



**The United States & The World**  
**History Past Exam Questions**  
**Higher Level**

## 2013

### Section 3 – Q6

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

Answer **one** of the following questions:

1. What were the main developments in race relations in the US, 1945-1968? (100)
2. Which president was more successful in his handling of US foreign policy, Harry Truman or Lyndon Johnson? Argue your case, referring to both. (100)
3. What was the impact on the US economy of one or more of the following: the multinational corporation; the military-industrial complex; international competition from Japan and Europe? (100)
4. What was the contribution of religion and/or the mass media to modern American culture? (100)

## 2012

### Section 3 – Q6

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

Answer **one** of the following questions:

1. How well did President Harry Truman or President Lyndon Johnson handle the challenges he faced? (100)
2. To what extent did the US economy experience both success and decline during the period 1945-1989? (100)
3. What part did one or more of the following play in US foreign policy: Korea; Cuba; SALT and Star Wars? (100)
4. What was the significance of one or more of the following in US history: Hollywood, 1945-1968; the Montgomery bus boycott; religion in modern American culture? (100)

**2011**

**Section 3 – Q6**

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

Answer **one** of the following questions:

1. How did the US Presidency develop from Roosevelt to Reagan? (100)
2. What was the contribution of Martin Luther King to US affairs? (100)
3. Why did the US lose the Vietnam War and/or what was the significance of the Moon landing? (100)
4. What did one or more of the following contribute to American culture: Marilyn Monroe; Muhammad Ali; Billy Graham? (100)

**2010**

**Section 3 – Q6**

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

Answer **one** of the following questions:

1. What was the importance for US foreign policy of one or more of the following: Berlin; Korea; Cuba? (100)
2. Why did the United States experience an economic boom, 1945-1968, and what was its impact on society? (100)
3. What were the successes and failures of the presidency of Lyndon Johnson? (100)
4. What was the impact of the Moon Landing on US domestic and foreign affairs? (100)

## 2009

### Section 1

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

Case study to which the documents relate:  
**The Montgomery Bus Boycott, 1956**

Study the documents opposite and answer the questions below.

1. (a) According to document A, which bus line ran past King's house?  
(b) According to document A, who usually travelled on the first bus?  
(c) How does document B show that there was a large attendance at Holt Street?  
(d) In document B, what is the mood of the people as they approach the church?  
(20)
  
2. (a) What link is shown between religion and protest in these documents?  
Refer to both documents in your answer.  
(b) Do both documents suggest that the discipline of the protesters had been in doubt?  
Refer to both documents in your answer.  
(20)
  
3. (a) The term "Negro", now thought to be offensive, occurs in both documents.  
Was its use in these documents offensive? Explain your answer, referring to both documents.  
(b) Which document, A or B, is the more objective source?  
Explain your answer, referring to both documents.  
(20)
  
4. How important was the Montgomery bus boycott to the American civil rights movement?  
(40)

-Document A-

**Martin Luther King recalling the first morning of the Montgomery bus boycott.**

Fortunately, a bus stop was just five feet from the house. We could observe the opening stages [of the boycott] from our front window. And so we waited. I was in the kitchen, drinking my coffee, when I heard [my wife] Coretta say, "Martin, Martin, come quickly!" I put down my cup and ran toward the living room. As I approached the front window, Coretta pointed joyfully to a slowly moving bus: "Darling, it's empty!"

I could hardly believe what I saw. I knew that the South Jackson line, which runs past our house, carried more Negro passengers than any other line in Montgomery, and that the first bus was usually filled with domestic workers going to their jobs. Would all the other buses follow the pattern that had been set by the first? Eagerly we waited for the next bus. In fifteen minutes it rolled down the street, and like the first it was empty. A third bus appeared, and it too was empty of all but two white passengers.

I jumped in my car and, for almost an hour, I cruised down every major street and examined every passing bus. At the peak of the morning traffic, I saw no more than eight Negro passengers. Instead of the 60% co-operation we had hoped for, it was becoming apparent that we had reached almost 100%. A miracle had taken place.

(Clayborne Carson ed., *The Autobiography of Martin Luther King Jr.*, 1998)

-Document B-

**Joe Azbell, of the *Montgomery Advertiser*, reporting from Holt Street, Montgomery, later the same day.**

As I drove along Cleveland Avenue, en route to the Holt Street Baptist Church, Monday night, I could see Negroes by the dozens forming a file, almost soldierly, on the sidewalk. They were going to the protest meeting at the church.

They were silent people, bundled in overcoats, performing what appeared to be a ritual. I parked my automobile a block from the church and noted the time was six forty-five. Already cars were strung out for six or seven blocks in each direction. In fact, the area around the church looked like Cramton Bowl at the Alabama state football game. Except for one thing: these people were stony silent.

The passion that fired the meeting was seen as the thousands of voices joined in singing. Then there followed a prayer by a minister. It was interrupted a hundred times by "yeas" and "uh-huhs" and "that's right". At several points there was an emotionalism that the ministers on the platform recognized could get out of control.

The meeting was much like an old-fashioned revival [religious meeting]. It proved beyond a doubt that there was a discipline among Negroes that many whites had doubted. It was almost a military discipline combined with emotion.

(Stewart Burns ed., *Daybreak of Freedom: The Montgomery Bus Boycott*, 1997)

## 2008

### Section 1

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

Case study to which the documents relate:  
**Lyndon Johnson and Vietnam, 1963-1968**

Study the documents opposite and answer the questions below.

1. (a) According to document A, what dilemma faces President Johnson in early 1965?  
(b) In document A, what are the reasons given by President Johnson for maintaining US involvement in the war in Vietnam?  
(c) What does the child in document B represent? Give a reason for your answer. (20)
  
2. (a) Which document, A or B, do you consider more effective in making its point? Explain your answer, referring to both documents.  
(b) According to document A, Johnson expected to be 'crucified' by savage criticism. Do you consider document B an example of savage criticism? Give reasons for your answer. (20)
  
3. (a) Would you agree that, in document A, President Johnson is guilty of exaggeration? Give reasons for your answer.  
(b) What are the strengths and weaknesses of document B as a historical source? (20)
  
4. Why was President Johnson unable to win the war in Vietnam? (40)



-Document A-

An edited extract from an interview given by Lyndon Johnson in 1970, two years after he left office.

I knew from [early 1965] that I was bound to be crucified either way I moved. If I left the woman I really loved – the Great Society – in order to get involved with that bitch of a war on the other side of the world, then I would lose everything at home. All my programs. All my hopes to feed the hungry and shelter the homeless. All my dreams to provide education and medical care.

But if I left the war and let the Communists take over South Vietnam, then I would be seen as a coward and my nation would be seen as an appeaser and I would find it impossible to accomplish anything for anybody anywhere on the entire globe. If I got out of Vietnam and let Ho Chi Minh run through the streets of Saigon, then I'd be giving a big fat reward to aggression. Moscow and Peking [the USSR and China] would move in a flash to exploit our weakness. And so would begin World War III.

(Doris Kearns Goodwin, *Lyndon Johnson and the American Dream*, New York, 1991)

-Document B-

This cartoon appeared in *The Washington Post*, on 26 January, 1965.

President Johnson, the barman, says: "Kindly move over a little, gentlemen."

