



**GCE**

**History A**

**Y217/01: Japan 1853-1937**

Advanced GCE

**Mark Scheme for June 2019**

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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.

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1. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1a	<p><b>Which of the following was of greater importance in the fall of the Shogunate? (i) The arrival of the US force under Perry in 1853. (ii) Civil war? Explain your answer with reference to (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) was of greater importance</b>, answers may refer to the opening of ports to the US and then other foreign traders by the Shogunate, which made it unpopular.</li> <li>• Answers may refer to the privileges which foreigners obtained from the Shogunate and the resulting loss of control of tariffs.</li> <li>• Answers may refer to the way Japan was humiliated in the enforcement of these measures, which aroused national feeling and led to the downfall of the Shogunate.</li> <li>• <b>In arguing that (ii) was of greater importance, answers</b> could refer to the warfare in 1866.</li> <li>• Answers could argue that the failure of the Shogunate to defeat its enemies in war and its retreat down the length of Japan showed its inability to control the realm.</li> <li>• Answers could consider the impact of the occupation of Kyoto by Satsuma and Chôshû.</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>

b*	<p><b>How far was the growth of nationalism in Japan the result of the impact of the Great Depression?</b></p> <p><b>In arguing that the Great Depression was important:</b></p> <ul style="list-style-type: none"> <li>• Answers may refer to the slump in the value of the yen.</li> <li>• Answers may argue that the growth of unemployment made the Japanese more inclined to support nationalist ideas.</li> <li>• Answer may argue that the rural communities were worst affected and they gave support to the nationalist military.</li> <li>• Answers may argue that economic needs drove expansionism which was a result of nationalism.</li> </ul> <p><b>In arguing that the Great Depression was less important:</b></p> <ul style="list-style-type: none"> <li>• Answers may argue that nationalism was on the rise before 1929.</li> <li>• Answers may argue that resentment of western influences in Japan fuelled the growth of nationalism.</li> <li>• Answers may argue that the revering of the Emperor Hirohito was an important factor in the growth of nationalism.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how far' but at Level 4 may simply list the reasons for the growth of nationalism.</li> <li>• At Level 5 there will be judgement as to the relative importance.</li> <li>• At higher levels candidates might establish criteria against which to judge the degree of importance.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, 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 the descriptions in the levels mark scheme.</li> </ul>
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<p>2a</p>	<p><b>Which of the following was of greater importance in the westernisation of Japan 1868-1912? (i) The growth of large businesses. (ii) Educational change. Explain your answer with reference to (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) was more important, answers might refer</b> to the growth of large organisations like Mitsubishi and the Osaka Spinning Mills.</li> <li>• Answers might argue that the success of big businesses removed the stigma about money-making which had been prevalent in Japanese society.</li> <li>• Answers might argue that strong relationships developed between the government and big business as in western countries.</li> <li>• <b>In arguing that (ii) was more important, answers might refer to</b> the use of western texts in translation in Japanese schools, aided by the relatively high literacy rates and focus on universal education.</li> <li>• Answers might argue that ideas about equality and individual rights were spreading</li> <li>• Answers might argue western ideas like self-help and the survival of the fittest, which chimed in with some Japanese thought, were becoming popular.</li> </ul>	<p>10</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>2b*</p>	<p><b>How successful was Japanese overseas expansion 1868-1920?</b></p> <p><b>In arguing that the expansion was successful:</b></p> <ul style="list-style-type: none"> <li>• Answers could argue that in the Sino-Japanese war China was defeated and Japan's position in Korea was confirmed along with other gains.</li> <li>• Answers could argue that the victory against Russia allowed Japan to acquire Korea later and to gain Port Arthur and the southern part of Sakhalin.</li> </ul>		<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'successful' but at Level 4 may simply list examples of expansion.</li> <li>• At Level 5 there will be judgement as to the relative significance of results.</li> <li>• At higher levels candidates might establish criteria</li> </ul>

	<ul style="list-style-type: none"><li>• Answers could argue that the role of Japan in WWI led to further gains and to consolidation of the position in Manchuria</li><li>• Answers might consider that Japan became a member of the League of Nations with a permanent seat on the Council.</li><li>• <b>In arguing that the expansion was not successful:</b></li><li>• Answers could argue that the cost of the military was considerable and, though China paid a large cash indemnity, Russia did not.</li><li>• Answers could argue that the Russo-Japanese War involved heavy casualties.</li><li>• Answers could suggest that Japan was not given all she wanted at the Treaty of Versailles.</li><li>• Answers could argue that the Triple Intervention and the failure of the racial equality clause showed that Japan was still seen as inferior by western powers.</li></ul>		<p>against which to judge the success.</p> <ul style="list-style-type: none"><li>• To be valid judgements, claims must be supported by accurate and relevant material, 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 the descriptions in the levels mark scheme.</li></ul>
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APPENDIX 1 – this contains a generic mark scheme grid

	<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(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	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.
<b>Level 5</b> 7–8 marks	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.
<b>Level 4</b> 5–6 marks	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.
<b>Level 3</b> 3–4 marks	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.
<b>Level 2</b> 2 marks	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.
<b>Level 1</b> 1 mark	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.
0 marks	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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