

AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 2

Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.

9–8 Points

- The thesis explicitly identifies ways in which European monarchs used the arts and the sciences to enhance state power in the period circa 1500–1800. Thesis does not need to be found in the opening paragraph.
- The organization is clear, consistently followed and effective in support of the argument.
 - May devote individual paragraphs to an examination of the use by monarchs of the arts and the sciences to enhance state power.
 - May identify individual monarchs and consider how each ruler used the arts and/or the sciences to enhance state power; does not have to present both categories for each monarch.
- The essay is well balanced; the ways in which monarchs used the arts and the sciences to enhance state power are analyzed at some length. Essay covers a broad chronological time period and more than a single monarch.
- Major assertions in the essay are supported thoroughly and consistently by relevant evidence. Evidence of the arts may prove more specific or concrete.
- The essay may contain errors that do not detract from the argument.

7–6 Points

- The thesis explicitly identifies ways in which European monarchs used the arts and the sciences to enhance state power in the period circa 1500–1800 but may not be fully developed.
- The organization is clear and effective in support of the argument but may introduce evidence that is not pertinent to the task.
- The essay covers all major topics suggested by the prompt but may analyze a particular topic, time period, state or monarch in greater depth rather than in a balanced manner.
- Major assertions in the essay are supported by relevant evidence.
- The essay may contain an error that detracts from the argument.

5–4 Points

- The thesis identifies ways in which monarchs used the arts and the sciences to enhance state power, but without any development; thesis may address only part of the question effectively; thesis may be a simple, single-sentence statement.
- The organization is clear but may not be consistently followed; essay may veer off task chronologically or thematically, or both.
- The essay may not complete all tasks:
 - May discuss only the arts OR the sciences.
 - May discuss only a narrow chronology.
 - May focus on one monarch.
 - May be primarily descriptive rather than analytical.
- The essay offers some relevant evidence.
- The essay may contain errors that detract from the argument.

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Question 2 (continued)

3–2 Points

- The thesis may simply paraphrase the prompt or identify the ways in which European monarchs used the arts and the sciences without linking to the enhancement of state power.
- The organization is unclear and ineffective; essay may focus on the personal attributes of some European monarchs rather than the use of the arts and the sciences to enhance state power.
- The essay shows serious imbalance; discussion of the ways in which European monarchs used the arts and sciences to enhance state power is superficial; much of the information may be significantly out of the time period of the question.
- The essay offers minimal or confused evidence.
- The essay may contain several errors that detract from the argument.

1–0 Points

- The thesis is erroneous, irrelevant or absent.
- There is no effective organization evident.
- The discussion is generic.
- The essay provides little or no relevant supporting evidence.
- The essay may contain numerous errors that detract from the argument.

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Question 2 — Historical Background Notes

Central elements of the question

- Analyze — determine the component parts; examine their nature and relationship.
- European monarchs — aside from the accepted royal dynasties, textbooks and students treat some popes as secular political leaders. Despots of some Renaissance city-states (the Sforza and de Medici) are also often treated as single rulers.
- The arts — textbooks are in agreement regarding the dominant artistic styles for the period 1500–1800 as Renaissance, Baroque, Rococo and Neoclassicism.
- The sciences — consideration of the physical and the social sciences appears in a number of essays. Aside from discussions of the Scientific Revolution, students are likely to focus much of their analysis on the application of scientific knowledge (technology) or the application of Enlightenment ideals for the benefit of royal or state power, or both. The textbooks are in some respects less specific about technological developments (military, navigational/cartographic, agricultural/industrial) explicitly linked to European monarchs.
- State power — textbooks treat royal authority in symbolic terms (usually in the discussion of the use of the arts) and political/military/coercive terms (usually in their discussion of the use of the sciences, sometimes when considering the architecture of palaces).
- Circa 1500–1800 — periodization is often a challenge to many students. The phrasing of the question suggests that some flexibility is allowed when setting standards. The second half of the 15th century, circa 1450–1500, encompassed the Renaissance and the start of European exploration of the Atlantic and Indian Ocean basins and contains legitimate evidence for the question. The closing date, circa 1800, suggests that students who discuss policies enacted during the Napoleonic Era by monarchs are providing appropriate information for the question.

Books consulted

Hunt, *The Making of the West Since 1340 — Peoples and Cultures*, third edition (2009)

Kagan, *The Western Heritage*, ninth edition (2007)

McKay, *A History of Western Society Since 1300*, ninth edition (2008)

Palmer, *A History of the Modern World*, ninth edition (2002)

Spielvogel, *Western Civilization Since 1300*, seventh edition (2009)

Write in the box the number of the question you are answering on this page as it is designated in the exam.

~~During the 16th, 17th, 18th and 19th centuries~~

During the period 1500 to 1800, massive scientific breakthroughs rocked European society. Along with science, art took great strides through many different styles. European monarchs used both art and scientific breakthroughs to increase the military power through weaponry, political power over the nobility, and social influence over the masses.

During the 16th and 17th centuries, monarchs were centralizing their power using a standing army, well equipped with weaponry, to validate their power. Navies were built efficiently and equipped effectively with the cannon, a scientific breakthrough of the Age. Since nobles could not afford such technologically advanced armies, the monarchs gained more power over the nobility. For years, the Spanish armada had dominated the seas due to the scientific strengths. The military backbone was also made on land, with the invention of the ^{black powder} ~~superior~~ gun. This gun allowed for new warfare capable of dominating less advanced nations. Scientific advances in weaponry led ~~to~~ England to become a pre-dominance, as well as Prussia under Frederick ~~the~~ I. Monarchs became powerful using military advancements, but kept this power using both art and science. ~~that~~

Until the new monarchs, the nobility had dominated the countries. Art allowed for centralization of power, but art, as a symbol of power, allowed for the monarchs to keep this power, amongst other things. An excellent example would be the Sun King, or Louis XIV. As a young boy who almost was killed in the Fronde, he vowed to weaken the power of the nobility. He later on made Versailles his permanent palace and established a court there. ~~the~~

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Louis XIV hired countless artists to furnish the palace extravagantly and added onto the place. This art was appropriately used to get the nobles into obedience.

Propaganda in the form of art was an extremely useful tool of the monarchs. To influence the masses, and since literacy rates were so low, monarchs hired artists to show them in all their glory, as many people could see art and understand it, it was an extremely useful tool. Art was commissioned throughout the time period in the form of self-portraits as well as baroque styles to show the power of monarchs. ~~Elizabeth~~ ^{Monarchs} of England censored plays so that people would only see Hamlet as a good fight.

Many of Shakespeare's plays were censored by the Magistrate to avoid problems. ~~When~~ When people loved their leaders, revolts would not happen.

~~Also, Peter the Great~~ Also, Peter the Great, Czar of St. Petersburg is a great example. As a Westernized Czar in Russia, he was amazed and by the czar and became afraid of his power as the Tsar of Russia.

~~European monarchs used art to enhance power and influence the masses that could control it.~~

European monarchs used sciences to enhance power and art to influence those that could control it.

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Between 1500 and 1800 European monarchs used the sciences to help bolster the power of the state by placing less of an emphasis on religion as well as funding innovations that may "benefit" the state and use the arts to inspire awe in their subjects and reveal the grandeur of the state.

The scientific revolution was key to state power because it ~~took~~ took the church away as the center of every-day life. This helped in making the monarch, not spiritual guides, the sole authority in one's life. Exploration in the sciences thus came to depend largely on state funding. The Royal Academy of the Sciences in England as well as France's scientific society were both funded by the government. Since they depended on state funding, innovation was thus aimed towards aiding the state, namely militaristic ~~and~~ inventions. The spread of rational thought was also a key component of the sciences that aided state power. Enlightened absolutist rulers such as Joseph II of Austria were rulers who applied rational thought to their centralization of power. Scientific innovation also aided in the acquisition of territory as inventions and improvements of wheel-powered boats technology allowed a countries like Portugal ~~and Spain~~ ^{and Spain} to ~~understand~~ ~~Prince Henry the Navigator's~~ experience

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economic prosperity.

While the science helped aid the power of the state militarily and economically, the arts were more often used to inspire awe of the monarch and state. Starting in the Renaissance, when art became ~~less~~ more secular it was used as something that inspired emotion and power like Baroque did for the Catholic Church. The style of Rococo became a popular form of painting that revealed the splendor of the state. Nowhere is art as a symbol of power more obvious than at Versailles and St. Petersburg. Louis XIV built Versailles as a distraction for his nobility, but the artistry of the architecture seemed to reveal the strength of the state. Similarly Peter the Great's St. Petersburg also revealed the prestige of the state and Russia's entrance into Western European politics. Other styles during the period between 1500 and 1800 such as neoclassicism revealed the grandeur of the state.

Both the sciences and arts were key in enhancing the physical and moral power of the state between 1500 and 1800.

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Monarchs always required them to find ways to enhance their power. The period circa 1500-1800, was the blooming time of art and science. The strenght of both of these methods led to European monarchs using them to strenghten their support base. European Monarch expanded the state power through the arts and science by gaining support.

The arts were a method that the monarchs could communicate with their citizens because it was simple and beautiful. The arts enhanced state power by allowing to decorate the buildings. When buildings and churches appeared more lavish, the state itself appeared of a hie class. With art, propoganda was possible. Propaganda was a big tool because it created greater support from the citizens to the monarch. Art was a successful tool especially because it let the monarchs communi cate on a basic level with their citizens. To gain even more support, Monarchs were familiar with patronage, and loaned/gave money to artist. Art not only made the state seem superior and lavish, it also help built support to enhance state power. Science was also useful to create a better state.

With science, new ^{hightes} ~~height~~ were reached that once seemed impossible. With science being

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discovered, more travel was possible. The creation of telescopes, maps and the compass served as a useful tool to gain power for the state. Introduction of medicine also made the citizens feel more secure because they could be helped. The less people died, the stronger the state became and the more power the monarchs could get. The discovery of science made ~~at~~ higher and better education a possibility. Educating a states citizens makes the state superior giving them more power. Monarchs also gave new scientist money with the possibility of advancing their civilization. Science created a stronger state with better educated citizens and a better possibility to succeed.

~~Science~~ Art and ~~Science~~ Science were two of the tools used by European Monarchs in 1500-1800 to make their state more powerful through general support and new discoveries. Art showed state superiority and gained support from people through patronage. Science better educated their civilization and helped them develop through travel to enhance the state power. ~~State~~ Arts and Science are a great tool to enhance and grow something, such as power and a civilization.

AP[®] EUROPEAN HISTORY 2010 SCORING COMMENTARY

Question 2

Overview

This question required students to consider a relatively familiar issue in early modern Europe (c. 1500–c. 1800), the rise of the state and state power and, from the perspective of cultural and social history, the use of the arts and the sciences. The crucial issue was students' ability to establish an explicit link between the enhancement of state power and the ways in which monarchs used the arts and the sciences to attain such an objective. All major textbooks dwell in some detail on the use of symbolic power, citing Louis XIV and the establishment of his court at Versailles as the embodiment of such authority. Some textbooks also provide information on the Escorial, the Schonbrunn and the Peterhof palaces. The commissioning of works of art by the monarchs of Europe and their role as patrons of art are examined in major textbooks at varying length, though the relationship between monarchs and the sciences is usually treated with less depth.

Sample: 2A

Score: 9

The thesis of this essay addresses the entire question in a balanced manner; the analysis is extensive and well supported with relevant evidence. The student demonstrates an understanding of a wide chronological period. The essay fulfills all the requirements of the question. It is particularly strong in that it starts with an understanding of the concept of state power and then analyzes how the monarchs used the arts and the sciences to achieve their goal.

Sample: 2B

Score: 7

The thesis of this essay is responsive to the question, although not developed fully. The analysis of the ways in which European monarchs used the sciences is more successful than the analysis of the use of the arts, although both are treated competently. The discussion of the use of the arts suggests some lack of understanding of the subject. The analysis of both topics is not sufficiently balanced and some assertions are not effectively supported, so the essay did not merit a higher score. The essay does, however, provide greater analytical insight and supporting evidence than did essays that earned a score of 6.

Sample: 2C

Score: 2

The thesis of this essay is largely a restatement of the question. The discussion of the use of the arts and the sciences hints at links (decoration of public buildings, patronage) but fails to provide supporting evidence. The essay notes the significance of technological developments (telescopes, maps, compass) and patronage for the sciences without effectively linking them to the enhancement of state power. There is minimal supporting evidence for statements in the essay. However, the essay does provide a thesis in the closing paragraph that partially answers the question (patronage of the arts) and shows some conceptual understanding, though with minimal evidence.