

“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 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

1. 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.
- C. Explain how one historical development in the second half of the 1900s likely influenced the author’s perspective.

Fernando Brambila and Juan Gálvez, Spanish Artists, Engraving of Agustina de Aragón, a Woman of the Spanish City of Zaragoza During the Siege by One of Napoleon's Armies, 1808



The engraving was part of a series of illustrations of the siege of Zaragoza commissioned by the Spanish commander who led the successful defense of the city.

2. Respond to parts A, B, and C.

- A. Describe a likely intended purpose of the engraving.
- B. Describe a broader historical context for the events depicted in the engraving.
- C. Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe the main argument made by the author in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- 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.

B Describe one piece of evidence used by the author in the excerpt to support her argument. **1 point**

Examples of acceptable responses may include the following:

- 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.

C Explain how one historical development in the second half of the 1900s likely influenced the author's perspective. **1 point**

Examples of acceptable responses may include the following:

- 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.
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- 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.
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