

GCE

History A

Unit : Y217/01 Japan 1853 - 1937

Advanced GCE

Mark Scheme for June 2018

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

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

Here are the subject specific instructions for this question paper

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

Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following had the greatest influence on the growth of nationalism in Japan from 1920 to 1937?</p> <p>(i) Ikki Kita (ii) The accession of Hirohito</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Kita Ikki answers might suggest that his socialist views informed his theory regarding Japan's 'national essence' • Answers might suggest that Kita's articles were so provocative that he was always under police investigation • Answers might suggest that Kita's publication of 'Plan for the Reorganization of Japan' was widely read • Answers might suggest that Kita was especially influential in the 1930s after he had fully developed his 'ultranationalist, anti-democratic and anti-party voice' • Answers might suggest Kita was the intellectual figurehead of the 'Two Twenty Six Incident' (1936); this cost him his life • In dealing with the accession of Hirohito answers might suggest that the new emperor, when taking his position (1926), immediately went about restoring stability • Answers might suggest Hirohito was successful in dealing with the financial crisis of the late 1920s and early 1930s thus restoring national unity • Answers might suggest that Hirohito did well to challenge the authority of the Imperial Army and Imperial Navy 	10	<p>No set answer is expected</p> <ul style="list-style-type: none"> • Judgement must be supported by relevant and accurate material. • Only credit material relevant to 'the growth of nationalism in Japan from 1920 to 1937' • Answers may deal with each factor in turn, and then compare them to reach a judgement, or make a continually comparative approach. Either approach is acceptable. • 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 suggest that Hirohito's handling of the attempted coup of 1936 was pivotal in the development of Japanese nationalism • Answers might suggest that Hirohito's promotion of the occupation of Chinese territory after the Mukden incident (1931) fuelled nationalism 		
(b)*	<p>'From 1868 to 1912 Japanese industrialisation was dependent on coal mining.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing Japanese industrialisation was dependent on coal mining, answers might suggest that the increase in coal production across the period was phenomenal (208,000 tons in 1874; 31 million tons in 1919) • The connection between coal extraction and power sources especially steam • The connection between coal use and other industries especially iron and steel production • The stimulus given to improve transport as a result of the growth of coal mining • The quality of Japanese coal (bituminous and anthracite) especially at the Hojo mine • Disruption caused to production by accidents • In arguing that coal mining was not the only factor that influenced industrialisation answers might consider the importance of metal production especially copper, iron and steel • The development of the Japanese textile industry • The priority given to the teaching of political economy in universities • The government handover of state controlled industries to private companies such as Mitsui and Mitsubishi (1880s onwards) • The building of model factories under the guidance 	20	<p>No set answer is expected.</p> <ul style="list-style-type: none"> • At higher levels candidates will focus on 'dependent', but at Level 4 may simply list influences on industrialisation • At Level 5 and above there will be judgement as to the relative degree of importance of coal mining. • At higher levels candidates might establish criteria against which to judge significance; this might include the link between mining and other industries and contributions to trade • To be valid judgements, claims must be supported by relevant and accurate facts. 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
		<p>of foreign advisers</p> <ul style="list-style-type: none"> • Shibusawa Eiichi's electrification programme 		
2	(a)	<p>Which of the following wars had more influence on Japanese overseas expansion from 1868 to 1920?</p> <p>(i) The Sino-Japanese War (1894-95) (ii) The Russo-Japanese War (1904-05)</p> <p>Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In dealing with the Sino-Japanese War (1894-95) answers might suggest that it highlighted Japan's interest in controlling Korea and East Asia as a whole • Answers might suggest that Japan's Imperial Army easily defeated the Chinese, giving indication that further expansion would be easy • Answers might suggest that the Treaty of Shimonoseki (1895) saw Japan gain important territory (Liaodong Peninsula, Taiwan and Penghu Islands) • Answers might suggest that the granting of reparations to Japan encouraged further expansion • Answers might suggest that the signing of a commercial treaty with China gave Japan access to the Yangtze River and stimulated trade • Answers might suggest that the Triple Intervention watered down gains made from the war but strengthened nationalism and the desire for further territorial expansion • In dealing with the Russo-Japanese War (1904-05) answers might suggest that it highlighted 	10	<p>No set answer is expected</p> <ul style="list-style-type: none"> • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the 'influence on Japanese overseas expansion.' • Answers may deal with each factor in turn, and then compare them to reach a judgement, or make a continually comparative approach. Either approach is acceptable. • 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
	<p>Japan's confidence in taking on an empire much larger than itself</p> <ul style="list-style-type: none"> • Answers might suggest that the war revealed how strong the Japanese Army and Navy had become • Answers might suggest that the Treaty of Portsmouth (1905) was important as Russia was forced to give up its lease of the South Manchurian Railway to Japan • Answers might suggest that the railway was a 'linchpin' that enabled Japan to expand into north-eastern China and Manchuria • Answers might suggest that although the Japanese victory was dramatic it came at a high cost (c.70, 000 soldiers) • Answers might suggest that right wing nationalists such as Kono Hironaka saw the Treaty of Portsmouth as a humiliating compromise 		
(b)*	<p>'The greatest challenge facing Tokugawa Japan from 1853 to 1868 was peasant unrest.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that peasant unrest was the greatest challenge faced by the Tokugawa regime answers might suggest that the problem had built up over a long period (the early modern period witnessed 2, 809 separate peasant rebellions) • Peasant unrest took many forms: direct petition, collective action, 'smash and break' and 'world renewal' • The Shindatsu revolt (1866) was a typical 'smash and break' form of protest • The Aizu revolt (1868) was a serious threat to the homes of the wealthy • The 'world renewal' revolts of the mid to late 1860s 	20	<p>No set answer is expected.</p> <ul style="list-style-type: none"> • At higher levels candidates will focus on 'greatest challenge', but at Level 4 may simply list challenges • At Level 5 and above there will be judgement as to the relative degree of importance of nationalism. • At higher levels candidates might establish criteria against which to judge 'greatest challenge'; this might include the economic, social, political and cultural nature of challenge. • To be valid judgements, claims must be supported by relevant and accurate facts. 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
	<p>had a revolutionary flavour</p> <ul style="list-style-type: none"> • In arguing that the Tokugawa faced other, possibly more serious threats, answers might suggest that Commodore Perry's expedition of 1853 needs consideration • The 'expel the barbarians' campaign • The Harris Treaty (1858) with the US • The 'open country' strategy and the role of Ii Naosuke • Samurai rebellion and assassinations of key figures • The challenge from the Satsuma and Choshu domains 		

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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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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