

Past-paper walk-through

Second Wave Industrialization and Its Effects ■ 6.3

eXercise

Questions in this set

- 2025 Set 1 Q1
- 2023 Set 1 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

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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

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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.

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(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.

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“In 1658 Sir Edward Dering (1625–1684), gentleman, politician, and poet, spent his summer making and testing medicines in his home in [England]. Sometime in May of that year, he started a new section in his [journal] headed “physical practices” and began writing down a series of recipes for medicinal remedies and records of his own trials of these medicines. . . . Dering’s enthusiasm for recipes and recipe trials was not unusual. In fact, early modern English gentlemen and gentlewomen were gripped by recipe fever. They eagerly exchanged know-how and . . . diligently wrote down the treasured knowledge in notebooks of all shapes and sizes. The rich archive of surviving texts and the continual appearance of recipes in personal writings and in literary works attest to the importance of recipe collection and exchange as a social and cultural phenomenon in early modern England. Masters and mistresses of large households were expected to have basic knowledge of [natural remedies], cookery, and sugarcraft

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[the making and use of sugar]. Gentlemen and gentlewomen dedicated considerable time, manpower, and resources to all kinds of home-based health care. Not only was the household considered the first resource for dealing with many medical ailments, . . . [but] domestic space was one of the main sites for medical intervention and the promotion of health. Householders were quick to combine self-diagnosis and self-treatment with commercially available medical care, and many produced their own homemade medicines. Gathering, trying and testing medicines and, relatedly, foods were part of this set of activities to gather and construct knowledge about health and the body.” Source: Elaine Leong, historian, *Recipes and Everyday Knowledge: Medicine, Science, and the Household in Early Modern England*, 2017

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

(a) Describe an argument made in the excerpt.

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(b) Explain how the approach to knowledge described in the excerpt reflects developments of the 1500s and early 1600s.

(c) Explain one effect of the changes in European medicine during the late 1700s and 1800s.

Solution 1

(a)

Mark scheme

- Describe a likely audience of the declaration. (1 point) — accept any: A likely audience is government authorities, to whom he's explaining his reasons for refusing to sign the constitutional oath.; Another audience is his parishioners or other Catholics, explaining his refusal and the important relationship between the Church and the French nation.; He could be explaining to fellow members of the clergy who might be thinking of resisting the revolutionary government or giving in to it.

Solution 1

(b) Mark scheme

- Explain one way in which the declaration reflects a development during the French Revolution. (1 point) — accept any: The National Assembly was attacking the power and wealth of the Church in France because it owned land and collected tithes/taxes.; The Assembly tried to force clergy members to sign an oath of allegiance to France rather than the Church.; The Revolutionary government had nationalized Church land, making it far less powerful and more subservient to France than before.; The first phase of the French Revolution had begun, and its government was attempting to limit the power of the traditional elite, including the First Estate.; Enlightenment ideas held by revolutionaries emphasized the importance of a separation of church and state rather than obedience to

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traditional religious powers.; The Revolutionary government now paid clerical salaries, tying them to the state.

Solution 1

(c) Mark scheme

- Explain one effect of the changes in European medicine during the late 1700s and 1800s. (1 point) — accept any: Vaccine inoculation for smallpox significantly reduced the death rate from the disease.; Urban areas began to implement more public health measures, such as the creation of sewer systems and curbs on pollution.; Advances in medicine reduced the death rate for Europeans in tropical areas, enabling the vast expansion of European empires in Africa and Asia in the 1800s.; Medicine became a discipline in universities, resulting in qualified doctors and a hospital system, which became the usual way people received medical care.; Sterilization and sanitation, and later an understanding of germs and bacteria, resulted in far fewer deaths from infection and an increased life expectancy.