx of new knowledge and used that knowledge to their advantage.

The Italian Renaissance and Northern Renaissance differed in that the Italian Renaissance, patroned by wealthy merchants and people of that nature, began focusing more on its people and their achievements and less on God. Though religious teaching and practice was still a part of these people's everyday life, it started to become more of an after-thought. In Northern Europe, religion never took a back seat to anything, so when the Renaissance hit, instead of focusing on each person's individual achievements, they gave all of their glory to God and praised him for what he had blessed them with. Though still becoming secular and individualistic like the Italians, people in the North never forgot to thank God for the wondrous miracles he had bestowed upon them.

With regards to the influx of knowledge:

however, Northern Europe and Italy were on the same page. The new ideas and technology that were shared with Europe from the Middle East gave both parts of ~~the~~ Europe new ways of traveling by sea (compass from Arab merchants allowed sailors to know the direction in which they were heading), which in turn allowed for colonization to begin in the late 15<sup>th</sup> century. This vast enhancement in knowledge also encouraged people in both renaissances to learn more and education increased greatly for both parts of Europe. To complete the cycle this betterment in education allowed for more knowledge and technology to be gained. The Courtier written by Castiglione displays how the perfect guy should've been. Dashing, handsome, kind, willing to fight, and intelligent, all qualities that spawned from Renaissance ideals that influenced generations to come. This would have never been possible had the sharing of ideas been an open concept to both Italians and Northern Europeans.

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The Italian Renaissance and the Northern Renaissance, although both dealing with a time period of rebirth, had many differences that set them apart from each other. Seeing as the Northern Renaissance happened at a later time period (18<sup>th</sup> century) many ideals and ways of life were different than they were in the 15<sup>th</sup> century during the Italian Renaissance.

The Northern Renaissance occurred during the time of the 100 Years' War and the Wars of Religion, indicating that anger and prejudice controlled Europe. Thus can be said that this time of war and hatred must have influenced either a theme of peace or a burst of anger throughout the Northern Renaissance. In this case, it's safe to say that the Northern Renaissance was based mostly on peace and calming themes as the word "renaissance" means rebirth and the idea of renewing. This renaissance, as well as

Others in the past, are a period for new ideas, new art forms, and new ways of doing things. Despite the wars concerning religion, land, and centuries of feuds, the Northern Renaissance proves that even through hatred, new ideas can blossom.

The Italian Renaissance shares the idea of rebirth and renewing with the Northern Renaissance. Throughout the Italian Renaissance, new art forms came to be such as baroque. New inventions were made and the world, or just Italy, was reborn with new ways of living and the new ideas that were being shared.

Though these two periods of time share the idea of being reborn and new ideas changing the world, several differences still remain to separate them, allowing us to differentiate from the two. First of all, the Italian Renaissance took place in the 15<sup>th</sup> century while the Northern Renaissance took place in the 18<sup>th</sup> century, meaning that in the time between these two Renaissances, new ideas had changed the

world and the social norm had changed tremendously. Another difference is the fact that during the Northern Renaissance, wars were taking place, leading to peoples minds being different than those in the 15<sup>th</sup> century.

In conclusion, there are a lot of differences between the two time periods although they also share some similarities. They each occur at different time periods, which is the major reason for their differences; the world and the public's minds are always changing to adapt to our surroundings. Nothing stays the same.

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In the 14<sup>th</sup> century, the renaissance era ended the middle ages. The Italian Renaissance and the Northern Renaissance, were different with their timing, ideas, and Art work.

The Timing of the Italian and Northern Renaissance was different. The Italian Renaissance lead into the Renaissance age and was followed, though not an entirely the same path, by the Northern Renaissance.

Not just the timing was different between the Italian Renaissance and Northern Renaissance, The ideas of the two Renaissances differed also. The Italian Renaissance was centered around Humanism, and the bringing back of Ancient Greek and Roman ways. The Northern Renaissance was centered on Humanism also,

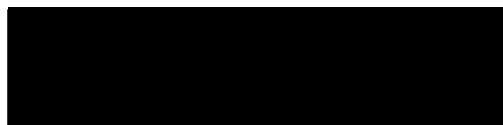


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but not so much bringing back Ancient Greek and Roman ways.

Besides the timing, and ideas of the Renaissance, the artwork of the Renaissance also varied. The artwork of the Italian Renaissance was based on Ancient Greek and Roman ways, such as the symmetrical aspects in it.

Another piece of art influenced by Ancient Greeks and Romans was the architecture of the Italian Renaissance. With the Northern Renaissance there was still a shift in artwork because of the Humanism theme, but it wasn't based off Ancient Greek and Roman ~~the~~ ways.

Though they share part of their name, the Italian Renaissance and Northern Renaissance were not the same thing and had ~~the~~ slightly different timings, ideas, and artwork styles.

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The Northern and Italian Renaissance were both a rebirthing of ancient Greek culture, but they were shown in different ways.

The Italian Renaissance utilized the arts to show the humanist ideals of the Renaissance. You can see in the Mona Lisa how the subject of the painting is a normal, everyday human girl. This is meant to show that humans are worthwhile, a key ideology in the Renaissance era. Also in the Mona Lisa, geographic perspective is used. This portrays images how the human eye would naturally see it. It uses one point, where the whole picture goes to, giving the effect of images getting smaller the farther away they are, emphasising

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human perspective. The statue of David is another example. It has the religious theme, but only portrays the human part of it.

The Northern Renaissance, however, focused on the philosophical side of Renaissance humanism. Similar to the Enlightenment and scientific revolution, it was the belief that humans could answer questions better than religious faith.

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The Italian and Northern Renaissance were very different but also the same. Both were ~~characterized as such during their time~~ not characterized as such during their time but just an extension from the Middle Ages. The Italian and Renaissance were different because of their view of religion and how it played into the ~~the~~ advances in the world the people were making.

The Italian Renaissance was much more secular compared to the Northern Renaissance. The Northern Renaissance was a lot more holistic

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approach to learning and art. Humanism was important and valued by more artists during this time. Humanism meant that ~~people~~ people needed to be a master in all things rather than a particular field of interest because the introduction of the liberal arts study originally came about.

The Northern Renaissance was characterized by a more vigorous view of the experimentation with art that had already begun. The ~~that~~ Northern Renaissance was later than the Italian Renaissance and was able to grow and expand upon the ideas of the Italian thinkers.

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This is very similar to ~~the~~ the British Industrialization and the Russian Industrialization that followed.

The Northern Renaissance was characterized by Christian Humanism—so humanism but put more emphasis on the Church and religious views. Both the Italian and Northern Renaissance were characterized by the use and love of art, and classic <sup>depicting</sup> themes of the Romans and Greeks. Both styles were also painted in different ways but showed the same themes for example the multiple versions of ~~the~~ the David Statue.

In Conclusion, the Italian and Northern Renaissance were very different from each other. Both periods were important in the expansion of thinking and art. The different Renaissance were expressed in ~~the~~ different ways from each other.

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The Italian Renaissance and Northern Renaissance, though similar in name, are different branches of the Renaissance with their own unique characteristics, as demonstrated by their contrasting art styles, ideals, and timeframes.

The Renaissance is often associated with art, but Renaissance art in the North and in Italy ~~are~~ have little in common. While the subjects of Italian Renaissance painting and sculpture included religious scenes, ~~myth~~ classical figures, and idealized human anatomy, Northern Renaissance art focused on daily life and the peasantry, depicting village scenes and other, less individualistic subjects. Additionally, Flemish and other northern artists developed new oil painting styles and engraving, the likes of which were not seen in Italy, where more emphasis was on painting and sculpture. The ~~following~~ different art styles, subjects, and developments of the two Renaissances hardly appear to belong to the same movement; rather, they represent two

different branches of the same rebirth of art.

The Renaissance was characterized by not only new art, but also new philosophy and ideals, which can be seen in both Renaissances in different forms. Humanism, ~~for~~ the new emphasis on classicalism and individualism fostered by Petrarch, influenced thinkers all over Europe. However, the Northern Renaissance featured Christian humanism, the same ideas applied to church reform and faith. In contrast, the Italian Humanism was much more classical-based, likely due to the close proximity of Rome. ~~and the legacy of the Roman~~ The Johann Gutenberg printing press is often considered part of the Northern Renaissance, which allowed writing and philosophy to be a more significant part of the Renaissance in Germany and other northern regions than in Italy. Christian humanist works and other writings, such as Shakespeare, came to mind for the Northern Renaissance more so than for Italy's, illustrating two clearly different shifts: one more philosophical, and the other more artistic.

Additionally, the Renaissance in Italy began



F

before the Renaissance of the North. Its strategic Mediterranean location and rich trade economy allowed Italy to catalyze the ~~European~~ Renaissance with more wealthy art patrons than in any other country. The movement didn't spread North until much later, and by then it had morphed into a different sort. As the first country to have a "rebirth," Italy in the Renaissance period is starkly different from other countries, even once the Renaissance spread.

Although the word "Renaissance" encompasses pre-Modern period changes from Italy to England to Germany, ~~the~~ its subsets are so different, they can hardly be called the same. The Italian and Northern Renaissances had contrasting art, thought, and circumstances, making them ~~a~~ two separate beasts, ~~as~~ albeit given the same name.

# AP<sup>®</sup> European History SCORING COMMENTARY

## Long Essay Question

Evaluate the extent to which the Italian Renaissance and the Northern Renaissance were different from each other.

### **Sample: A [19]**

#### **Score—Thesis/Claim: 1**

The response earned a point for its thesis, which appears at the end of the long first paragraph, beginning with the phrase, “The Italian Renaissance and the Northern Renaissance differed from each other” and ending with the phrase, “used that knowledge to their advantage.” This thesis responds to the prompt with a clear, historically defensible claim concerning each version of the Renaissance and thus establishes a line of reasoning. The second sentence, focusing on similarities, is not as effective a comparison, but the thesis does need to discuss both similarities and differences to earn a point.

#### **Score—Contextualization: 1**

The response earned a point for contextualization. Its discussion of Mediterranean trade and connections with the Middle East, which appears at the beginning of the essay but is threaded throughout, describes a meaningful historical context for the prompt.

#### **Score—Evidence: 0**

The response did not earn a point for providing specific examples of evidence relevant to the topic of the prompt, nor did it earn a point for supporting an argument in response to the prompt with specific and relevant examples of evidence. It provides only one concrete example with *The Courtier* reference. The last paragraph’s discussion of maritime exploration and overseas colonization is not relevant to the topic of the question. Had the response provided one more example of evidence relevant to the subject in question, it would have earned one evidence point.

#### **Score—Analysis and Reasoning: 0**

The response did not earn points for using historical reasoning to frame or structure an argument, or for demonstrating a complex understanding of the historical development that is the focus of the prompt. The Northern Renaissance receives little attention throughout the entire response; as a result, the explanations offered for why the two versions of the Renaissance differed from or were similar to one another are either incorrect or off-topic. This prevents the response from earning a point for demonstrating complex understanding as well.

# AP<sup>®</sup> European History

## SCORING COMMENTARY

### Sample: B [7]

#### Score—Thesis/Claim: 0

This response did not earn a point for thesis. The thesis, appearing in the second sentence of the first paragraph, contains an incorrect chronology. It is not historically defensible and its vague wording does not establish a plausible line of reasoning.

#### Score—Contextualization: 1

The response earned a point for contextualization. The second paragraph's discussion of the Hundred Year's War and the Wars of Religion, while not extensive, establishes the broader historical context surrounding the Northern Renaissance especially.

#### Score—Evidence: 0

The response did not earn a point for providing specific examples of evidence relevant to the topic of the prompt, nor did it earn a point for supporting an argument in response to the prompt with specific and relevant examples of evidence. Other than the general reference to baroque art, the essay lacks specific examples of evidence relevant to the topic of the question; had it provided concrete examples of new inventions and/or other forms of art, it could have earned at least one point for evidence.

#### Score—Analysis and Reasoning: 0

The response did not earn points for using historical reasoning to frame or structure an argument, or for demonstrating a complex understanding of the historical development that is the focus of the prompt. It is prevented from earning either of these points by its numerous misstatements (e.g., incorrect time period for the Northern Renaissance) that preclude accurate comparisons.

# AP<sup>®</sup> European History

## SCORING COMMENTARY

### Sample: C [12]

#### Score—Thesis/Claim: 0

The response did not earn a point for thesis. The statement in the first paragraph noting categories does not use them to establish a line of reasoning. These general comments regarding “timing, ideas, and art work” are repeated in the final paragraph, but, as in the beginning, they are not used to create a historically defensible line of reasoning about the prompt.

#### Score—Contextualization: 0

This response did not earn a point for contextualization. It makes multiple references to “Ancient Greek and Roman ways” but these are passing references, not descriptions of a context for the prompt.

#### Score—Evidence: 0

The response did not earn a point for providing specific examples of evidence relevant to the topic of the prompt, nor did it earn a point for supporting an argument in response to the prompt with specific and relevant examples of evidence. The response mentions the symmetrical aspect of Italian Renaissance art, which constitutes one specific example of evidence relevant to the subject of the question. However, there is no second specific example. Had the response referenced specific works of art or architecture, or perhaps elaborated upon the brief reference to the “humanism theme,” it could have earned an evidence point.

#### Score—Analysis and Reasoning: 0

The response did not earn points for using historical reasoning to frame or structure an argument or for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not explain a comparison between the Italian Renaissance and the Northern Renaissance, nor does it demonstrate a complex understanding of the extent to which the two versions of the Renaissance differed from one another.

# AP<sup>®</sup> European History

## SCORING COMMENTARY

### Sample: D [14]

#### Score—Thesis/Claim: 1

The response earned a point for thesis. The first paragraph contains a minimally acceptable thesis establishing both similarities—a “rebirth of ancient Greek culture”—and differences. The discussion of differences could be more explicit, but the first part of the sentence does establish a line of reasoning.

#### Score—Contextualization: 0

This response did not earn a point for contextualization. While the last paragraph attempts to compare the Renaissance to the Enlightenment and the Scientific Revolution, these are not meaningful descriptions of context for the topic.

#### Score—Evidence: 1

The response earned one point for providing specific examples of evidence to relevant to the topic of the prompt. These pieces of evidence include the painting of the *Mona Lisa* and the statue of *David*. These are enough for the response to earn the first evidence point but not a point for supporting an argument in response to the prompt with specific and relevant examples of evidence. The response does not use this evidence to support an argument about the topic of the prompt. Further, the response seems to confuse Renaissance “humanism” with a more general focus on individualism or secularism.

#### Score—Analysis and Reasoning: 0

The response did not earn points for using historical reasoning to frame or structure an argument, or for demonstrating a complex understanding of the historical development that is the focus of the prompt. Too little is presented of the Northern Renaissance for the response to attempt a comparison between the two Renaissance movements.

# AP<sup>®</sup> European History

## SCORING COMMENTARY

**Sample: E [28]**

### **Score—Thesis/Claim: 1**

The response earned a point for thesis. The thesis appears at the beginning of the second paragraph, with the claim that the Italian Renaissance was much more secular compared to the Northern Renaissance, and that the Northern Renaissance was more holistic in its approach to learning and art.

### **Score—Contextualization: 0**

The response did not earn a point for contextualization. The brief mention of the similarities between “British Industrialization” and “Russian Industrialization” are not explained and, as it appears here, not historically defensible. This does not provide a context for the topic of the prompt.

### **Score—Evidence: 1**

The response earned one point for providing specific examples of evidence to relevant to the topic of the prompt. It incorporates relevant, specific evidence in the form of Christian humanism, different artistic styles as seen in the various *David* statues, and the continued depiction of ancient Roman and Greek themes. However, the response does not use these examples to support an argument in response to the prompt.

### **Score—Analysis and Reasoning: 1**

The response earned a point for using historical reasoning to frame or structure an argument that addresses the prompt. It sets up a comparison between the Italian Renaissance and the Northern Renaissance, with this explanation appearing in the third paragraph: the later-occurring Northern Renaissance built upon the Italian Renaissance’s earlier experimentation with art, but added a more religious focus. This response, however, does not explore the extent to which the two Renaissances differed from one another in enough depth to earn a point for demonstrating a complex understanding of this development.

# AP<sup>®</sup> European History

## SCORING COMMENTARY

### Sample: F [26]

#### Score—Thesis/Claim: 0

The response did not earn a point for thesis. The first paragraph attempts a thesis, but it presents descriptive categories in place of a line of reasoning.

#### Score—Contextualization: 1

The response earned a point for contextualization. Its discussion of geographic factors and trade, which appears in its fourth paragraph, describes a meaningful historical context for the topic.

#### Score—Evidence: 2

The response earned one point for providing specific examples of evidence to relevant to the topic of the prompt, employing multiple pieces of evidence, such as the printing press, Shakespeare, Petrarch, and themes in Flemish art. It also earned a point for using this evidence to support its argument about the two different approaches and philosophies that characterized the Italian and Northern Renaissance movements.

#### Score—Analysis and Reasoning: 2

The response earned a point for using historical reasoning to frame or structure an argument that addresses the prompt. It explains a comparison between the two Renaissances, which appear in the third paragraph's analysis of why and how the two differed: "the Northern Renaissance featured Christian humanism, the same ideas applied to church reform and faith. In contrast, the Italian humanism was much more classical-based, likely due to the close proximity of Rome." It also earned a second point by demonstrating a complex understanding of the historical development that is the focus of the prompt. For example, in its final paragraph, the response posits whether these two movements can both bear the name "Renaissance." In general, it demonstrates a nuanced understanding of the various streams within these two Renaissance movements.