

## Section II

### Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is causation, though the document-based question on the exam may focus on other skills.

**Question 1:** Evaluate the extent to which communist movements affected women's struggle for rights in the twentieth century.

#### Document 1

Source: Alexandra Kollontai, Russian Communist revolutionary and member of the Bolshevik government, autobiography, Soviet Union, 1926.

In 1905, at the time the so-called first revolution in Russia broke out, after the famous Bloody Sunday, I had already acquired a reputation in the field of economic and social literature. And in those stirring times, when all energies were utilized in the storm of revolt, it turned out that I had become popular as an orator. Yet in that period I realized for the first time how little our Party concerned itself with the fate of the women of the working class and how meager was its interest in women's liberation. To be sure a very strong bourgeois women's movement was already in existence in Russia. But my Marxist outlook pointed out to me with overwhelming clarity that women's liberation could take place only as the result of a new social order and a different economic system. . . . I had above all set myself the task of winning over women workers in Russia to socialism and, at the same time, of working for the liberation of women, for her equality of rights.

#### Document 2

Source: Mariia Fedorovna Muratova, Soviet official in the Women's Department of the Bolshevik Central Committee, working in Soviet Uzbekistan, 1930.

It is incompatible for a member of the party to be in the party and Komsomol\* if his wife, sister, or mother is veiled [as was customary for Central Asian Muslim women]. It is necessary to demand of every Communist the fulfillment of this directive. And to that Communist who resists, who does not want to carry out this party directive, who wants to preserve the remnants of feudal relations and seclusion, to that Communist and Komsomol member we say: there is no place for you in the party and Komsomol.

\*Soviet organization for young people

## Document 3

Source: Communist North Vietnamese Constitution of 1960.

Article 24: Women in the Democratic Republic of Vietnam enjoy equal rights with men in all spheres of political, economic, cultural, social, and domestic life. For equal work, women enjoy equal pay with men. The state ensures that women workers and office employees have fully paid periods of leave before and after childbirth. The state protects the mother and child and ensures the development of maternity hospitals, day care centers, and kindergartens.

## Document 4

Source: Study published by the National Science Foundation, Washington, D.C., 1961.

PERCENTAGE OF WOMEN AMONG RESEARCH AND PROFESSIONAL PERSONNEL IN  
THE SOVIET UNION, 1947–1959

	1947	1950	1955	1959
Doctorate degree holders or doctoral candidates	29%	27%	27%	29%
Professors	5%	5%	6%	7%
Associate professors	14%	15%	17%	17%
Senior research associates	31%	30%	30%	29%
Junior research associates	48%	48%	52%	51%
All research and professional categories	35%	36%	36%	36%

## Document 5

Source: "Encourage Late Marriage, Plan for Birth, Work Hard for the New Age," propaganda poster for the Chinese Cultural Revolution, published by the Hubei Province Birth Control Group, Wuhan city, circa 1966–1976.



'Encourage Late Marriage, Plan for Birth, Work Hard for the New Age', published for the Wuchang Town Birth Control Group, Wuhan City, 1970s (colour litho), Chinese School, (20th century) / Private Collection / DaTo Images / Bridgeman Images

## Document 6

Source: Fidel Castro, president of Cuba, speech to Federation of Cuban Women, 1974.

In Cuba there remains a certain discrimination against women. It is very real, and the Revolution is fighting it. This discrimination even exists within the Cuban Communist Party, where we have only thirteen percent women, even though the women contribute a great deal to the Revolution and have sacrificed a great deal. They often have higher revolutionary qualifications than men do.

## Document 7

Source: Open letter circulated by anonymous women's group in Romania, addressed to Elena Ceausescu, wife of Romanian Communist dictator Nicolae Ceausescu, 1980. Published in French periodical in 1981.

Where is our agricultural produce, dear "First Lady of the country"? We would dearly love to know it, from yourself, in your capacity of communist woman, wife and mother, where is our foodstuff? Where on earth could one find cheese, margarine, butter, cooking oil, the meat which one needs to feed the folk of this country?

By now, you should know, Mrs. Ceausescu, that after so many exhausting hours of labor in factories and on building sites we are still expected to rush about like mad, hours on end, in search of food to give our husbands, children, and grandchildren something to eat.

You should know that we may find nothing to buy in the state-owned food shops, sometimes for days or weeks on end. And finally if one is lucky to find something, as we must stand in endless lines, which in the end stop all desire to eat and even to be alive! Sometimes we would even feel like dying, not being able to face the suffering, the utter misery and injustice that is perpetrated on this country.

\*First lady Elena Ceausescu was known for her lavish lifestyle.

## Scoring the Response

For the document-based question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the documents' point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.