

## Sociology

### Reform for Meaningful Learning Program

## סוציולוגיה

### על פי תכנית הרפורמה ללמידה משמעותית

#### Instructions to examinees

#### הוראות לנבחן

א. Duration of the exam: Two hours

א. משך הבחינה: שתיים

ב. Exam structure and breakdown of points:

ב. מבנה השאלון ומפתח ההערכה:

This exam consists of three parts.

בשאלון זה שלושה פרקים.

Part One – (1x12) – 12 points

פרק ראשון – (12x1) – 12 נקודות

Part Two – (2x22) – 44 points

פרק שני – (22x2) – 44 נקודות

Part Three – (2x22) – 44 points

פרק שלישי – (22x2) – 44 נקודות

Total – 100 points

סה"כ – 100 נקודות

ג. Material that may be used during the exam:

ג. חומר עזר מותר בשימוש:

A Hebrew-other language/other language-  
Hebrew dictionary.

מילון עברי-לועזי / לועזי-עברי.

ד. Special instructions: Write clear, concise  
answers. Use sociological concepts in your  
answers.

ד. הוראות מיוחדות: ענה בתמצות ובבהירות.

בתשובותיך השתמש במושגים מתחום  
הסוציולוגיה.

Write only in the answer booklet. Use separate pages  
for everything you want to use as draft material  
outlines, calculations, etc.). Write "טיוטה" at the top  
of each draft page. If you write draft material on paper  
outside the answer booklet, your exam may be  
disqualified!

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 שמחוץ למחברת הבחינה עלול  
לגרום לפסילת הבחינה!

**Good Luck!**

**בהצלחה!**

## Questions

### Part One (12 points)

Answer either Question 1 or Question 2 (12 points).

In several schools, the decision was made to ban the wearing of shorts by girls during school hours. Educators who supported this decision argued that when they are at school, girls should wear modest clothes that are not revealing. Students who opposed this decision argued that it was a case of gender discrimination.

1. Analyze the case described above using two concepts or principles of the symbolic interaction [אינטראקציה סימבולית] approach.
2. Analyze the case described above using two concepts or principles of the conflict theory approach.

### Part Two (44 points)

Answer two of the questions 3-6 (each question – 22 points).

For the questions you choose, answer both items, א and ב. (The point value for each item is shown.)

3. Schools encourage students to join the student council, so that they can gain experience in leadership roles.
  - א. Choose two criteria and use them to compare the social leader with the task leader [מנהיג משימתי]. (10 points)
  - ב. Explain what a socialization agent [סוכן חיברות] is and write about two roles played by the school as a socialization agent. (12 points)

4. Recently, the media have reported data published by the Central Bureau of Statistics, according to which many young couples are forced to live with their parents, because of financial difficulties.
- א. Name three types of residence patterns [דפוסי מגורים] and give an example from the statement above of one possible pattern. (12 points)
  - ב. Explain what an objective social problem [בעיה חברתית אובייקטיבית] is. Is the situation described above an objective social problem? Explain your answer. (10 points)
5. The group influences the behavior of its members.
- א. Asch [אש] studied the influence of the group on the behavior of its members. What was the goal of his research? Describe one of its main findings. (10 points)
  - ב. Explain what a normative reference group [קבוצת התייחסות נורמטיבית] is and give an example of such a group. (12 points)
6. Senior citizens [אזרחים ותיקים] are sometimes hesitant to use social networks.
- א. Explain what a social category is. Are senior citizens a social category? Explain your answer. (12 points)
  - ב. Explain what globalization is and describe how the use of social networks advances this process. (10 points)

### Part Three (44 points)

Read the passage below and answer two of the questions 7-10 that follow.

#### **Israeli Research about Motherhood Causes an Uproar in Germany**

Many educated women in Germany choose not to become mothers and prefer to build a career rather than raise children. The birth rate in Germany is very low, less than half the birth rate in Israel.

The question: "Can one regret becoming a mother?" that the sociologist

5 Orna Dunath raised in the study she conducted (2016) caused considerable debate in Germany, more so than in any other country, and shattered a centuries-old taboo. "In Israel, this debate lasted a week, whereas in Germany it lasted for years," says Donath, whose research gained much interest in the academic community.

10 Donath was tired of hearing that she would regret not having brought a child into the world. She collected testimonies from 23 women who, unlike most women, admitted that they would have preferred not to have given birth to their children, even though they love them. "More than a third of the women in Germany who have an academic education do not have children," says

15 the researcher Barbara Vinken and continues: "Donath's study touched a sensitive spot in Germany, because it questions the joy of having children, in a society that expects everything from mothers, and where mothers demand everything of themselves." The study presents the ambivalent feelings that mothers experience, feelings that are not usually discussed and that

20 may be more common than previously admitted in many places, including Germany. Since the publication of Donath's research, several books have been published on this topic in Germany, including the book *The Mother-Bliss Lie* by Sarah Fischer. Opinion columns dealing with this topic appear almost weekly in the local press, and the debate has also been featured in

25 TV programs and in exchanges on Twitter .

According to another study, conducted in Germany, women working full-time spend three more hours a day than men on housework. The commonly-held idea that children's wellbeing is dependent on their mother, and not on their father or the society around them, is deeply entrenched in

30 Germany and presents real obstacles to women who wish to build a career. "It's not like in France, where you can drink a glass of champagne during pregnancy, limit the length of time you breast-feed, and go back to work

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and to a life of independence three months after giving birth," says the researcher Vinken. A German mother who goes back to work and does not  
35 take maternity leave for a year or three years, is sometimes considered to be a mother who neglects her children, leaving them with a nanny in order to continue striving for her own personal goals.

About a decade ago, after Chancellor Angela Merkel was elected to office, it was decided to implement a new policy aimed at raising the birth rate in  
40 Germany. As part of this policy, incentives were even offered to fathers who take maternity leave and become more involved in raising their children. Meanwhile, the media in Germany is zigzagging between calls to establish a different image of motherhood that involves less self-sacrifice, and taunts at the "whining" young women who are obsessed with their own  
45 self-fulfillment. But some women have opted to stay completely out of the "motherhood struggle": They defend their right not to have children, rather than struggling with the daily conflict between the demanding role of parenthood and opportunities for advancement and a career.

(Based on YNET [2016], retrieved on 27 June 2016 from [www.ynet.co.il/articles/0,7340,L-4820909,00.html](http://www.ynet.co.il/articles/0,7340,L-4820909,00.html))

Answer two of the questions 7-10 (each question — 22 points).

For the questions you choose, answer both items, א and ב. (The point value for each item is shown.)

When you bring an example of a concept or theory mentioned in the passage, do not just copy sentences from the passage; you must explain the connection between what is written in the passage and the question asked.

7. א. Explain what level of family orientation [רמת משפחתיות] is.

Write about two measures of level of family orientation and bring an example of one of them from the passage. (12 points)

ב. Explain two of these concepts: gender [מגדר], reference group [קבוצת השתייכות], sanction.

Bring an example from the passage of one of the two concepts that you explained. (10 points)

8. א. Explain what a conflict of values [קונפליקט ערכים] is.  
Write about two values that are represented in this passage and explain according to which of these values you would act. Explain your answer. (10 points)
- ב. Write about three stages described in Cooley's theory of self-development ["התפתחות העצמי"] and give an example from the passage of one of these stages. (12 points)
9. א. Name three of the systems [מעגלים] described in Bronfenbrenner's ecological systems theory ["התאוריה האקולוגית"] and give an example from the passage of one of these systems. (12 points)
- ב. Write about one function and one dysfunction of the family in Germany, as described in the passage. (10 points)
10. א. Explain what cultural relativism [גישת היחסיות התרבותית] is and how this approach is expressed in the passage. (10 points)
- ב. Explain what secondary identity [זהות משנה] is and describe two secondary identities held by women in Germany. (12 points)

**Good Luck!**

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**בהצלחה!**

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