

Exercise walk-through

6.9

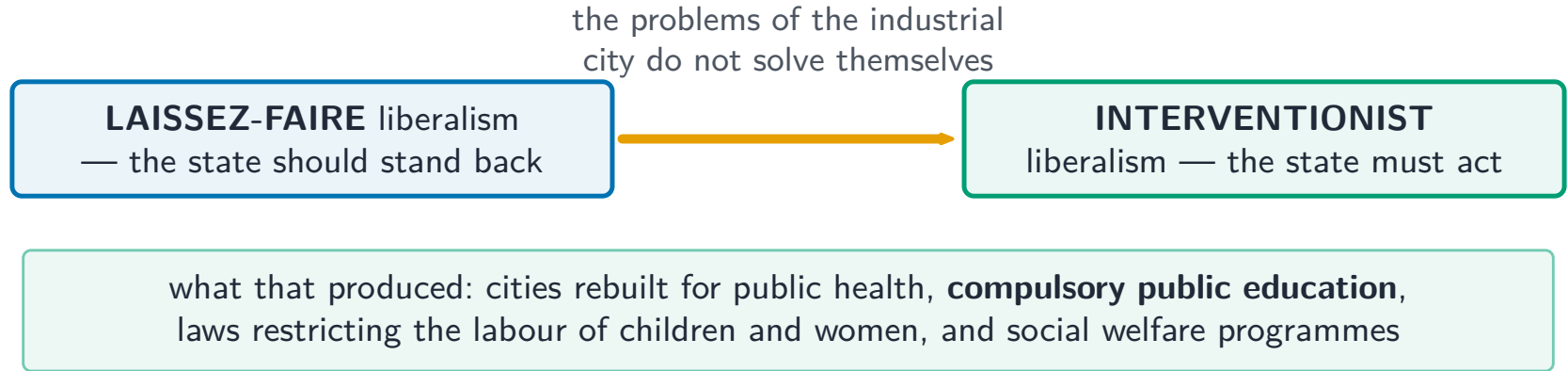
Institutional Responses and Reform

AP European History

19th-Century Social Reform and Institutional Responses

Problem / objective	Institutional response and reasoning
Unhealthy, over-crowded cities	Infrastructure and public-health regulation address urban conditions, rather than treating hardship solely as an individual failure.
Industrial social problems	Some liberals moved from laissez-faire towards intervention; date the position instead of treating liberalism as one fixed economic policy.
Compulsory public education	Public order, nationalism and economic growth supplied different motives. Connect a motive to the proposed role of schooling.

The same word, two opposite policies



Date the word. An essay that uses “liberal” without saying which liberalism will argue against itself

Exercises 2.1-2.2

2.1 State liberalism's shift and the reason given.

[2]

2.2 Name the four urban reforms.

[2]

Exercises 2.1·2.2

2.1 State liberalism's shift and the reason given.

[2]

2.1

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

2.2 Name the four urban reforms.

[2]

2.2

- modernising infrastructure; regulating public health; reforming prisons; establishing modern police forces

Exercise 2.3 (a)

2.3 Compulsory education is promoted.

(a) Name the three goals the CED gives.

[3]

Exercise 2.3 (a)

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(a) Name the three goals the CED gives.

[3]

(a)

- public order; nationalism; economic growth

Exercise 2.3 (b)

2.3 Compulsory education is promoted.

(b) State what is absent from the list.

[1]

Exercise 2.3 (b)

2.3 Compulsory education is promoted.

(b) State what is absent from the list.

[1]

(b)

- the good of the child

Exercises 3.1-3.2

3.1 “Such forces as public opinion, prominent individuals and charity organisations” indicates [1]

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

3.2 Nationalism appears among the goals of compulsory schooling because school [1]

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

Exercises 3.1-3.2

3.1 “Such forces as public opinion, prominent individuals and charity organisations” indicates [1]

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

3.1 B

- “such forces as” signals examples

3.2 Nationalism appears among the goals of compulsory schooling because school [1]

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

3.2 B

- schooling forms a shared national identity

Exercise 3.3 (a)

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

(a) State what the three have in common.

[1]

Exercise 3.3 (a)

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

(a) State what the three have in common.

[1]

(a)

- all are responses to urban conditions

Exercise 3.3 (b)

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

(b) Explain what each leaves behind.

[2]

Exercise 3.3 (b)

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

(b) Explain what each leaves behind. [2]

(b)

- each leaves a permanent institution and staff, which enlarges what the state routinely does