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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2025

HISTORY P1

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: COMMUNISM IN RUSSIA: 1900–1940

   QUESTION 2: CAPITALISM IN THE USA: 1900–1940

   QUESTION 3: IDEAS OF RACE IN THE LATE 19TH AND 20TH CENTURIES

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: COMMUNISM IN RUSSIA: 1900–1940

   QUESTION 5: CAPITALISM IN THE USA: 1900–1940

   QUESTION 6: IDEAS OF RACE IN THE LATE 19TH AND 20TH CENTURIES

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

   4.1 At least ONE must be a source-based question and at least ONE must be an essay question.

   4.2 The THIRD question may be either a source-based question or an essay question.

5. You are advised to spend at least ONE hour per question.

6. When answering the questions, you should apply your knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question in this section, but not more than TWO questions. The source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE INTRODUCTION OF THE NEP REPRESENT A SHIFT IN BOLSHEVIK THINKING?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

1.1.1 When, according to the source, was the New Economic Policy introduced? (1 x 1) (1)

1.1.2 Define the term *Civil War* in your own words. (1 x 2) (2)

1.1.3 Why, according to the source, did Lenin take a new approach? (3 x 1) (3)

1.1.4 Using the source and your own knowledge, explain why the introduction of the tax-in-kind was seen as the backbone of the NEP. (2 x 2) (4)

1.1.5 Comment on why Lenin insisted that the NEP had to be pursued "seriously and for a long time". (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 Define the term *tax-in-kind* in the context of the New Economic Policy. (1 x 2) (2)

1.2.2 Why, according to the source, did the country soon face a famine? (2 x 1) (2)

1.2.3 Quote evidence from the source that shows that the peasants knew how much the fixed tax would be. (1 x 2) (2)

1.2.4 Explain what Lenin meant when he said, "The peasants will now set to work on their farms with greater confidence and with a will". (2 x 2) (4)

1.2.5 Using the information in the source and your own knowledge, explain why Lenin believed the New Economic Policy needed to consider the peasants. (2 x 2) (4)

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1.3 Read Source 1C.

1.3.1 Explain the message conveyed in the photograph. (1 x 2) (2)

1.3.2 How do you think pure communists have reacted to photographs like this? (1 x 2) (2)

1.4 Consult Source 1D.

1.4.1 Which two demolished systems did Lenin believe formed the foundation of the new socialist system? (2 x 1) (2)

1.4.2 What, according to the source, did Lenin believe was essential in a revolution? (2 x 1) (2)

1.4.3 Why do you think Lenin believed that "personal incentive (motivation) will step up production"? (1 x 2) (2)

1.4.4 What is implied by Lenin's words: "No matter at what cost, no matter how severe the hardships of the transition period may be, we shall not flinch; we shall triumphantly carry our cause to its goal"? (1 x 2) (2)

1.4.5 Explain the usefulness of the source to historians researching the reasons for the implementation of the New Economic Policy. (1 x 2) (2)

1.5 Study Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding how the implementation of the tax-in-kind policy would benefit the peasants. (1 x 2) (2)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the introduction of the NEP represented a shift in Bolshevik thinking. (6)

[50]

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QUESTION 2: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN REDUCING UNEMPLOYMENT AND STIMULATING ECONOMIC RECOVERY IN THE USA DURING THE 1930s?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Read Source 2A.

2.1.1 Why, according to the source, did Roosevelt launch the New Deal? (1 x 2) (2)

2.1.2 How many people, according to the source, were unemployed in America by 1933? (1 x 2) (2)

2.1.3 Define the concept *economic downturn* in the context of the American economy. (1 x 2) (2)

2.1.4 Explain why farm income doubled between 1932 and 1939. (1 x 2) (2)

2.1.5 Explain how a government agency like the Civilian Conservation Corps (CCC) would have benefited the young people of America. (1 x 2) (2)

2.1.6 Comment on "Jobless people from the city benefited as did the rural areas affected by the improvement works". (2 x 2) (4)

2.2 Study Source 2B.

2.2.1 What, according to the source, did Roosevelt and the Democratic majorities in Congress deliver? (2 x 1) (2)

2.2.2 Define the concept *public works* in your own words. (1 x 2) (2)

2.2.3 List two problems, from the source, that Roosevelt's government faced when allowing local governments to manage public works programs. (2 x 1) (2)

2.2.4 Why do you think the Roosevelt administration decided to hire workers themselves, on projects of all kinds in all states and territories? (2 x 2) (4)

2.2.5 What is implied by the statement: "They brought power – electrical, to be sure, but with it political and symbolic power, to people and parts of the country that never had it before"? (2 x 2) (4)

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2.3 Read Source 2C.

2.3.1 Who, according to the source, did the Industrial Recovery Program bring relief to? (2 x 1) (2)

2.3.2 Quote evidence from the source that suggests that employed workers were better-off during the New Deal. (1 x 2) (2)

2.3.3 Explain what Roosevelt meant by, "the gains of trade and industry, as a whole, have been substantial". (1 x 2) (2)

2.3.4 Comment on the attitude expressed by Roosevelt regarding the impact of the strikes. (1 x 2) (2)

2.3.5 Explain whether the source would be considered reliable to a historian researching the New Deal. (1 x 2) (2)

2.4 Consult Source 2D.

2.4.1 What message is conveyed in the photograph? (1 x 2) (2)

2.4.2 What do you think the National Chamber of Commerce meant by "Less Taxes – More Jobs"? (1 x 2) (2)

2.5 Refer to Source 2C and Source 2D. Explain how the evidence in Source 2C contradicts the information in Source 2D regarding support of the New Deal. (1 x 2) (2)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the extent to which the New Deal reduced unemployment and stimulated economic recovery in the USA during the 1930s. (6)

[50]

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QUESTION 3: HOW DID THE NUREMBERG LAWS CONTRIBUTE TO THE CREATION OF A RACIALLY BASED NAZI STATE?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Read Source 3A.

3.1.1 Define the term *persecution* in the context of the treatment of the Jews in Nazi Germany. (1 x 2) (2)

3.1.2 According to the source, what was the focus of Nazi racism between 1933 and 1934? (1 x 2) (2)

3.1.3 How, according to the source, did the Nazis target the Jews immediately after taking power? (2 x 1) (2)

3.1.4 Comment on "the goal was now to bring about their biological segregation through a process of 'legal' discrimination". (1 x 2) (2)

3.1.5 Using the information in the source and your own knowledge, explain how the Nuremberg Laws affected other racial groups. (2 x 2) (4)

3.2 Refer to Source 3B.

3.2.1 What, according to the source did Nazi Party leaders announce at their annual rally on 15 September 1933? (2)

3.2.2 Quote from the source, the new name given to the German flag. (1 x 1) (1)

3.2.3 What laws, according to Dodd, were passed at the Nuremberg congress? (3 x 1) (3)

3.2.4 Explain how the introduction of the Nuremberg Laws, allowed the legalised persecution of the Jews. (2 x 2) (4)

3.2.5 Explain the reliability of the source to a historian researching the introduction of the Nuremberg Laws. (1 x 2) (2)

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3.3 Consult Source 3C.

3.3.1 Define the concept *anti-Semitism* in your own words. (1 x 2) (2)

3.3.2 Quote evidence from the source that shows that the Nazi elite did not believe they would face any opposition to their new policies. (2 x 1) (2)

3.3.3 Why do you think the wearing of an armband was detrimental (harmful) to the ability of the Jews to go out in public? (2 x 2) (4)

3.3.4 What is implied by, "The Nazis corrupted a system of justice and turned it into a weapon of terror"? (1 x 2) (2)

3.3.5 Comment on: "the only answer was extermination as the final solution to the 'Jewish Question'". (1 x 2) (2)

3.4 Study Source 3D.

3.4.1 Explain why Jews were forced to carry documents like this in Nazi Germany. (2 x 2) (4)

3.4.2 Explain how this document reflects the impact of the Nuremberg Laws. (1 x 2) (2)

3.5 Study Source 3B and Source 3C. Explain how the evidence in Source 3B is supported by the information in Source 3C regarding the impact of the race laws on Jews living in Nazi Germany. (1 x 2) (2)

3.6 Using the information and the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how the Nuremberg Laws contributed to the creation of a racially based Nazi state. (6)

[50]

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but NOT more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA 1900–1940: CASE STUDY – STALIN'S FIVE-YEAR PLANS

Critically discuss the impact of Joseph Stalin's Five-Year Plans on transforming Russia from a backward, partially medieval economy, into a modern industrial economy.

Use relevant historical evidence to support your answer. **[50]**

QUESTION 5: CAPITALISM IN THE USA 1900–1940

"The Great Depression had a devastating economic and social impact on the citizens of the United States".

Do you agree with this statement? Use relevant historical evidence to support your answer. **[50]**

QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES: CASE STUDY – HITLER AND THE JEWS

To what extent did the Nazi regime use eugenics and social Darwinism to justify and implement policies against Jews and other so-called "undesirables" between 1933 and 1945?

Use relevant historical evidence to support your line of argument. **[50]**

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HISTORY P1 ADDENDUM

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This addendum consists of 14 pages.

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QUESTION 1: HOW DID THE INTRODUCTION OF THE NEP REPRESENT A SHIFT IN BOLSHEVIK THINKING?

SOURCE 1A

The source below explains the reasons for the introduction of the New Economic Policy.

The New Economic Policy (NEP), introduced by Lenin at the Tenth Party Congress in March 1921, represented a major departure from the party's previous approach to running the country. During the civil war, the Soviet state had assumed responsibility for acq uiring and redistributing grain and other foodstuffs from the countryside, administering both small- and large-scale industry, and a myriad (a lot) of other economic activities. Subsequently dubbed (named) (by Lenin) "War Communism", this approach actually was extended in the course of 1920, even after the defeat of the last of the Whites.

Many have claimed that War Communism reflected a "great leap forward" mentality among the Bolsheviks, but desperation to overcome shortages of all kinds, and particularly food, seems a more likely motive. In any case, in the context of continuing urban depopulation, strikes by disgruntled workers, peasant unrest and open rebellion among the soldiers and sailors stationed on Kronstadt Island, Lenin chose to take a new approach.

The linchpin (backbone) of NEP was the introduction of a tax-in-kind, set at levels considerably below those of previous requisition quotas, which permitted peasants to dispose of their food surpluses on the open market. This concession to market forces soon led to the denationalisation of small-scale industry and services; the establishment of trusts for supplying, financing and marketing the products of large-scale industry; the stabilisation of the currency; and other measures, including the granting of concessions to foreign investors, all of which were designed to re-establish the link (smychka) between town and country. Referring to NEP as a retreat of the state to the "commanding heights of the economy" (large-scale industry, banking, foreign commerce), Lenin insisted that it had to be pursued "seriously and for a long time''.

[From https://soviethistory.msu.edu/1921-2/the-new-economic-policy/. Accessed on18 April 2025]

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SOURCE 1B

The source below explains how Lenin tried to fix the economic crisis that was caused by War Communism in Russia.

On April 25, 1921, Lenin introduced the tax-in-kind policy, which would replace the "surplus-food appropriation," or the policy which assigned a certain amount of the peasants' produce which the State was entitled to. The produce which was collected would go directly to the State and then be distributed to the rest of the country, in order to ensure that everyone had food. It seemed like a valid system, theoretically. However, once it was put into practice, the country soon faced a famine due to the fact that there were too many people and not enough food. The government was helpless to fix this.

The tax-in-kind policy, which would replace the surplus-food appropriation system with a fixed tax (which the peasants would be informed of ahead of time), however, was meant to ease the burdens which War Communism had placed on the peasants and therefore improve their motivation to work. As Lenin put it, "The peasants will now set to work on their farms with greater confidence and with a will, and that is the main thing." The tax-in-kind would not only give the peasants incentive to increase production, but it also gave them the freedom to sell what they produced on the market for profit, something that would not have been allowed under War Communism.

Coincidentally, Lenin realized, as Russia's economy was falling through under the weight of instant Communism, that the peasants made up the majority of the population and although the government had been set up for the Proletariat (working class), the fact of the matter was that only a small percentage of the population (not even 10%) made up an actual population of factory workers and most of the rest were peasantry. Therefore, they would have to be considered in this New Economic Policy because if they were not, just as with War Communism, the economy would continue to suffer.

[From http://www.inquiriesjournal.com/articles/1670/lenins-new-economic-policy-what-it-was-and-how-it-changed-the-soviet-union. Accessed on 21 April 2025]

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SOURCE 1C

The photograph below depicts a marketplace during the New Economic Policy (NEP) period in Russia.



[From https://brewminate.com/history-of-the-soviet-1921-1924-comintern-to-the-workers-opposition/. Accessed on 21 April 2025]

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SOURCE 1D

The text below was written by Lenin and published on 18 October 1921 in *Pravda*, at that time the official newspaper of the Russian Communist Party.

Our last, but most important and most difficult task, the one we have done the least about, is economic development, the laying of economic foundations for the new, socialist system on the site of the demolished feudal system and the semi-demolished capitalist system.

It is in this most important and most difficult task that we have sustained the greatest number of setbacks and have made most mistakes. How could anyone expect that a task so new to the world could be started without setbacks and without mistakes?
But we have begun it. We shall continue it. At this very moment we are, by our New Economic Policy, correcting a number of our mistakes. We are learning how to continue erecting the socialist structure in a small peasant country without committing such mistakes.

But we have also learned, at least to some extent, another art that is essential in revolution, namely, flexibility: the ability to effect swift and sudden changes of tactics if changes in objective conditions demand them and to choose another path for the achievement of our goal if the former path proves to be inexpedient (unwise) or impossible at the given moment.

Personal incentive (motivation) will step up production; we must increase production first and foremost and at all costs. Wholesale trade economically unites millions of small peasants: it gives them a personal incentive, links them up and leads them to the next step, namely, to various forms of association and alliance in the process of production itself.

No matter at what cost, no matter how severe the hardships of the transition period may be, we shall not flinch; we shall triumphantly carry our cause to its goal.

[From https://communist.red/lenin-the-fourth-anniversary-of-the-october-revolution/. Accessed on 21 April 2025]

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QUESTION 2: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN REDUCING UNEMPLOYMENT AND STIMULATING ECONOMIC RECOVERY IN THE USA DURING THE 1930s?

SOURCE 2A

This source deals with the impact and effectiveness of Franklin D. Roosevelt's New Deal in response to the Great Depression, focusing on unemployment, industry, agriculture and public works programmes.

Franklin D. Roosevelt launched his 'New Deal' in 1933 in response to the enormous scale of poverty created by the Great Depression of 1929. Following the great crash of the New York stock exchange, banks were collapsing, industrial and farm incomes were down by approximately two thirds and unemployment, which stood at 1,6 million in 1929, shot up to 12,8 million by 1933.

Industry made some gains under the New Deal. From 1933 to 1937 the economy grew by 10 percent a year. However, there was an economic downturn in 1937 and unemployment increased to 19 percent. In 1941. Unemployment was still as high as 10 percent and high unemployment looked likely to be permanent. Meanwhile, unions benefited from the New Deal with a tripling of membership in the 1930s.

With farmers making up 30 percent of the national workforce in 1930, agricultural problems had to be tackled under the New Deal. The immediate problem of surplus products and low prices was dealt with by the destruction of 10,4 million acres of cotton crops and the slaughter of 6 million hogs. The Agricultural Adjustment Act (AAA) paid producers to reduce their crops and taxed farm produce processors (e.g. canning factories). The aim was to push prices up by making products scarce. The first problem was the apparent wastefulness this involved. Secondly, farmers only took part voluntarily and so success was likely to be limited. Nevertheless, farm income doubled between 1932 and 1939, reaching $4,6 billion.

Other New Deal projects met with mixed success. In 1933 the Civilian Conservation Corps (CCC) was set up to employ young people. Half a million were employed in reforestation, rural road building, irrigation and flood control schemes, and soil conservation projects. Jobless people from the city benefited, as did the rural areas affected by the improvement works.

[From https://www.johndclare.net/America9_Burgoyne.htm. Accessed on 1 May 2025]

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SOURCE 2B

The source below explains how the Federal Government aimed to provide employment during the New Deal.

Taking office in March 1933, with more than ten million unemployed, Roosevelt and Democratic majorities in Congress delivered looser monetary policy, price support for agriculture, union rights and billions of dollars for public works and employment. Economic recovery began immediately and continued thereafter, with rapid growth that nevertheless took years to make up ground lost during the Hoover years.

It took several tries to get the jobs programme going. First, the Roosevelt administration bankrolled projects to be managed at the local level. But major works required advance planning and by the end of the summer of 1933, only 250 000 Americans had jobs on such projects. Some smaller public works did get under way, but letting local governments run them meant there were inequities (unfairness) in working conditions and wages, along with varying degrees of managerial competence.

Eventually the Roosevelt administration decided to hire workers themselves, on projects of all kinds, in all states and territories. Mandating eight-hour days and 40-hour weeks, calibrating wages to assure a decent standard of living and barring child labour, the public works programmes set national expectations for working conditions. Racial discrimination on the works was prohibited first by rule and then by law; the public works programmes gave black Americans unprecedented economic opportunities.

Mostly, the workers were builders. They installed or improved more than half a million miles of roads. They built schools, parks, libraries, post offices, seaports and airports; bridges and hydroelectric dams; stadiums and theatres and humble but vital sidewalks. They brought power-electrical, to be sure, but with it, political and symbolic power, to people and parts of the country that never had it before.

[From https://www.theguardian.com/commentisfree/2020/may/20/roosevelts-new-deal. Accessed on 1 May 2025]

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SOURCE 2C

The extract below is taken from one of President Roosevelt's fireside chats, delivered on 4 September 1934.

Benefits of the Industrial Recovery Program have come, not only to labour in the form of new jobs, in relief from overwork and in relief from underpay, but also to the owners and managers of industry because together with a great increase in the payrolls, there has come a substantial rise in the total of industrial profits — a rise from a deficit figure in the first quarter of 1933 to a level of sustained profits within one year from the inauguration of National Recovery Administration.

Now it should not be expected that even employed labour and capital would be completely satisfied with present conditions. Employed workers have not, by any means, all enjoyed a return to the earnings of prosperous times, although millions of underprivileged workers are today far better paid than ever before. Also, billions of dollars of invested capital have today a greater security of present and future earning power than before. This is because of the establishment of fair competitive standards and because of relief from unfair competition in wage cutting which depresses markets and destroys purchasing power.

Nevertheless, the gains of trade and industry, as a whole, have been substantial. In these gains and in the policies of the Administration there are assurances that hearten all forward-looking men and women with the confidence that we are definitely rebuilding our political and economic system on the lines laid down by the New Deal lines which, as I have so often made clear, are in complete accord with the underlying principles of orderly popular government.

During the last twelve months our industrial recovery has been to some extent retarded by strikes, including a few of major importance. I would not minimise the inevitable losses to employers and employees and to the general public through such conflicts. But I would point out that the extent and severity of labour disputes during this period have been far less than in any previous comparable period.

[From https://www.presidency.ucsb.edu/documents/fireside-chat-20. Accessed on 02 May 2025]

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SOURCE 2D

The photograph below shows members of the National Chamber of Commerce with their anti-tax billboard, taken in 1937.



[From https://oohtoday.com/do-billboards-speak/. Accessed on 02 May 2025.]

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QUESTION 3: HOW DID THE NUREMBERG LAWS CONTRIBUTE TO THE CREATION OF A RACIALLY BASED NAZI STATE?

SOURCE 3A

The extract below is about the escalating persecution of Jews and other marginalised groups in Nazi Germany between 1933 and 1939, highlighting the implementation of racist laws, exclusion from public life and increasing legal discrimination, especially through the Nuremberg Laws.

By examining the persecution of the Jews between 1933 and 1939 — the years that saw the formation of the core of Nazi racism — three distinct phases can be discerned. During the first phase, in 1933 and 1934, the focus was on the exclusion of Jews from public life. Immediately after taking power the Nazis organised an aggressive boycott of Jewish businesses, but very quickly also began to introduce anti-Jewish laws. Jews were no longer permitted to be civil servants or to practise law. Neither could they occupy any sort of public position.

At the same time, the Nazis quickly made clear that their racist policies were not exclusively aimed at Jews. As early as the summer of 1933, they passed a law that allowed the forced sterilisation of people who were considered 'congenitally sick'. By the end of the 'Third Reich' more than 300,000 Germans had fallen victim to this legislation. In the spring of 1935, the Nazis began a new phase in the persecution of the Jews. The goal was now to bring about their biological segregation through a process of 'legal' discrimination. As in 1933, this phase began with anti-Semitic rioting organised by supporters of the Nazi party.

Again the regime reacted by imposing measures 'from above'. In 1935 the Nuremberg Laws, defining who was to be considered Jewish, were announced. The equal rights of Jews as German citizens — in place in Germany since 1871— was ended. Marriages and extramarital sexual relations between Jews and non-Jews were forbidden. In the years that followed, comprehensive anti-Jewish legislation was introduced which covered almost all aspects of life.

Following Heinrich Himmler's appointment as head of the German police in 1936, the persecution of other stigmatised groups also intensified. The Nuremberg Laws were extended to 'Gypsies', whose freedom of movement was restricted in 1936 through the introduction of special camps.

[From https://www.bbc.co.uk/history/worldwars/genocide/racial_state_01.shtml. Accessed on 07 May 2025]

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SOURCE 3B

The information below deals with the Nuremberg Laws, announced by Nazi leaders in 1935, which institutionalised racial discrimination in Germany. It also contains an extract from William E. Dodd, the United States ambassador to Germany from 1933 to 1937.

At their annual rally held in Nuremberg on September 15, 1933, Nazi party leaders announced, after the Reichstag had adopted them, new laws that institutionalised many of the racial theories underpinning Nazi ideology.

The so-called Nuremberg Laws, signed by Hitler and several other Nazi officials, were the cornerstone (foundation) of the legalised persecution of Jews in Germany. They stripped German Jews of their German citizenship, barred marriage and "extramarital sexual intercourse" between Jews and other Germans, and barred Jews from flying the German flag, which would now be the swastika.

On September 16, Ambassador Dodd sent a cable (message) to the secretary of state about the Nuremberg Laws. He wrote:

So far it is only possible to say that main trend of the Nuremberg congress was to cater to radical sentiment (beliefs) within the Party. The laws passed last night concerning citizenship, the swastika as the national flag and the law for the protection of German blood and honour (by means of preventing marriage and sexual intercourse between Aryans and Jews, and flying of the German flag by the latter) obviously need further definition and the Foreign Office advised waiting for executive supplementary regulations. [These, issued on November 14, provided specific definitions of who a Jew was.]

[From https://www.archives.gov/publications/prologue/2010/winter/nuremberg.html. Accessed on 07 May 2025]

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SOURCE 3C

The source below explains how the Nazis used laws, violence and public identification to persecute Jews, gradually making anti-Semitism normal in society and laying the groundwork for the Holocaust.

The Nuremberg Laws did as much damage to Jewish life as the Nazi violence. Gradually removed from public life and anti-Semitism being codified (arranged) into law, the ideology of persecution became the accepted norm among German citizens and, subsequently, the nations occupied by Nazi Germany. The outburst of anti-Semitic violence was a signal to the Nazi elite that anti-Jewish measures would be welcomed and an increase in radicalism would not be met with any resistance.

As World War II raged on into the 1940s, the Nazis decided that they needed a better system for distinguishing between Jews and Germans, reviving the medieval practice of the "Jew badge" used in various countries throughout Europe. Almost immediately following the invasion of Poland on September 1, 1939, Jews were forced to wear a yellow Star of David or a white armband with a blue Star of David (depending on their location) whenever they went out in public, but on September 6, 1941, the Nazis decreed that all German Jews had to wear armbands beginning September 19th so that everyone could see who was a Jew. This was detrimental (harmful) to the ability of Jews to go out in public.

The Nazis corrupted a system of justice and turned it into a weapon of terror, hate and a false justification for acts against Jewish people, their businesses and their very existence. By twisting the law to attack their own citizens, the Nazis were able to use government systems and independent institutions, such as the police and judiciary, to enforce radical ideas of racial superiority and to launch repeated persecutions against the Jewish people. This false predicate served as a foundation for the determination and decision that the only answer was extermination as the final solution to the "Jewish Question" — the problem of what to do with the Jews.

[From https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1729&context=ilr&httpsredir=1, Accessed on 07 May 2025]

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SOURCE 3D

The image below is of a Jewish identity card issued in Nazi Germany. The card belonged to Manfred Israel Bergmann, a Jew, and is dated 17 January 1939. Identity cards like this became mandatory for Jews after the implementation of the Nuremberg Laws and further anti-Semitic regulations.



[From https://www.theholocaustexplained.org/life-in-nazi-occupied-europe/oppression/anti-semitic-laws/. Accessed on 07 May 2025.]

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Visual sources and other historical evidence were taken from the following:

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