

## **GCE**

### **History A**

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

Advanced GCE

### **2021 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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**Annotations**

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
	Provenance
	Simple comment
	Unclear
	View

## Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		<p><b>Which of the following had the greater impact in post-war Japan during the period from 1920 to 1937? (i) Electoral reform (ii) Social change. Explain your answer with reference to both (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 giving of the vote to men over 25, which was a fourfold increase.</li> <li>• Answers may refer to the effect the new electors had in the 1928 election.</li> <li>• Answers may refer to the way the political parties developed, with leaders drawn from skilled administrators.</li> <li>• <b>In arguing that (ii) was of greater importance, answers</b> could refer to social discontent leading to a growth in socialist ideas.</li> <li>• Answers could argue that women were able to play a larger role in society.</li> <li>• Answers could consider the growth of urban culture, with a range of entertainments and the publication of many works for an increasingly literate population.</li> <li>• Answers could consider the clash between traditional and western values.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</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>

1	(b)*	<p><b>How important were internal changes in increasing resistance to the Shogunate?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that internal changes were important :</b></li> <li>• Answers may refer to the growth of a merchant class who resented the Shogunate.</li> <li>• Answers may argue that the Samurai, who supported the Shogunate were seen as increasingly redundant.</li> <li>• Answer may argue that the Shogunate was viewed as being too dependent on Chinese influence and so there was more promotion of Shinto and the power of the emperor which challenged the Shogunate.</li> <li>• Answers may argue that the promotion of Confucianism improved educational levels and also led to criticism of the Shogunate.</li> <li>• <b>In arguing that other factors were more important:</b></li> <li>• Answers may argue that the return of the western powers was crucial as they demanded more and more trading rights.</li> <li>• Answers may argue that the treaties were seen as humiliating for Japan and so increased opposition.</li> <li>• Answers may argue that the apparent inability of the Shogunate to defend Japan meant it was failing in its prime task.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <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 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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2	(a)	<p><b>Which of the following was more important in the emergence of Japan as a major power? (i) Ending the power of the Samurai. (ii) The 1889 Constitution. Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) was more important, answers might refer to</b> the view that the ending of Samurai power was a severe blow to the old class system.</li> <li>• Answers might argue that the gradual removal of stipends for the Samurai had a financial benefit.</li> <li>• Answers might argue that the victory of the new conscripted army over the Samurai Satsuma rebellion in 1877 showed the power of the new government.</li> <li>• <b>In arguing that (ii) was more important, answers might refer to</b> the Constitution exemplified the long history of reverence for the emperor and so gave the government legitimacy.</li> <li>• Answers might argue that the setting up of a bi-cameral Diet, even with a small electorate, was a clear move to a fairer system, as seen in western governments.</li> <li>• Answers might argue that guaranteeing free speech and freedom of religion showed Japan was moving forward.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</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>
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2	(b)*	<p><b>‘Japan benefited from participation in the First World War.’ How far do you agree?</b></p> <p><b>In arguing that the Japan benefited:</b></p> <ul style="list-style-type: none"> <li>• Answers could argue that the army consolidated its position in Manchuria and occupied German territories in East Asia, while the navy took possession of German island colonies.</li> <li>• Answers could argue that the role of Japan led to the country being represented at Versailles and to be given a seat on the Council of the League of Nations, boosting prestige.</li> <li>• Answers could argue that Japan was able to show its strength with a large contribution to the force sent to try to defeat the Russian Revolution.</li> <li>• Answers might consider that Japan acted in alliance with major powers and so could be seen as an equal.</li> <li>• <b>In arguing that Japan did not benefit:</b></li> <li>• Answers could argue that the non-inclusion of a racial equality clause in the League Covenant showed the western powers still saw Japan as inferior, leading to protests at home.</li> <li>• Answers could argue that the Washington Treaties, a result of the War, were not beneficial to the Japanese navy.</li> <li>• Answers could suggest that Japan was resentful of US immigration policy after WWI.</li> <li>• Answers could argue that Japan was viewed with suspicion by the US especially after the 21 Demands.</li> </ul>	20	<p>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.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <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 impact of WWI.</li> <li>• At Level 5 there will be judgement as to the relative benefit.</li> <li>• At higher levels candidates might establish criteria against which to judge benefit.</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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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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