

Exercise walk-through

Institutional Responses and Reform ■ 6.9

eXercise

You must be able to

- state liberalism's shift and its stated reason
- name the four urban reforms
- name the forces that moved governments
- state the three goals given for compulsory education

Method — Liberalism's shift

Liberalism shifted from laissez-faire to interventionist economic and social policies **in response to the challenges of industrialisation**. The reason is stated, so this is adaptation rather than inconsistency.

Method — Four reforms

Reforms transformed unhealthy and overcrowded cities by modernising infrastructure, regulating public health, reforming prisons and establishing modern police forces — building, regulating, reforming, and creating a new institution.

Method — What moved governments

Reforms were enacted by governments motivated by such forces as public opinion, prominent individuals and charity organisations. “Such forces as” marks an open list.

Method — Education's three goals

Reformers promoted compulsory public education to advance public order, nationalism and economic growth. None of the three is the good of the child; the CED reports the reformers' reasons.

Practice 2.1 ■ 2 marks

State liberalism's shift and the reason given.

Solution 2.1

Method: Liberalism's shift

Worked steps

from laissez-faire to interventionist economic and social policies **B1**, in response to the challenges of industrialisation **B1**.

Practice 2.2 ■ 2 marks

Name the four urban reforms.

Solution 2.2

Method: Four reforms

Worked steps

modernising infrastructure; regulating public health; reforming prisons; establishing modern police forces **B2**.

Practice 2.3 ■ 3 marks

Compulsory education is promoted.

- (a) Name the three goals the CED gives.
- (b) State what is absent from the list.

Solution 2.3

Method: Education's three goals

Worked steps

(a) public order **B1**; nationalism **B1**; economic growth **B1**. (b) the good of the child **B1**.

Exam-style 3.1 ■ 1 mark

“Such forces as public opinion, prominent individuals and charity organisations” indicates

- A** a complete list
- B** an open list of examples
- C** a legal requirement
- D** a single cause

Solution 3.1

Method: What moved governments

- A a complete list
- B an open list of examples 
- C a legal requirement
- D a single cause

Worked steps

B. “such forces as” signals examples.

Exam-style 3.2 ■ 1 mark

Nationalism appears among the goals of compulsory schooling because school

- A** teaches trades only
- B** is a way of making a population into a nation
- C** replaces the family
- D** reduces literacy

Solution 3.2

Method: Education's three goals

- A teaches trades only
- B is a way of making a population into a nation** 
- C replaces the family
- D reduces literacy

Worked steps

B. schooling forms a shared national identity.

Exam-style 3.3 ■ 1 mark

A city builds sewers, licenses inspectors and hires a police force in one generation.

- (a) State what the three have in common.
- (b) Explain what each leaves behind.

Solution 3.3

Worked steps

(a) all are responses to urban conditions **B1**. (b) each leaves a permanent institution and staff **B1**, which enlarges what the state routinely does **B1**.