

The State of Israel
Ministry of Education

Exam Type: *Bagrut* for high schools

Exam Date: Summer 2013

Exam Number: 29108

English Translation (3)

מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות לבתי ספר על-יסודיים

מועד הבחינה: קיץ תשע"ג, 2013

מספר השאלון: 29108

תרגום לאנגלית (3)

History of the Jewish People

For *Olim*

in religious schools

Part א

1 point

תולדות עם ישראל

לעולים חדשים

בבתי ספר דתיים

חלק 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

In this part answer two questions on the subject you studied –

(2×16) – 32 points

Part Two –

Answer three questions in Part Two –

(3×16) – 48 points

Part Three –

Write about four terms/names –

(4×5) – 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 –

(16×2) – 32 נקודות

פרק שני –

בפרק זה עליך לענות על שלוש שאלות –

(16×3) – 48 נקודות

פרק שלישי –

בפרק זה עליך לכתוב על ארבעה מושגים/שמות –

(5×4) – 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 בטייטה (ראשי פרקים, חישובים וכדומה). רשום "טייטה" בראש כל עמוד טייטה. רישום טייטות 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. Explain why Herod [הורדוס] harmed the priestly class [מעמד הכהונה]. Write about one of his actions that harmed the priests.
2. Write about two ways in which Herod acted in order to be part of the Roman world.
3. Explain how the ideology of the zealots [קנאים] was put into practice at Masada.
4. Name one ordinance [תקנה] enacted by Rabban Yohanan ben Zakkai [רבן יוחנן בן זכאי] and explain its purpose.

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. Present one halachic argument used by Jews to undermine the authority of the community.
Explain the solution suggested by the sages in response to this argument.
6. Explain why both the ruler and the community needed a Jewish interceder [חצרון].
7. Name two public institutions that operated in the community.
Explain why it was important for the community to have many public institutions.
8. Explain why excommunication [חרם] was considered a severe punishment in the Jewish community during the Middle Ages. Name another punishment, apart from excommunication, that the community used.

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Subject III: Hasidism

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

9. Write about two ways in which the "Deluge" [אירועי "המבול"] affected the Jewish communities of Poland.
10. Explain why many Jews at the time of Shabbtai Tzvi [שבתאי צבי] believed that the Messiah had come.
Explain how the belief that the Messiah had come affected the spiritual state of the people.
11. Explain the relationship between the tzadik [צדיק] and the hasid [חסיד]. In your answer, discuss the relationship from the viewpoint of both the tzadik and the hasid.
12. Write about one reason for the opposition to Hasidism, and give one example of this opposition.

Part Two (48 points)

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

13. What is nationalism? Write about one factor that led to the rise of nationalism in the 19th century.
14. Choose one of the following rabbis: Rabbi Alkalai [הרב אלקלעי] or Rabbi Kalischer [הרב קלישר]. Explain what new idea regarding the Redemption [גאולה] the rabbi you chose introduced.
Give one practical proposal put forward by this rabbi.
15. Explain one characteristic of modern anti-Semitism.
Write about one instance of modern anti-Semitism.
16. Explain why religious Jews joined Herzl's Zionist Movement.
Explain why they set up a separate organization within the Zionist Movement.
17. What was the Uganda Plan [תכנית אוגנדה]? Explain one argument for the plan and one argument against it.
18. What were two of the differences between the immigrants of the First *Aliya* and the immigrants of the Second *Aliya*?

Part Three (20 points)

Seven terms (19-25) appear below and each one is followed by two questions. Choose four terms/names and answer both questions for each of the terms/names you have chosen (each term – 5 points).

19. The Halukka [החלוקה]

- Why did the Jews of the Diaspora support the Jews in *Eretz Yisrael*?
- How were the *Halukka* funds distributed in the Sefardi community and how were they distributed in the Ashkenazi community?

20. Moses Montefiore [משה מונטיפיורי]

- What change did Montefiore wish to make in the Old *Yishuv*?
- Give one action taken by Montefiore for the benefit of the *Yishuv* in *Eretz Yisrael*.

21. Petach Tikva [פתח תקווה]

- What was the goal of the founders of the *moshava* Petach Tikva?
- Why did Petach Tikva have to be settled a second time, and who were the settlers on this second occasion?

22. The Sykes-Picot Agreement [הסכם סייקס-פיקו]

- What countries signed the Sykes-Picot Agreement?
- What issue did the agreement address?

23. Nili [נל"י]

- For what purpose was the *Nili* organization established?
- Name one of the organization's members, and write what happened to the organization in the end.

24. The Versailles Treaty [חוזה ורסאי]

- What preceded the signing of the Versailles Treaty?
- Give one limitation that this treaty imposed on Germany.

25. The Balfour Declaration [הצהרת בלפור]

- Which country issued the Balfour Declaration?
- What was the main idea of the document, and what was its approach toward the non-Jews in *Eretz Yisrael*?

Good Luck!

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בהצלחה!

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