

**The State of Israel**  
**Ministry of Education**  
Exam Type: *Bagrut*  
Exam Date: Winter 2020  
**Exam Number: 029284**  
Attachments: Postcard (for Question 6)  
Poster (for Question 7)  
**English Translation (3)**

**מדינת ישראל**  
**משרד החינוך**  
סוג הבחינה: בגרות  
מועד הבחינה: חורף תש"ף, 2020  
**מספר השאלון: 029284**  
נספחים: גלויה (לשאלה 6)  
כרזה (לשאלה 7)  
**תרגום לאנגלית (3)**

## History (*Dati*)

**For *Olim***  
**in religious schools**

## היסטוריה דתי

**לעולים חדשים**  
**בבתי ספר דתיים**

### Instructions for examinees

א. Duration of exam: Two and a half hours

א. משך הבחינה: שעותיים וחצי.

ב. Exam structure and breakdown of points:

ב. מבנה השאלון ומפתח ההערכה:

This exam has three parts.

בשאלון זה שלושה פרקים.

Part One – (3×13) – 39 points

פרק ראשון – (13×3) – 39 נקודות

Part Two – (1×22) – 22 points

פרק שני – (22×1) – 22 נקודות

Part Three – (3×13) – 39 points

פרק שלישי – (13×3) – 39 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:

ד. הוראות מיוחדות:

Present facts in your answers, not just general statements.

בתשובתיך הבא עובדות, ואל תסתפק בהערכות כלליות.

Write in the answer booklet only. Write "טייטה" at top of each draft page.

כתוב במחברת הבחינה בלבד. רשום "טייטה" בראש כל עמוד המשמש טייטה.

If you use draft paper outside the answer booklet, your exam may be disqualified.

כתיבת טייטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

**Good Luck!**

**בהצלחה!**

## Questions

### Part One (39 points)

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

1. **Write about two** effects of the Emancipation [אמנציפציה] on the Jews.  
**Explain** how the neo-orthodox [נאו־אורתודוקסים] grappled with modernity [המודרנה].
2. One of the reasons for the outbreak of the First World War was the web of alliances which split Europe into two rival blocs.  
**Write about** these alliances.  
**Write about another** reason for the outbreak of the First World War.
3. **Write about two** difficulties which immigrants of the First *Aliyah* [העלייה הראשונה] faced.  
**Write about one** contribution of these immigrants to the development of the *Yishuv* [the Jewish community, היישוב היהודי] in *Eretz Yisrael*.
4. **Explain** why the British authorities collaborated with the *Yishuv* [היישוב היהודי] during the years 1936-1939 [תרצ"ו-תרצ"ט].  
**Write about one** example of this collaboration.
5. **Write about two** sections of the Third White Paper [הספר הלבן השלישי] (1939).  
Based on one of the sections you described, **explain** in what way British policy in the Third White Paper was different from British policy in the Balfour Declaration (1917).

## Part Two (22 points)

Answer either Question 6 or Question 7.

### 6. Development of Jewish Nationalism

- א. **Write about one** factor that led to the establishment of Lovers of Zion

(*Hovevei Zion*, חובבי ציון) organizations.

**Explain one** action that Pinsker took to further a *Hovevei Zion* goal.

(10 points)

- ב. The attachment to Question 6 shows a postcard (a letter with a picture) that was issued on the occasion of the fifth Zionist congress (1901).

This postcard alludes to antisemitism, the problem faced by the Jewish people, and to the solution to antisemitism proposed by the Zionist movement.

**Explain** how the postcard alludes to antisemitism; base your answer on one of the postcard's elements.

**Give** the solution proposed by the Zionist movement.

**Explain** how the postcard alludes to this solution; base your answer on one of the postcard's elements.

(12 points)

### 7. The Struggle against the British after the Second World War

- א. The attachment to Question 7 shows a poster about clandestine immigration [*Ha'apalah*, העפלה] that was distributed in the *Yishuv* [the Jewish community in Eretz Yisrael, הישוב היהודי] after the Second World War.

Based on this poster, **write about** the goal of the *Ha'apalah* operation.

**Explain** how the poster alludes to this goal in two elements in the poster.

Based on what you studied, **write about two** ways in which the British attempted to oppose *Ha'apalah* activities.

(15 points)

- ב. Based on what you studied, **list another** way (other than *Ha'apalah*) in which the *Yishuv* fought the British after the Second World War, and **write about one** example of this form of struggle.

(7 points)

### Part Three (39 points)

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

8. The boycott of April 1, 1933, lasted only one day. Despite this, the Nazis believed it was important.

**Write about** the significance that the Nazis ascribed to this boycott.

**Write about** another Nazi activity in the 1930s in Germany which had a negative economic impact on the Jews.

9. **List** two difficulties faced by rabbis making rulings according to Jewish law [פסיקת הלכה, *Halacha*] during the Holocaust.

**Write about** one question of Jewish law that was asked during the Holocaust and the rabbi's answer to that question.

10. **Name** one Arab state that signed a cease-fire [שביתת נשק] with the State of Israel when the War of Independence ended.

**Write about** the details of the agreement that this state signed.

**Write about** a non-military means used by the Arab states after the War of Independence to fight the State of Israel.

11. During the years of the mass immigration [*Ha'aliya Hagedola*, העלייה הגדולה] (in the 1950s) there were many differences between the immigrants [*Olim*, עולים] and the existing residents of Israel.

**Write about** one concern of the State's leaders at that time that stemmed from the differences between the immigrants and the residents.

**Explain** how the State's leaders tried to contend with these differences by applying the Melting Pot policy [*Kur Hahituch*, כור ההיתוך].

12. **Write about** one commitment that the State of Israel undertook in the Oslo Agreement, and **write about** one commitment that the PLO [*Ashaf*, אש"ף] undertook in this agreement.

**Write about** one argument presented by opponents of the Oslo agreement or one argument presented by supporters of the agreement.

**Good Luck!**

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**בהצלחה!**

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

## Attachment for Question 6 - Postcard



[May our eyes behold your return in mercy to Zion]

(R. Arbel (ed.), *Blue and White in Color-Visual Images of Zionism, 1897-1947*, Tel Aviv, Beth Hatefutsoth, the Nahum Goldman Museum of the Jewish Diaspora, p. 17.)



## Attachment for Question 7 - Poster



(Zion, will you not ask after your clandestine immigrants [*Ma'apilim*, מעפיליך]  
Immigrant Week - Ransoming Prisoners)

(R. Arbel (ed.), *Blue and White in Color-Visual Images of Zionism, 1897-1947*, Tel Aviv, Beth Hatefutsoth, the Nahum Goldman Museum of the Jewish Diaspora, p. 48.)