

The State of Israel
Ministry of Education

Exam Type: *Bagrut* for high schools

Exam Date: Summer 2012

Exam Number: 29108

English Translation (3)

מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות לבתי ספר על-יסודיים

מועד הבחינה: קיץ תשע"ב, 2012

מספר השאלון: 29108

תרגום לאנגלית (3)

History of the Jewish People

For *Olim*

in religious schools

Unit 'א

1 point

תולדות עם ישראל

לעולים חדשים

בבתי ספר דתיים

יחידה 'א

יחידת לימוד אחת

Instructions for examinees

א. Duration of exam: One and a half hours.

ב. Exam structure and breakdown of points:

This exam has three parts.

Part One – This part includes 3 subjects:

I. The Second Temple Period

II. The Jewish Community in the Middle Ages

III. Hasidism

Answer two questions on the subject you studied –

(2x16) – 32 points

Part Two –

Answer three questions in Part Two –

(3x16) – 48 points

Part Three –

Write about four concepts/names –

(4x5) – 20 points

Total – 100 points

ג. Material that may be used during the exam:

A Hebrew–other language / other language–Hebrew dictionary.

ד. Special instructions:

(1) Write the subject you studied on the cover of the answer booklet.

(2) Present facts in your answers, not just general statements.

Write only in the answer booklet. Use separate pages for all draft material (outlines, calculations etc.) and write "טייטה" at the top of each page. Writing drafts on paper outside the answer booklet could disqualify the exam!

הוראות לנבחן

א. משך הבחינה: שעה וחצי.

ב. מבנה השאלון ומפתח ההערכה:

בשאלון זה שלושה פרקים.

פרק ראשון –

בפרק זה שלושה נושאים:

I. תקופת בית שני

II. הקהילה היהודית בימי הביניים

III. החסידות

בנושא שלמדת עליך לענות על שתי שאלות –

(16x2) – 32 נקודות

פרק שני –

בפרק זה עליך לענות על שלוש שאלות –

(16x3) – 48 נקודות

פרק שלישי –

בפרק זה עליך לכתוב על ארבעה מושגים/שמות –

(5x4) – 20 נקודות

סה"כ – 100 נקודות

ג. חומר עזר מותר בשימוש:

מילון עברי-לועזי / לועזי-עברי.

ד. הוראות מיוחדות:

(1) כתוב על כריכת המחברת את הנושא שלמדת.

(2) בתשובתך הבא עובדות ואל תסתפק

בהערכות כלליות.

כתוב במחברת הבחינה בלבד, בעמודים נפרדים, כל מה שברצונך לכתוב בטיוטה (ראשי פרקים, חישובים וכדומה). רשום "טייטה" בראש כל עמוד טיוטה. רישום טיוטות כלשהן על דפים מחוץ למחברת הבחינה עלול לגרום לפסילת הבחינה!

בהצלחה!

/המשך מעבר לדף/

Good Luck!

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Part One (32 points)

There are three subjects in Part One:

Subject I: The Second Temple Period

Subject II: The Jewish Community in the Middle Ages

Subject III: Hasidism

Answer questions only on the subject you studied, according to the instructions for that subject.

Subject I: The Second Temple Period

If you studied this subject, answer two of the questions 1-4 (each question – 16 points).

1. Give two examples to show that Herod [הורדוס] wanted to be part of the Roman world.
2. Which group replaced the priests [כוהנים] as leaders of the nation during the period before the destruction of the Temple [החורבן]?
Write about one of the roles that were given to them.
3. Write about one religious ruling [תקנה] enacted by Rabban Yohanan ben Zakkai [רבן יוחנן בן זכאי] and explain its importance at that time.
4. Write about one course of action taken by the Sages [חכמים] at the time of Rabban Gamliel [רבן גמליאל] in order to safeguard national unity, and explain its importance at that time.

Subject II: The Jewish Community in the Middle Ages

If you studied this subject, answer two of the questions 5-8 (each question – 16 points).

5. What is the principle of ["הפקר בית דין הפקר"]? Why was this law important for the existence of the Jewish community during the Middle Ages?
6. The wealthy members of the community sometimes paid taxes to the authorities on behalf of the poor. Why was this payment considered to be an example of "redemption of captives" [פדיית שבויים]?
Give another example of charity [צדקה] practiced in the Jewish community.
7. Explain why excommunication [חרם] was considered a harsh punishment in the Jewish community of the Middle Ages.
Name one other punishment used by the community.
8. Explain why the Jewish community objected to appointments made by the non-Jewish authorities. Give one reason why intervention by these authorities was sometimes desirable.

Subject III: Hasidism

If you studied this subject, answer two of the questions 9-12
(each question – 16 points).

9. What was the "Deluge" ["אירועי "המבול"]? Give one reason why Jews were harmed by these events.
10. Write about two social changes that occurred in the Jewish community in Poland following the "Deluge".
11. According to Hasidism, why is it also possible to serve G-d by eating and drinking?
12. Explain the relationship between the hasid [חסיד] and the tzadik [צדיק] from the standpoint of both the hasid and the tzadik.

Part Two (48 points)

Answer three of the questions 13-18 (each question – 16 points).

13. Explain the response of two groups within the Jewish people to the Emancipation.
14. Explain two of the factors that led to the rise of nationalism in Europe during the 19th century.
15. Choose one of the following rabbis: Rabbi Alkalai [הרב אלקלעי] or Rabbi Kalischer [הרב קלישר]. What new understanding did the rabbi you chose have of the Redemption? Write one practical proposal he made to advance this idea.
16. Explain two causes of the Jewish immigration from Eastern Europe to the United States at the end of the 19th century and the beginning of the 20th century.
17. What was the Uganda Plan [תכנית אוגנדה] (1903)? Explain one argument presented by those who supported the plan and one argument presented by those who objected to the plan.
18. Write about one of Baron Rothschild's [הברון רוטשילד] contributions to the settlements of the First Aliya [העלייה הראשונה] and one of the criticisms of his method of administering the settlements.

Part Three (20 points)

Seven terms (19-25) appear below, each one followed by two questions.

Choose four terms/names and answer both questions relating to each of the concepts/names you chose (each term – 5 points).

19. Capitulations [קפיטולציות]

- To whom were the capitulations granted?
- Name two rights granted in the capitulation agreement.

20. "Halukka" ["חלוקה"]

- What ideological value was expressed in the "Halukka"?
- How were the funds distributed among the Sefardim, and how were they distributed among the Ashkenazim?

21. Moses Montefiore [משה מונטיפיורי]

- What were the aims of Moses Montefiore's activities in Israel?
- Give two examples of his work.

22. The Arms Race [מרוץ החימוש]

- When did the Arms Race take place?
- How did the Arms Race affect the European countries?

23. The Crisis Relief Fund [הוועד להקלת המשבר]

- When was the Crisis Relief Fund established, and what was its goal?
- Where was the fund set up?

24. The Balfour Declaration [הצהרת בלפור]

- Which country issued the Balfour Declaration, and when?
- What was the declaration's importance for the Jews?

25. Wilson's Fourteen Points [ארבע־עשרה הנקודות של וילסון]

- What was Wilson's goal in formulating the Fourteen Points?
- List two of the points.

Good Luck!

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בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך