

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2006 SCORING GUIDELINES**

**Question 5**

Compare and contrast the social and economic roles of the state in seventeenth- and eighteenth-century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.

**9–6: Stronger**

- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports the thesis with specific evidence.
- May contain minor errors; even a 9 need not be flawless.

*Indicators for 9–8*

- Essay covers both time periods and both roles.
- Stronger essays may concentrate on capitalism, socialism, or communism in later time period.
- A strong essay that focuses on theoretical issues or generalizes without giving abundant factual evidence may be placed in this category.
- Thesis may emerge from the contents or appear at the end.

*Indicators for 7–6*

- Essay covers both time periods and both roles.
- An essay that covers both halves of the question but slights either economic or social issues in one time period may be placed in this range.
- Thesis may emerge from the contents or appear at the end.

**5–4: Mixed**

- Contains a thesis, perhaps superficial or simplistic.
- Uneven response to the question's terms.
- May contain errors, factual or interpretive.

*Indicators*

- Attempts to answer both halves of the question.
- May focus almost entirely on one time period with only vague information about the other.
- May discuss either economic or social issues in both time periods.

**3–0: Weaker**

- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

*Indicators for 3–2*

- May answer only one half of the question.
- May contain only information outside of time periods—French Revolution, Fascism.

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2006 SCORING GUIDELINES**

**Question 5 (continued)**

*Indicators for 1–0*

- Essays scored 0 or 1 may attempt to address the question but fail to do so.
- May include only one or two solid points of evidence.
- May contain a number of serious errors.
- Even a zero may contain pertinent information.

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2006 SCORING GUIDELINES**

**Question 5 Historical Background**

Most of the major texts scatter information about the seventeenth to eighteenth centuries through several chapters. Social and economic information is interspersed with politics, as can be expected. Information on the post–World War II era is usually in at least two chapters with the fall of the Soviet Union being the general demarcation between chapters.

The focus of the question for the first time period is public order, social hierarchy, and mercantilism resulting in warfare and protectionist economies; for the second time period it is individualism, the welfare state, the growth of the super state (European Union), and/or the dismantling of the Communist system.

A summary of the information found in the most complete texts is included below.

1. Kagan, Ozment, Turner *The Western Heritage*

Chapter 13 discusses the rise of England and France into parliamentary monarchy and absolutism, respectively. Social, religious, and economic issues are covered. Mercantilism is explained. Chapter 15 mentions the development of the Dutch Republic as an urban, tolerant, and prosperous commercial society whose power declined in the early eighteenth century, but whose role in international financial affairs preserved its standing to some extent. The development of the corrupt English electoral system is mentioned, as are both financial bubbles in England and France. The Ottoman Empire, Poland, and Prussia are touched on. Chapter 16 discusses the major features of old regime life in both England and France, comparing nobility, peasantry, and the family economy before industrialism. Chapter 17 is a detailed discussion of the effects of mercantilism and the plantation system.

For the post–World War II era, chapter 30 has a political focus, although things like the suppression of churches in the Soviet Union, collectivization, and domination of education are mentioned but not in detail. Khrushchev’s retreat from Stalinism toward consumer goods and decentralized economic planning is briefly covered. Eastern European protests are mentioned but again mostly politically. Chapter 31 focuses on Western Europe, covering population trends, the development of the welfare state, feminism, and the development of a consumer society.

2. Kishlansky, Geary, O’Brien *Civilization in the West*

Information in this text is condensed. Chapter 16 discusses the origins of absolutism vs. the English Revolutions of the seventeenth century. The religious right to resist is mentioned, as is the theory of society as a covenant espoused by Milton (and later philosophes). Absolutism is regarded as the “zenith” of the royal state, and Peter the Great as an Eastern absolutist is mentioned. Chapter 17 discusses science and the rise of the mercantile philosophy. The development of worldwide commerce is discussed: new banking methods, new products, mercantilism, and tulipmania in the Netherlands are covered. Chapter 18 discusses the evolution of the eighteenth-century British state and the creation of its international trading empire set against the wars of the century, which are seen as largely commercial. Chapter 19 shows the effects of this change: enlightenment thinking; the rise of intellectual cultural pursuits like opera, salons; and the increasing wealth, which created a top-heavy society. The bourgeoisie is mentioned, as is European urbanization. Companionate marriage and the change of family life are portrayed. New products, including those that harmed (gin), are mentioned.

Chapter 29 covers the post–World War II period. The focus of the chapter is economic recovery and the development of the welfare state; there is the relevant political information, but this text does not spend as much time on politics as it does on things like the rise of youth culture, the sexual revolution, women at

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2006 SCORING GUIDELINES**

**Question 5 Historical Background (continued)**

work, and consumer economics. Chapter 30 covers the end of the Cold War, discussing in some detail the Soviet economy and the grassroots protests in Eastern Europe.

3. Palmer, Colton, Kramer *A History of the Modern World*

This text is focused on political developments with some recent additions of social issues. It first looks at France in chapter 4, then the Netherlands. Religious toleration in the Netherlands is mentioned as is the banking system. The discussions of both the Stuart monarchies and the development of absolutism are almost wholly political in nature. Versailles and Colbert's economic and social policies are discussed. Chapter 5 contrasts with Eastern European developments. Chapter 7 talks about the elite and popular cultures, the developing eighteenth-century global economy, and the resulting economic rivalry, which culminated in the Peace of Paris of 1763. Health issues, etiquette, and some entertainment issues are discussed, as is Carnival. An excellent selection of art complements the discussion.

For the post–World War II period, there is some emphasis on the economic and political reconstruction of Western Europe and the growth of the welfare state. Britain's Labour government and its issues as well as the French Republics are covered. The development of a global economy in the 1960s and '70s ends the parameters of this question, and finding information about Russia's breakdown or other pertinent issues becomes difficult because of the global focus of the end of the book.

4. Spielvogel *Western Civilization*

Chapter 14 covers the discovery of the New World through the development of the mercantile system and empire building. Chapter 15 talks about state building and gives a bit of brief information about social trends, witchcraft, and population increases, etc. French absolutism is covered in detail, and all states are at least touched on in some fashion, including Sweden. The development in England of limited monarchy is briefer, but there is some information about European culture, concentrating on art and theater. Chapter 18 covers the European states in the eighteenth century and talks of economic expansion and social change.

The last two chapters in the book talk about the post–World War II era—the Cold War and the end of colonialism take center stage. All the major states are covered briefly, with criticism of their systems, the creation of the welfare state, the new culture of youth protest, and women's liberation. Here, too, the focus is political, but there is some discussion of popular culture.

5. Chambers, Hanawalt, Rabb, et al. *The Western Experience*

Chapter 16 introduces Baroque art, social changes, urbanization. Chapter 17 covers the European state system with a detailed explanation of French absolutism, Eastern absolutists, and the English system. On England, text emphasizes growth, stability. Chapter 18 analyzes "The Wealth of Nations" and includes industry, agriculture, and empire building. As a contrast, eastern European serfdom is detailed. Mercantilism and the beginning of the British Empire end the chapter. Chapter 19 on the Enlightenment has information about religious toleration developing and the new culture of travel, reading, art, magazines, schools, and recreation.

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2006 SCORING GUIDELINES**

**Question 5 Historical Background (continued)**

Postwar issues are covered in a chapter devoted to the war itself and focus on the East–West split. There is some information on the development of the British welfare state, the Soviet Union under Stalin, and France, but not much. The final chapter in the text focuses on the last 40 years of the century, again very briefly.

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

5

5A1

In <sup>the</sup> 1600s and 1700s, mercantilism and strict social classes flourished. After the Second World War, <sup>capitalism</sup> a lack of class boundaries reigned supreme in the west, whereas the East was under Soviet control behind the Iron Curtain.

~~Before~~ In the 17<sup>th</sup> and 18<sup>th</sup> Centuries, Europe maintained strict social classes, especially in France. At that time, the Ancien Regime was in control and the existing classes were the nobles, peasants, and the monarchy. When Louis XIV was in power, the system of mercantilism was established by Colbert centering around the ideas that ~~a~~ a nation should export a lot and not import and that the government should take control of the economy. Mercantilism became the main economic system used in Europe. Off the continent, England began its Industrial Revolution in <sup>the</sup> 1750s, allowing for the beginnings of capitalism and the growth of cities. In the cities grew new classes, the middle and working class. However, classes were still very divided. <sup>however,</sup> These changes wouldn't hit the continent until 1815.

After WWII, things were very different. ~~The~~ East and West Europe were divided, reflecting both the social and economic ~~pp~~ aspects of life. The East was ruled by the USSR, the communist country that wanted to control the East as such. Behind the Iron Curtain, there were still class divisions, <sup>even</sup> though it was a "communist" country. There was the ruling elite, who imported BMWs from ~~from~~ Germany.

5C

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

5A2

and then there was the working class, who were lucky to have any gadget other than a radio. <sup>While Stalin was in power, fears of liquidation and gulags were very real.</sup> Both men and women were treated as equals; not because people believed it, but rather to get the women to work to increase production. Although they were a communist state, not every one—especially non Russians—wanted to be a part of the USSR. Revolts, such as Prague Spring in Czechoslovakia in 1968 were violently put down by Brezhnev as an attempt to weaken the power of communism. It was not until 1989 that people behind the Iron curtain got to experience Western life. Not only were the East Europeans blocked off from the Western social style, they also used communism as their economic style. With the collectivization of farmlands and complete government control of the economy—as it is dictated in Marxian doctrine—people of East Europe were very oppressed.

In the West, there were many contrasts to the 17<sup>th</sup> and 18<sup>th</sup> century and to their Eastern Neighbor. Westerners used Capitalism, the system created by Adam Smith in his book *The Wealth of Nations*. Capitalism allowed people to make a profit and didn't have government interference, ideas not shared with communism and mercantilism. Other economic theories, such as Thatcher's Supply Side Economics <sup>and various work unions</sup>, were also used. Western society exhibited a great deal of social freedom as well. After WWII, there were less class boundaries and

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5C

5A3

as the century went on, he disappeared even more, due to education. The state lost ~~lost~~ the social control of the State after WWII. New movements such as the Youth Culture movement - with the music of the Beatles - and the Second wave of feminism gave more rights to the people. For instance, the Revolto of 1968 in Paris gave students more power in the universities and shook the power of de Gaulle and his 5<sup>th</sup> republic. The 2<sup>nd</sup> wave of feminism, with ~~eminent~~ writers such as de Beauvoir and Friedmann, gave women more rights, such as equal work for equal pay and more options in ~~child~~ contraception. It is interesting to see how the government effected the 17<sup>th</sup> and 18<sup>th</sup> Century social and Eastern modern era social lives, where, I had the real power in the West.



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

5

5B1

"I am the state," said the Sun King Louis XIV of France. Before 1789, the year French Revolution erupted, the state was usually one or few persons ~~and~~ was under their will, and existed for their good. However, after WW II, ~~the~~ the social and economic roles of the state was to benefit the majority of people in the states.

A classic example of an absolutist state before 1789 would be France Louis XIV's grand-scaled palace in Versailles was possible because a millions of peasants and ~~burghers~~ bourgeois worked and payed tax. He wasn't interested in social welfare and how his people were doing economically. All the money France as a nation was making through Colbert's system of mercantilism went to the king's and few nobles' pockets. The state, or the king, took from the ~~peasants~~ people, but rarely gave back any. Instead, he formed a social structure that poor gets poorer. The state defined people as peasants, middle class, or nobles.

On the other hand, after WW II, state was ~~not~~ people. People still payed taxes, but it gave back when they were old and needed help, in name

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of social welfare service. England covers all ~~that~~ the medical insurance for all its citizens. Other leading European nations established similar forms of social security system. The state did not "define" people anymore. Unless one was in socialist, totalitarian ~~and~~ nation, he or she could pursue their goal or dreams. This was given by ~~many~~ constitutions of many nations, namely France. ~~The state and the~~ The people changed the laws to create a kind of society they wanted. Revolutions in Eastern Europe in 1980's show how badly people wanted such rights and practically all of Europe became such way.

~~One thing did not change though.~~ However, it hasn't changed that state combined and unified all people in the state. State in 17th and 18th centuries had relatively loosely unified group with some people forcefully joined to the state, when their land was annexed. In modern days, we see states with different people because of immigration. For greater economic and social condition, people immigrate to other nations. No longer, state is just where you happen to be born. It is where you want to be in many cases. Rising immigration rate in 1980's and 90's

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

5

5B3

show this case.

States in both before 1989 and after WWII grouped people under one name. Before 1989, it was rather forceful, and had less economic and social freedom for majority of the people. The state defined their economic and social conditions. But after WWII, it was people who formed state and make difference in its, and also their, social and economic situation.

Seventeenth and eighteenth century Europe's social and economic roles of the state are drastically different than those after WWII.

"I am the state." - Louis XIV of France. Absolutism of rulers was the dominant feature that scars the seventeenth and eighteenth centuries. Monarchists ran by divine right, not actual leadership skills. Many kings ran their countries into the ground, squandering money on pointless whims. George III of England levied taxes on his colonies in the spheres of influence in America just paying for his troops that did not need to be there.

Taxing of peasants, whom could not afford it led to an economy of poverty and debtors.

Jean-Baptiste Colbert under Louis XIV was a financial genius, but still could not rid Louis XIV of his debt because of his lavish, over-the-top tastes. In the seventeenth

century many of the rulers were still tied to the church, the English to the Church of England, and the Holy Roman Emperor to the Catholic Church and Pope.

With churches still in power connected to the state, they oppressed other religions, and religious groups sending the countries into economic turmoil. The Thirty Years War and its four ~~four~~ phases devastated Europe as the Catholics and Lutherans killed thousands. The Swedish leader, a Protestant, Gustav Adolphus was killed, and left Sweden broken into a corner by the Catholics. The 17<sup>th</sup> & 18<sup>th</sup> Centuries are riddled with religious turmoil. The war of the Three Henries in France, Henry of Navarre (Bourbon) eventually becoming king, as the French families battled for the throne. Corruption, that was what the 17<sup>th</sup> and 18<sup>th</sup> Centuries were.

After WWII most of Europe was left in economic prosperity, including Germany. Britain was ~~the~~ and still is under a constitutional government. None of the Europe's "Power Players" had a monarchy alone. Most had formed republics. After WWII Europe + other nations ~~became~~ were involved in the League of Nations, as well as the UN, in order to keep

5

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503

Economic prosperity in Europe.  
The state was no longer absolute, ~~and~~  
but, had the people elect their ruler.  
But after ~~wwi~~ the states had to ~~no~~ help  
clean up the economic devastation the war  
had caused, by sending money and  
aid to ~~trampled~~ countries in eastern  
Europe. ~~and~~ Now the people have a say  
in what laws will be passed to infringe  
upon them, the state no longer controls  
everything, ~~the state~~ the people do.

# AP<sup>®</sup> EUROPEAN HISTORY 2006 SCORING COMMENTARY

## Question 5

### Overview

This question tested students' ability to recognize the similarities and differences in economic and social roles between the state in Old Regime Europe and the postwar European welfare state. Students could approach this question through an examination of the social and economic functions performed (or expected to be performed) by national governments in both periods.

### Sample: 5A

**Score: 8**

This essay covers all parts of the question but contains minor errors in its discussion of post–World War II events by referring to laissez-faire economics and asserting that the states lost social control, and class barriers were eliminated. These minor errors prevented the essay from receiving the full 9 points.

### Sample: 5B

**Score: 4**

This essay covers the first half of the period adequately but barely mentions post–World War II social issues. Economic developments in postwar Europe are hinted at, but discussion is inadequate. The student thinly answers three-quarters of the question, thus qualifying the essay for a score of 4.

### Sample: 5C

**Score: 2**

This essay represents a low-scoring sample because the student mixes up the time periods and concentrates exclusively on political developments. A few simple points are made here, but there are numerous errors.