Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

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

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

2.3

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

2.4

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

3.1

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; leadership in China: Cixi's power; regional leaders such as Li Hongzhang; the end of the Hundred Days' Reform (1898); other factors: size and population (about 33 million against about 400 million); internal war: the Taiping Rebellion weakened the Qing far more than the Satsuma Rebellion weakened Meiji Japan; ideas: Japan adopted institutions; China's "Chinese learning as the base" limited change; foreign pressure: China lost more land and paid large indemnities; Japan avoided both; the Tokugawa legacy:

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

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