

**GCE**

**History A**

Unit : Y217/01 Japan 1853 - 1937

Advanced GCE

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following had the greatest influence on Japan's emergence as a major power?</b></p> <p><b>(i) Industrial growth</b> <b>(ii) Naval development</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with industrial growth</b> answers might suggest that there were signs of pro-capitalism and proto-industry before 1868</p> <ul style="list-style-type: none"> <li>• Answers might suggest that the founding of Tokyo University (1877) speeded up industrialisation</li> <li>• Answers might suggest that the National Economics Association promoted industrialisation along Prussian lines</li> <li>• Answers might suggest the emergence of 'zaibatsu' helped promote Japan's status as a world power</li> <li>• Answers might suggest that the stupendous growth in coal and steel production after the mid-1880s raised Japan's world economic profile</li> <li>• Answers might suggest that entrepreneurs such as Shibusawa Eiichi were instrumental in stimulating industrialisation</li> </ul> <p><b>In dealing with naval development answers might suggest</b> that naval development was underway before 1868; Japan already had eight western style steam warships</p> <ul style="list-style-type: none"> <li>• Answers might suggest that the Japanese victory at the Battle of Hakodate (1869) showed how quickly the navy developed</li> <li>• Answers might suggest that the foundation of the Imperial Japanese Navy (1869) provided stimulus</li> </ul>	<p>10</p> <p>20</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

			<p>for rapid developments</p> <ul style="list-style-type: none"><li>• Answers might suggest that until the 1880s the 'new' navy was used mainly for coastal defence</li><li>• Answers might suggest that the Naval Expansion Bill (1882) gave indication that Japan intended to use naval power to improve its world status</li><li>• Answers might suggest that Japan's victories at the Battle of Yalu River (1894) and Tsushima Straits (1905) revealed how powerful the navy had become</li></ul>		
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1	(b)*	<p><b>‘Japan’s overseas expansion from 1868 to 1920 was dominated by the desire to control Korea.’ How far do you agree?</b></p> <p><b>In arguing the desire to control Korea dominated Japan’s overseas expansion,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that after the Meiji Restoration imperial rule over Korea was formalised through visits of diplomats to the Joseon court</li> <li>• <b>Answers might suggest</b> the importance of the Un’yo incident (1875)</li> <li>• <b>Answers might suggest</b> the Japan-Korea Treaty of Amity (1875)</li> <li>• <b>Answers might suggest</b> the Japanese policy of ‘colonize or be colonized’</li> <li>• <b>Answers might suggest</b> Japanese concern over Chinese and Russian interests in Korea</li> </ul> <p><b>In arguing that Korea was not the only concern driving overseas expansion</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Sino-Japanese War (1894-5) and the Russo-Japanese War (1904-5)</li> <li>• <b>Answers might consider</b> the use of the railway to consolidate holdings in East Asia (north-eastern China and Manchuria)</li> <li>• <b>Answers might consider</b> Japan’s involvement in the First World War</li> <li>• <b>Answers might consider</b> the ‘Twenty One Demands’ on China (1915)</li> <li>• <b>Answers might consider</b> reaction to the US ‘open door policy’</li> <li>• <b>Answers might consider</b> Japanese involvement in the negotiations for the Treaty of Versailles</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘dominated’, but at Level 4 may simply list influences on overseas expansion.</li> <li>• At Level 5 and above there will be judgement as to the relative degree of importance of the Korea factor.</li> <li>• At higher levels candidates might establish criteria against which to judge significance;</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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2	(a)	<p><b>Which of the following was the more important consequence of foreign intervention on Tokugawa Japan?</b></p> <p>(i) The unequal treaties of 1858 (ii) Civil war</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In dealing with the unequal treaties answers might suggest that</b> Article Six was most significant as it stated that US citizens living in entry ports would be subject to US, not Japanese, law</p> <ul style="list-style-type: none"> <li>• Answers might suggest that Article Six was also important as it stated that ‘Americans committing offences against Japanese shall be tried in Japanese Consular courts.’</li> <li>• Answers might suggest that the unequal treaties also imposed unfair trade tariffs</li> <li>• Answers might suggest that many Japanese people saw the treaties as a breach of sovereignty</li> <li>• Answers might suggest that the treaties led to the purging of imperial sympathizers</li> <li>• Answers might suggest that the treaties caused a Samurai backlash as in the Sakuradamon incident.</li> </ul> <p><b>In dealing with civil war answers might suggest that it</b> emerged from the unequal treaties</p> <ul style="list-style-type: none"> <li>• Answers might suggest that the war got underway as the <i>bakafu</i> struggled to deal with Samurai acts of violence</li> <li>• Answers might suggest that the Shungaku reforms were unsuccessful in resolving internal conflict</li> <li>• Answers might suggest that British intervention after the Samurai assassination of Charles Richardson added to internal instability</li> <li>• Answers might suggest that Matsudaira Yorinori’s defection from the <i>bakafu</i> was pivotal</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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			<ul style="list-style-type: none"><li>• Answers might suggest that the involvement of the Choshu domain signalled the end of the Tokugawa</li></ul>		
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2	(b)*	<p><b>To what extent did nationalism hinder the modernisation of Japan from 1868 to 1912?</b></p> <p><b>In arguing that nationalism hindered the modernisation of Japan,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that the Meiji ‘restoration’ was really a ‘renovation’ of imperialism and Japanese nationalism</li> <li>• <b>Answers might suggest</b> the Triple Intervention after the Sino-Japanese War led to Japanese reformers and politicians becoming disillusioned with the West</li> <li>• <b>Answers might suggest</b> second-generation Meiji demanded a return to traditional Eastern values</li> <li>• <b>Answers might suggest</b> the Meiji Constitution (1889) and Imperial Rescript on Education (1890) showed the influence of nationalism</li> <li>• <b>Answers might suggest</b> the Meiji’s <i>volte-face</i> on the Popular Rights Movement and the status attributed to women</li> </ul> <p><b>In arguing that nationalism did not hinder modernisation,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that the Iwakura mission of 1871-3 was crucial to the utilization of ‘modern’ Western culture and ideas early on</li> <li>• <b>Answers might suggest</b> the elimination of the domain registers</li> <li>• <b>Answers might suggest</b> centralized control of the military, police and judicial system</li> <li>• <b>Answers might suggest</b> rapid industrialization (and links to electrification)</li> <li>• <b>Answers might suggest</b> legal and penal reforms</li> <li>• <b>Answers might suggest</b> improvements in medicine and health care</li> <li>• <b>Answers might suggest</b> continental expansion</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘to what extent’, but at Level 4 may simply list influences on modernisation.</li> <li>• At Level 5 and above there will be judgement as to the relative degree of importance of nationalism.</li> <li>• At higher levels candidates might establish criteria against which to judge significance</li> <li>• To be valid judgements, claims must be supported by relevant and accurate facts. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
2. <b>Level 6</b> 9–10 marks	3. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
4. <b>Level 5</b> 7–8 marks	5. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
6. <b>Level 4</b> 5–6 marks	7. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
8. <b>Level 3</b> 3–4 marks	9. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
10. <b>Level 2</b> 2 marks	11. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
12. <b>Level 1</b> 1 mark	13. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
14. 0 marks	15. Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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