

The State of Israel
Ministry of Education

Exam Type: *Bagrut* for high schools

Exam Date: Summer 2016

Exam Number: 029284

Attachments: for Question 6 (cartoon)
for Question 7 (photos)

English Translation (3)

מדינת ישראל

משרד החינוך

סוג הבחינה: בגרות לבתי ספר על-יסודיים

מועד הבחינה: קיץ תשע"ו, 2016

מספר השאלון: 029284

נספחים: נספח לשאלה 6 (קריקטורה)

נספח לשאלה 7 (תצלומים)

(תרגום לאנגלית 3)

History (*Dati*)
Reform for Meaningful
Learning Program

For *Olim*
in religious schools

היסטוריה (דתי)

על פי הרפורמה ללמידה משמעותית

לעולים חדשים

בבתי ספר דתיים

Instructions for examinees

א. Duration of exam: Two and a half hours

ב. Exam structure and breakdown of points:
This exam has three parts.

Part One	–	(3x13)	–	39 points
Part Two	–	(1x22)	–	22 points
Part Three	–	(3x13)	–	39 points
Total	–			100 points

ג. Material that may be used during the exam:
A Hebrew-other language / other language-
Hebrew dictionary.

ד. Special instructions:
Present facts in your answers, not just general
statements.

Write in the answer booklet only, on separate pages,
everything you wish to write as a draft (outlines,
calculations, etc). Write "טיוטה" at the head of each draft
page. If you use draft paper other than the pages in the
answer booklet, your exam may be disqualified!

הוראות לנבחן

א. משך הבחינה: שתיים וחצי.

ב. מבנה השאלון ומפתח ההערכה:
בשאלון זה שלושה פרקים.

פרק ראשון	–	(13x3)	–	39 נקודות
פרק שני	–	(22x1)	–	22 נקודות
פרק שלישי	–	(13x3)	–	39 נקודות
סה"כ	–			100 נקודות

ג. חומר עזר מותר בשימוש:
מילון עברי-לועזי / לועזי-עברי.

ד. הוראה מיוחדת:
בתשובתך הבא עובדות, ואל תסתפק
בהערכות כלליות.

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

בהצלחה!

Good Luck!

Questions

Part One – Knowledge and Comprehension (39 points)

Answer three of the questions 1- 5 (each question – 13 points).

1. After World War I, the new nation states had to contend with the issue of minority rights.

Explain why they had to contend with this issue.

Write about how one country that you studied dealt with this issue.

2. **Write about** two changes that came about in Jewish society in Europe, following the Emancipation.

Explain the connection between one of the changes you described and one of the features of the Enlightenment [נאורות] that you learned about.

3. Within the Zionist Movement, there were different factions that represented different opinions.

Write about the main idea of the *Mizrahi* movement and also about the main idea of another faction within the Zionist Movement that you learned about.

Write about one of the controversies within the Zionist Movement in which one of the factions you wrote about was involved.

4. **Name** two of the causes of the 1929 Riots [מאורעות תרפ"ט].

Write about one conclusion that the *Hagana* reached following these riots.

5. **Explain** why the *Yishuv* [היישוב היהודי] faced a dilemma regarding its attitude toward the British at the beginning of World War II.

Write about one example of cooperation between the *Yishuv* and the British and one example of the struggle against the British during World War II.

Part Two (22 points)

Answer Question 6 or Question 7.

6. The attachment for Question 6 shows a cartoon that appeared in the press of the *Yishuv* after the conclusions of the Peel Commission (1937) had been published. Refer to the cartoon and answer both items, א and ב.
- א. **Present** the cartoonist's opinion regarding the conclusions of the Peel Commission, using two of the elements that appear in the cartoon. (11 points)
- ב. **Write about** the contrary opinion that was voiced in the *Yishuv* regarding the Peel Commission's conclusions and give one explanation for this opinion. (11 points)
7. The attachment for Question 7 shows a photo of Rabbi Zvi Hirsch Kalischer and a photo of Moshe Hess.
- א. Based on what you studied, **write about one** idea that these two personalities shared. (10 points)
- ב. Look at the photos and **note** the difference between Rabbi Kalischer's way of life and Moshe Hess's way of life, basing your answer on one detail in each photo (a total of two details).
Based on what you studied, **explain** how Rabbi Kalischer's way of life was expressed in one of his ideas. (12 points)

Part Three —

The Holocaust and the History of the State of Israel (39 points)

Answer three of the questions 8-12 (each question – 13 points).

8. **Write about** one idea in Nazi ideology that related to Jews.
Write about one action that the Nazi regime carried out against the Jews of Germany in the 1930s, under the influence of this idea.
9. **Write about** two of the Germans' goals in setting up ghettos.
10. **Write about** the change that occurred in Nazi policy toward the Jews after the German invasion of the Soviet Union (Operation Barbarossa, June 1944).
Explain why this change took place specifically after the invasion.
11. **Present** one argument in favor of declaring the establishment of the State of Israel at the appointed time and one argument against making the declaration at that time.
12. **Explain** how the War of Independence and the establishment of the State of Israel affected the Jews in Muslim countries.

Good Luck!

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בהצלחה!

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