

Past-paper walk-through

20th-Century Feminism ■ 9.8

eXercise

Questions in this set

- 2025 Set 1 Q1
- 2024 Set 2 Q1

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 1

2025 Set 1 ■ Q1

It is presented here in a format optimized for teacher and student use in the classroom.

3 “After the [Russian] revolution of 1917, the Bolshevik regime became the first government in history to declare that women’s emancipation was one of its primary goals and to write it into law. Legislation ensuring equal pay for equal work was instantly [passed], and women’s right (if not their obligation) to work became central to Soviet notions of citizenship. Yet, after the first fifteen years of Soviet rule, it was evident that the Leninist ideal of freeing women...was still a distant utopia. In retrospect it was also evident that the Soviet Union’s commitment to women’s equal employment has never been purely ideological and has been based rather on pragmatic, demographic factors: rapid economic growth, labor shortages, and a frequent shortage of males. In the past decade [the 1980s], the average female worker, although she was slightly better educated than her male counterpart, earned only two-thirds as much as

Question 1

the average male.... Some forty percent of Soviet working women are employed in unskilled manual labor or low- skilled industrial work. The higher professions are equally unbalanced. About three-quarters of the schoolteachers but only about a third of the school principals are women. Some seventy percent of the doctors are women, but more than half the hospital administrators are men and [they] are in charge of formulating local health policy. The inequality is even more striking among engineers and skilled technical workers." Source: Francine du Plessix Gray, French-American journalist, *Soviet Women: Walking the Tightrope*, 1990

Respond to parts A, B, and C.

- (a)** Describe the main argument made by the author in the excerpt.
- (b)** Describe one piece of evidence used by the author in the excerpt to support her argument.

Question 1

(c) Explain how one historical development in the second half of the 1900s likely influenced the author's perspective.

Solution 1

(a)

Mark scheme

- Describe the main argument made by the author in the excerpt. (1 point) — accept any: Women's right and even obligation to work was one of the central notions of Soviet civic culture.; Soviet commitment to women's equality was based on pragmatic rather than ideological factors, including labor shortages due to rapid economic growth.; Despite the Soviet Union's stated commitment to equality, Soviet women did not often hold high positions and earned less than males in the same jobs.

Solution 1

(b)

Mark scheme

- Describe one piece of evidence used by the author in the excerpt to support her argument. (1 point) — accept any: In the 1980s the average female worker was better educated than a male but earned only two-thirds as much as the average male.; Forty percent of women in the workforce worked in unskilled or low-skilled jobs.; While most doctors in the USSR were women, more than half of the hospital administrators were men.

Solution 1

(c) Mark scheme

- Explain how one historical development in the second half of the 1900s likely influenced the author's perspective. (1 point) — accept any: Gorbachev's policy of glasnost made information about the Soviet Union more available to Western researchers because it opened up communications and access to the West that had been restricted before.; Feminist movements in the second half of the 1900s focused on achieving social equality for women which led to the development of new research on the status of women in Europe.; Women attained high political office in many Western countries but not in the Soviet Union which seemed to undermine Soviet claims to equality.

Question 1

2024 Set 2 ■ Q1

“The republican ideal of virtue was based on a notion of fraternity between men in which women were relegated to the realm of domesticity. Public virtue required virility, which required in turn the violent rejection of aristocratic degeneracy and any intrusion of the feminine into the public. . . . Through their rejection of [Marie Antoinette] and what she stood for, Republican men could reinforce their bonds to one another. . . . [Marie Antoinette] was perhaps also an object lesson for other women who might wish to exercise through popular sovereignty the kind of rule that the Queen had exercised through Royal prerogative. The Republican brothers who had overthrown the King and taken upon themselves his mantle did not want their sisters to follow their lead.” Lynn Hunt, American historian, article published in 1991

Using the excerpt, respond to parts a, b, and c.

Question 1

- (a)** Describe an argument the author makes in the excerpt about the French Revolution.
- (b)** Describe a development prior to the French Revolution that influenced the views on the role of women described in the excerpt.
- (c)** Describe a development of the late 1900s that may have influenced the author's perspective.

Solution 1

(a)

Mark scheme

- Describe an argument the author makes in the passage about the French Revolution. (1 point) — accept any: The French Revolution largely excluded women as it developed, particularly in its more radical phases.; The French Revolution emphasized masculinity and bonds between men.; Marie Antoinette became a stand-in for arguments for the exclusion of women from public life.; Marie Antoinette served as a lesson for women who sought political power.; French Revolutionary leaders reinforced notions of masculinity and virility.

Solution 1

(b) Mark scheme

- Describe a development prior to the French Revolution that influenced the view of women described in the passage. (1 point) — accept any: The arguments made by Rousseau, and others, for the exclusion of women from politics were similar to the attacks on Marie Antoinette.; The Renaissance emphasized that the concept of civic humanism applied only to men and denied a public sphere for women either in politics or the arts.; The Scientific Revolution asserted that differences in male and female physiology indicated that women had reduced intellectual abilities in comparison to men.; Religious values [Catholicism, Protestantism] reinforced traditional values about the proper social roles for men and women.; Suspicion about the involvement of women in the practice of witchcraft led men

Solution 1

to question the ability of women to perform effectively in positions of authority.; Enlightenment writings and the role of salons encouraging women to be active in exercising popular sovereignty.; Enlightenment print culture was mostly created by men and mostly read by men.

Solution 1

(c) Mark scheme

- Describe development in the late 1900s that may have influenced the author's perspective (1 point) — accept any: Women increasingly took high political office in Europe, such as Margaret Thatcher in Britain.; Feminism challenged accepted ideas of women's role in the home and in public life.; Economic changes affected women's roles in the workforce and in family life.; Social changes such as the introduction of birth control offered women greater control over their bodies and greater access into the professional world.; Gains in the early twentieth century such as suffrage paved the way for women to seek political office after the Second World War.; Movements for civil rights and gay rights of the late twentieth

Solution 1

century influenced feminist movements that challenged discrimination on the basis of gender.