

## **GCE**

### **History A**

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

Advanced GCE

### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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. Annotations

| Annotation  | Meaning of annotation  |
|---|--|
| <b>BP</b>   | Blank Page   |
|   | Highlight  |
| Off-page comment  |  |
| <b>A</b>  | Assertion  |
| <b>AN</b>   | Analysis   |
| <b>EVAL</b>   | Evaluation   |
| <b>EXP</b>  | Explanation  |
| <b>F</b>  | Factor   |
| <b>ILL</b>  | Illustrates/Describes  |
| <b>IRRL</b>   | Irrelevant, a significant amount of material that does not answer the question |
| <b>J</b>  | Judgement  |
| <b>KU</b>   | Knowledge and understanding  |
| <b>P</b>  | Provenance   |
| <b>SC</b>   | Simple comment   |
|  | Unclear  |
| <b>V</b>  | View   |

## 2. Subject Specific Marking Instructions

### How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

### Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

| Question |     | Answer  | Mark | Guidance  |
|----------|-----|---|------|---|
| 1        | (a) | <p><b>Which of the following contributed more to the instability of Japan between 1853 and 1868? (i) social tensions (ii) The unequal treaties? 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 tensions between the samurai and the emerging merchant class.</li> <li>• Answers may refer to the rapid population growth which was not accompanied by economic expansion and so led to tension.</li> <li>• Answers may refer to the hierarchical nature of Japanese society and the difficulties facing those who wished to rise in society.</li> <li>• <b>In arguing that (ii) was of greater importance, answers</b> could refer to the humiliation felt by the Japanese over the treaties.</li> <li>• Answers could argue that the attacks by nationalist groups on foreign shipping and nationals led to instability as reprisals followed.</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> |

|   |      |   |    |  |
|---|------|---|----|--|
| 1 | (b)* | <ul style="list-style-type: none"> <li>Answers could consider the impact of the inability of the shogunate to resist the making of the treaties, which undermined its credibility.</li> </ul> <p><b>How important was the Sino-Japanese war in the expansion of Japan to 1920?</b></p> <ul style="list-style-type: none"> <li><b>In arguing that the Sino-Japanese war was important:</b></li> <li>Answers may refer to the proven superiority of Japanese forces.</li> <li>Answers may argue that the strength of Japanese naval tactics provided a clear foundation for expansion.</li> <li>Answer may argue that the seizure of Port Arthur gave the Japanese a vital base from which to expand.</li> <li>Answers may argue that the Treaty of Shimonoseki gave Japan huge advantages such as control of Korea.</li> <li><b>In arguing that other factors important:</b></li> <li>Answers may refer to revisions in the unequal treaties.</li> <li>Answers may argue that the Russo-Japanese war contributed more to expansion.</li> <li>Answers may argue that the establishment of full control over Korea was a watershed.</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 important' but at Level 4 may simply list the factors leading to expansion</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> |
| 2 | (a)  | <p><b>Which of the following had the greater role in the growth of nationalism between 1920 and 1937? (i) the accession of Hirohito. (ii) The Manchuria incident. 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 to the influence of the military and nationalists in Hirohito's upbringing.</b></li> <li>Answers might argue that Hirohito was viewed as a god which spurred nationalists on.</li> <li>Answers might argue that the accession coincided with economic problems blamed on western influences, which it was hoped Hirohito would combat.</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>  |

|   |      |   |    |  |
|---|------|---|----|--|
| 2 | (b)* | <ul style="list-style-type: none"> <li>• <b>In arguing that (ii) was more important, answers might refer to the power of the Kwantung army in Manchuria.</b></li> <li>• Answers might argue that the silence of Hirohito in response to the incident led the public to think he supported it and so increased nationalist feeling.</li> <li>• Answers might argue that the outcome of the incident meant the power of the military, largely nationalistic, grew even greater.</li> </ul> <p><b>How far was the emergence of Japan as a major power in the years from 1868 to 1912 the result of economic factors?</b></p> <p><b>In arguing that economic factors were important:</b></p> <ul style="list-style-type: none"> <li>• Answers could argue that the establishment of a central system of taxation meant public works could be financed.</li> <li>• Answers could argue that the possession of a large work force helped the Japanese economy to expand and so Japan became a major power.</li> <li>• Answers could argue that the establishing of a central bank led to a stable financial system which helped Japan to emerge.</li> <li>• Answers might consider that the manufacture of textiles made Japan very prosperous.</li> <li>• <b>In arguing that other factors were the cause:</b></li> <li>• Answers could argue that the abolition of the class system paved the way for Japan to become a major power.</li> <li>• Answers could argue that the new constitution made Japan more democratic and a stronger power.</li> <li>• Answers could suggest that educational advances made a contribution.</li> <li>• Answers could argue that the adoption of more western ways made Japan look like a major power.</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 examples of the emerging power of Japan.</li> <li>• At Level 5 there will be judgement as to the relative significance of factors.</li> <li>• At higher levels candidates might establish criteria against which to judge the 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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