Exercise walk-through

4.3

HL Paper 3: comparing Japan and China, and the Paper 3 essay

International Baccalaureate · IB Diploma · History · HL

Regional depth: the HL option

- explain what Paper 3 asks for and what "depth" means in a regional essay;
- use **historiography**: name a **historian** or school, state the view and judge it with evidence;
- know the four regions and their commonly taught sections;
- explain why Japan and China responded so differently to Western pressure, 1853–1912.

Worked depth: Japan and China, 1860–1912

- **The "impact–response" model.** John K. Fairbank and others in the 1950s and 1960s saw China's history after 1840 mainly as a response to the Western impact. China responded slowly because its traditional institutions and ideas resisted change; Japan responded fast.
- **The China-centred approach.** Paul Cohen (*Discovering History in China*, 1984) argued that this model made China passive. Many changes came from inside China (population growth, local reformers, the provinces) and were not just reactions to the West.

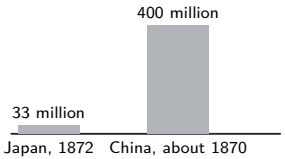
Sources for this lesson

- International Baccalaureate, *History guide* (first assessment 2017), Paper 3 and the Asia and Oceania option.
- J. K. Fairbank and S. Y. Teng, *China's Response to the West* (1954).
- P. A. Cohen, *Discovering History in China* (1984).
- M. B. Jansen, *The Making of Modern Japan* (2000); J. Spence, *The Search for Modern China* (3rd edition, 2013).

Exercises 2.1·2.2

2.1 State **two** differences between the leadership of Meiji Japan and late Qing China. [2]

2.2 Japan had about 33 million people in 1872 and China about 400 million. Calculate how many times larger China's population was, and explain **one** way size made reform harder in China. [3]



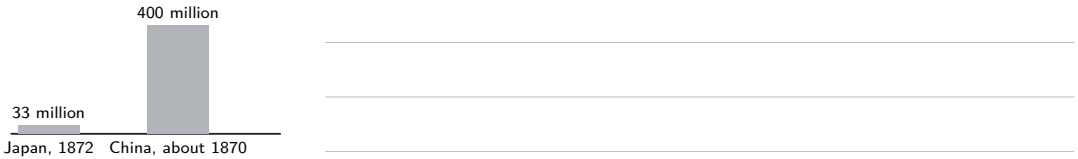
Exercises 2.1·2.2

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2.1

any two: Japan's reformers controlled the central government, while China's power was divided between the court and regional officials; Japan's leaders were young and committed to change, while Cixi and conservatives blocked deep reform; the Meiji emperor was a symbol of unity; the Manchu dynasty was seen by many Han as foreign

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2.2

$400 \div 33 \approx$ **12** times; a huge empire was harder to control from the centre, so reforms depended on regional officials; it needed far more money and officials to build schools, railways and an army across the country

Exercise 2.3

2.3 Write **one** comparative paragraph on the role of education in Japan and China, 1860–1912. [4]

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clear comparative point; Japan: national schools from 1872, high literacy, students sent abroad; China: the Confucian exam system kept until 1905; new schools and students abroad (many in Japan) only after 1901; linking words and a judgement, e.g. Japan's earlier reform gave it a skilled workforce a generation sooner

Exercise 2.4

2.4 You have 50 minutes for a Paper 3 essay. Make a **plan** for: "Compare and contrast the responses of Japan and China to Western pressure, 1853–1895." Include a thesis, three comparative points with evidence and a conclusion. [6]

Exercise 2.4

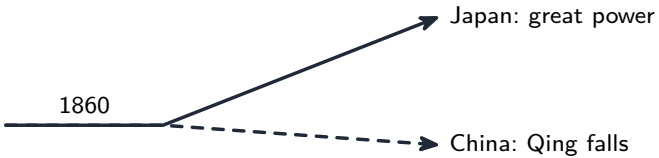
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thesis that answers the question directly; three points, each with precise evidence (dates, names, numbers); a counter-argument with evidence; a judgement that weighs the factors. Example: thesis: both states tried to adopt Western technology, but Japan changed its political institutions and China did not, so only Japan resisted Western pressure by 1895; points: leadership (Meiji oligarchs vs Cixi and regional officials); military reform (national conscript army 1873 vs regional armies and the Beiyang fleet); ideas (Iwakura Mission and constitution vs "Chinese learning as the base"); counter: both kept authoritarian rule; China also built arsenals and shipyards; judgement: the 1894–95 war shows Japan's reforms went deeper

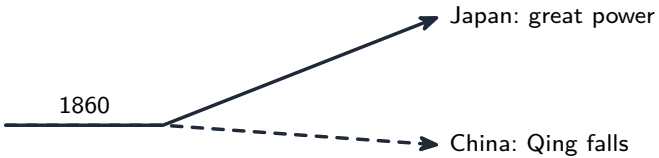
Exercise 3.1

3.1 *(Paper 3 style.)* "Japan modernized more successfully than China between 1860 and 1912 because of its leadership." To what extent do you agree? [15]



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Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge used as evidence, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: comparative structure: both states in every paragraph; leadership in Japan: a united group of reformers (Ito Hirobumi, Okubo Toshimichi) after 1868; the Charter Oath; the Iwakura Mission;

Full solution on next slide

Full solution 3.1

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high literacy and commercial cities before 1868; historians: e.g. Reischauer on Meiji success; Norman on its authoritarian limits; recent work on the Tokugawa base; conclusion: a judgement, e.g. leadership was decisive because it turned favourable conditions into reform, but conditions in China were much harder