

The State of Israel
Ministry of Education
Exam Type: *Bagrut*
Exam Date: Winter 2018
Exam Number: 029284
Attachments: Attachment for Question 7 (posters)
English Translation (3)

מדינת ישראל
משרד החינוך
סוג הבחינה: בגרות
מועד הבחינה: חורף תשע"ח, 2018
מספר השאלון: 029284
נספחים: נספח לשאלה 7 (כרזות)
תרגום לאנגלית (3)

History (*Dati*)

Meaningful Learning Reform Program

For *Olim*
in religious schools

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	–	(3×13)	–	39 points
Part Two	–	(1×22)	–	22 points
Part Three	–	(3×13)	–	39 points
Total	–			100 points

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

ד. Special instruction:
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!

Good Luck!

היסטוריה דתי

על פי תוכנית הרפורמה ללמידה משמעותית

לעולים חדשים
בבתי ספר דתיים

הוראות לנבחן

א. משך הבחינה: שתיים וחצי.

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

פרק ראשון	–	(13×3)	–	39 נקודות
פרק שני	–	(22×1)	–	22 נקודות
פרק שלישי	–	(13×3)	–	39 נקודות
סה"כ	–			100 נקודות

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

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

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

בהצלחה!

Questions

Part One (39 points)

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

1. **Write about one** factor that led to the outbreak of World War I.
Write about two characteristics of this war.
2. **Write about one** similarity between the Hibat Zion Movement [תנועת חיבת ציון] and Herzl's Zionist Movement.
Write about one difference between these two movements.
3. The religious Zionists felt that it was important to cooperate with Herzl's Zionist Movement.
Write about one reason for this.
Explain why the religious Zionists established the *Mizrahi* movement, despite this cooperation.
4. **Write about** the contribution made by Eliezer Ben Yehuda to the development of the new *Yishuv* in *Eretz Yisrael*.
Write about the controversy that developed in the *Yishuv* concerning the War of the Languages ["מלחמת השפות"] (1913).
5. With the outbreak of World War II (1939), the *Yishuv* in *Eretz Yisrael* faced a dilemma regarding cooperation with the British administration in *Eretz Yisrael*.
Write about the position of the *Yishuv's leadership* and also **write about** the position of the *Lehi* [הלח"י] regarding this dilemma.
Write about the position of the *Etzel* [אצ"ל] at the beginning of the war regarding this dilemma, and **explain** why it changed its position in 1944.

Part Two (22 points)

Answer either Question 6 or Question 7.

6. The table below shows the number of inhabitants in *Eretz Yisrael* in 1890 and 1914, as well as the distribution of Jews and non-Jews in the population in these years. Refer to the table and answer Items א and ב that follow.

Number of inhabitants in *Eretz Yisrael* in 1890 and 1914

No. of inhabitants Year	Jews	Non-Jews	Total
1890	42,900	489,000	532,060
1914	94,000	595,150	689,300

(Roberto Bachi, *Eretz Hatzvi*, http://faz.co.il/story_2650)

- א. Based on the table, **note** what change occurred in the number of Jewish inhabitants between 1890-1914.
Based on other data in the table, **explain** why this change is surprising.
Name the two factors you learned about that led to the change you discussed.
(11 points)
- ב. When the Balfour Declaration was being formulated (in 1917), Zionist leaders suggested to the British that the term "national home" ["בית לאומי"] be used, rather than the term "state" ["מדינה"], because they thought that the Jewish population in *Eretz Yisrael* was too small.
Explain this statement according to two pieces of data in the table.
Write about one additional reason why they did not suggest that the British use the term "state" in the Balfour Declaration.
(11 points)
7. **The Aliya from the Soviet Union**
- א. The attachment shows two posters about the *Aliya* from the Soviet Union in the 1970s and 1980s.
Based on what you learned, **write about** one difficulty facing this *Aliya* and **explain** how this difficulty is expressed in each of the posters.
Write about how this difficulty is reflected in the story of one of the Soviet immigrants you learned about.
(11 points)
- ב. Based on what you learned, **write about** one factor that led to the first wave of immigration from the Soviet Union in the 1970s and 1980s, and **write about** another factor that led to the second wave of immigration from the Soviet Union in the 1990s.
(11 points)

Part Three (39 points)

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

8. **List** two steps that the heads of the *Judenrat* [יודנראט] took to assist Jews in the ghettos.
Explain the reaction of the chairman of the Warsaw ghetto *Judenrat*, Adam Czerniakow, to the Nazis' demand to draw up lists of names of Jews for deportation.
9. **Write about** two decrees that the Nazi regime or any other regime that collaborated with the Nazis imposed on the Jews of North Africa.
Explain why the fate of most North African Jews was different from the fate of European Jews during this period.
10. **Write about** two difficulties facing the *Yishuv* in the first phase of the War of Independence and **write about** one attempt to contend with one of the difficulties you described.
11. **Write about** the policy of the "melting pot" [כור ההיתוך] and **explain** why this policy was implemented in the early days of the State of Israel.
12. **Write about** one factor that led to the Oslo Accord negotiations (in 1993) between Israel and the Palestinian Liberation Organization (PLO) [אש"ף].
Write about one argument presented by supporters of this agreement and one argument presented by its opponents.

Good Luck!

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בהצלחה!

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