

GCE

History A

Unit **Y247/01**: Japan 1853–1937

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2016

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

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>Assess the impact of foreign intrusion on Togukawa Japan from 1853 to 1868</p> <p>In arguing that foreign intrusion on Togukawa Japan had a significant impact</p> <ul style="list-style-type: none"> • Answers might emphasise the role of Commodore Matthew Perry's expedition of 1853 • Answers might consider how Bakufu leaders sought advice from different sections of Japanese society (including, for the first time, the imperial court) about how to respond to U.S. demands • Answers might look at the nature of the advice obtained (most focused on a demand for the continuation of seclusionism) • Attention may also be given to the signing of the Kangawa Treaty (1854) • Answers may focus on the signing of other treaties with England, France, Russia and the Netherlands <p>Answers might also consider the varied nature of impacts</p> <ul style="list-style-type: none"> • Attention might be given to the 'mission' of Townsend Harris in 1856 and the resultant Treaty of Amity and Commerce (1858) • Answers may consider how the signing of the 'unequal treaties' led to a rise in nationalism (sonno and jui) • Answers may discuss how new leaders of protest movements emerged and were 'martyred' (for example, Yoshida Shoin) 	30	<ul style="list-style-type: none"> • No set answer is expected • At level 5 there will be judgement as to the impact • At Level 5 answers might establish criteria against which to judge the impact. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> Answers may assess the importance of the union between the imperial court and the military and the drift to civil war (resulting from disputes over how to deal with foreign intrusion). 		
2*	<p>‘The most important reason for Japanese overseas expansion from 1868 to 1920 was the need to develop trade.’ How far do you agree?</p> <p>In arguing that the development of trade was the most important reason</p> <ul style="list-style-type: none"> Answers might refer to commercial ambitions in Korea which were established through the Japan – Korea Treaty of Amity of 1876 Answers might discuss how the Sino-Japanese War (1894-95) was fought partly as a result of Japan’s desire to protect commercial interests in Korea Answers might consider how Japan’s conflict with Russia in 1904-5 was also partly due to a desire to protect commercial interests in Korea Answers might discuss Japan’s increasing influence in Manchuria and the importance of the acquisition of the South Manchurian Railway to trade developments with China Answers might focus on how Japan took advantage of the First World War to increase the value of trade with China (591 million yen in 1914 to 2 billion yen in 1920) <p>In arguing that there were other reasons that were equally or even more significant</p> <ul style="list-style-type: none"> Answers might consider that the annexation of the Ryukyu Islands (1871) and greater control over Hokkaido (1872 onwards) was done to extend Confucian ‘benevolent rule’ (‘civilization’) 	30	<ul style="list-style-type: none"> No set answer is expected At level 5 there will be judgement as to the relative importance of the reasons At Level 5 answers might establish criteria against which to judge the relative importance of the reasons. To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might focus on how Japanese expansion in Korea was also based on the idea to ‘colonize or be colonized’ • Answers might consider how Japanese involvement in the Russo-Japanese War was also about Japan wanting to show how it was the match of a major European power • Answers might discuss the politically, economically and strategically motivated ‘Twenty-one Demands’ on China (1915) • Answers might consider Japanese demands during the 1919 negotiations for the Treaty of Versailles (influenced by the idea of ‘racial equality’) 		
3	<p>Read the interpretation and then answer the question that follows:</p> <p>‘With powerful policies and philosophies guiding them, Meiji reformers reinvented Japan in the late nineteenth and early twentieth centuries.</p> <p>Brett L. Walker, <i>A Concise History of Japan</i>, 2015</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied</p> <p>The historical debate centres around the extent to which Meiji reformers created a ‘new’, Westernized Japan</p> <p>In analysing and evaluating the strengths and limitations of the interpretation answers might consider</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • the inference that the Meiji were not totally responsible for the changes that occurred in Japan ('reinvented') • the use of the word 'reinvented' suggests that there was some continuation of traditional values in modern Meiji Japan • that the interpretation takes a short- and long-term view of Meiji achievements • policy and ideology as instigators of change <p>In analysing and evaluating the strengths of the given interpretation answers might use knowledge and understanding of</p> <ul style="list-style-type: none"> • the reaction to the Popular Rights Movement • Meiji's 'second wave' of reformers • the Law on Associations and Meetings (1890) • proto-industrialisation and proto-capitalism linked to rapid economic growth from the 1880s onwards • 'electrification' of the economy <p>In analysing and evaluating the limitations of the given interpretation might use knowledge and understanding of</p> <ul style="list-style-type: none"> • reforms that completely detached Japan from the past such as elimination of domain registers, the centralization of the police and the introduction of 'blood tax' • 'social re-engineering' through the Household Registration Law (1871) • the Meiji Constitution (1889) • the import of Western ideas and institutions in general • contextual factors especially given the 'restoration of imperial rule' the uncertainty over how this would sit in the modern world, the end of Samurai 		<p>level 4 the supported evaluation of both, in line with levels descriptors.</p> <ul style="list-style-type: none"> • Candidates are not required to construct their own interpretation.

Question	Answer/Indicative content	Mark	Guidance
	<p>heredity, the influence of Western intellectuals (such as John Stuart Mill) on Meiji leaders and scholars, the influence, in general, of Western 'progress', the importance of tradition in Japan</p> <p>Answers might highlight the importance of the Fukuzawa mission and the role of the Meiji Six Society</p> <p>Answers might make the point that the philosophical debate over the importance of Neo-Confucian views was as (if not more) important as economic, social and political policy making</p> <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • those that stress the Meiji 'restoration' was only a 'renovation' (i.e. when Japan became one of the 'enlightened' nations of the world) • those that focus on the end of feudalism in Japan • those that stress the role of the Meiji 'second wave' of supporters (and, hence, continuity with the past) • those that consider how Japan's economy was already rapidly expanding before the Meiji era • those that focus on the Meiji Constitution, changes in the Japanese legal system, the concept of 'Oriental Barbarism' and links to the 'unequal treaties' • those that emphasise how Japan, 'less than a half century later, became a world economic and military power', still with traditional values intact. 		

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>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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.
Level 4 19–24 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.
Level 3 13–18 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.
Level 2 7–12 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.
Level 1 1–6 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.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

