

Note: This exam has special instructions.
Answer the questions according to these instructions.

שים לב: בבחינה זו יש הנחיות מיוחדות.
יש לענות על השאלות על פי הנחיות אלה.

History

For *Olim*

Previous curriculum — 70%

לכיתות י"ב
ולבוגרים

היסטוריה

לעולים חדשים

תוכנית ישנה — 70%

Instructions to examinees

הוראות לנבחן

א. Duration of the exam: Two and a half hours

א. משך הבחינה: שתיים וחצי.

ב. Exam structure and breakdown of points:

ב. מבנה השאלון ומפתח ההערכה:

This exam consists of four parts.

בשאלון זה ארבעה פרקים.

— Answer one question from Part **Three** — required

— ענה על שאלה אחת מן הפרק השלישי — חובה

— (1x34) — 34 points

— (34x1) — 34 נקודות

— Choose two of the three parts: Part One, Part Three, Part Four.

— בחר בשניים מן הפרקים: הראשון, השני, הרביעי.

In each part you chose, answer one question.

וענה על שאלה אחת בכל פרק שבחרת.

— (2x33) — 66 points

— (33x2) — 66 נקודות

Total 100 points

סך הכל 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.

Write in the answer booklet only. Write "טייטה" at top of each draft page. If you use draft paper outside the answer booklet, your exam may be disqualified.

כתוב במחברת הבחינה בלבד. רשום "טייטה" בראש כל עמוד המשמש טיוטה. כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

Good Luck!

בהצלחה!

Questions

Part One (33 points)

First Period: Nationalism and Jewish Nationalism — Early Days up to 1920

If you choose this part, answer one of the questions 1-3.

1. Nationalism

- א. Write about the characteristics that unite people of the same nationality. (16 points)
- ב. Explain the influence of one **idea** and the influence of one **historical event** on the development of modern nationalism. (17 points)

2. Herzl

- א. Explain the goal of Herzl's diplomatic activity, and write about two actions he carried out to promote this goal. (16 points)
- ב. Write about one difficulty that Herzl experienced when organizing the first Zionist Congress, and explain one achievement of this congress. (17 points)

3. The Yishuv [היישוב היהודי] in Eretz Yisrael until World War I

- א. Explain two factors that led to Jewish immigration to *Eretz Yisrael* during the period 1881-1914. (13 points)
- ב. During the period 1881-1914, the immigrants endeavored to strengthen the *Yishuv* [היישוב היהודי] in *Eretz Yisrael*.
Write about two steps they took to strengthen **settlement activity** and two steps they took to promote **the Hebrew language**. (20 points)

Part Two (33 points)

**Second Period: Between the Two World Wars (1920-1939);
the *Yishuv* [היישוב היהודי] in *Eretz Yisrael* during World War II**

If you choose this part, answer one of the questions 4-6.

4. Wilson's 14 Points, the Treaty of Versailles

- א. Write about three clauses from Wilson's 14 Points and explain how one of the clauses of this document was reflected in the map of Europe after World War I. (18 points)
- ב. Write about three clauses of the Treaty of Versailles: one from the **economic** sphere, one from the **military** sphere, and one from the **territorial** sphere. (15 points)

5. The *Yishuv* in *Eretz Yisrael* between the Two World Wars

- א. Write about the characteristics of the immigrants who came to *Eretz Yisrael* between the two world wars. Explain how one of these characteristics was evident in one of the forms of settlement that were established or consolidated during this period. (20 points)
- ב. Explain why the General Federation of Jewish Labor in *Eretz Yisrael* ["ההסתדרות הכללית של העובדים העבריים בארץ-ישראל"] was established (1920). Write about two spheres in which it was active. (13 points)

6. Jews, Arabs, and the British in the 1930s in *Eretz Yisrael*

- א. Describe three actions relating to security that the *Yishuv* carried out during the 1930s. (17 points)
- ב. Write about two clauses of the third White Paper ["הספר הלבן השלישי"] (1939), and explain one factor that led to the publication of this paper. (16 points)

Part Three (34 points)

Third Period: Totalitarian Regimes, Nazism, World War II, and the Holocaust

Answer one of the questions 7-10 (**required**).

7. The Nazi regime in Germany (1933-1939)

א. Write about two of the following acts:

- the *Reichstag* fire
- passing the Enabling Act [חוק ההסמכה]
- the Night of the Long Knives
- merging the chancellorship and presidency

Explain how one of the acts you wrote about helped to consolidate the Nazi regime in the years 1933-1934.

(17 points)

ב. Write about one step taken by the Nazi regime in Germany in order to separate the Germans from the Jews, and explain how this step was an application of one principle of Nazi ideology. (17 points)

8. The Establishment of Ghettos

א. Why was massing the Jews into ghettos a turning point in the lives of the Jews of Poland?

Give two reasons. (16 points)

ב. Explain what the Judenrat [יודנראט] was, and write about two functions that the Nazis required the Judenrat to perform. (18 points)

9. The German Invasion of the Soviet Union and Attitudes toward Jews in the Occupied Countries

א. Why did the Nazis begin the mass murder of Jews when Germany invaded the Soviet Union [ברית המועצות] (June 1941)? List two reasons. (17 points)

ב. — Explain two considerations that motivated people in occupied countries to collaborate with the Nazis.

— Why did most of the population in the occupied countries remain "bystanders" [עמידה מן הצד]? Give two reasons.

(17 points)

10. Youth Movements in the Ghettos

א. Explain how belonging to a youth movement helped its members cope with life in the ghettos. Write about three activities which the youth movements carried out in the ghettos during the period **preceding** the implementation of the Final Solution.

(17 points)

ב. Explain why it was the members of the youth movements who led the uprisings in the ghettos. Write about two of the difficulties they faced in organizing the uprisings.

(17 points)

Part Four (33 points)

Fourth Period: Building the State of Israel in the Middle East

If you choose this part, answer one of the questions 11-15.

11. The Question of Eretz Yisrael at the UN

- א. Explain three factors that led Great Britain to refer the question of *Eretz Yisrael* for debate at the UN.
(17 points)
- ב. Write about the UN resolution passed on November 29 [כ"ט בנובמבר], 1947.
Which clause of the resolution made the Jews happy, and which clause worried them?
(16 points)

12. Immigration and Integration in the 1950s and 1960s

- א. Explain two difficulties that the **State of Israel** faced in the integration of immigrants in the 1950s and 1960s.
Describe one action carried out by the State to contend with one of the difficulties you explained.
(16 points)
- ב. Write about three difficulties that the **immigrants** who came to Israel in the 1950s and 1960s faced.
Explain how these immigrants strengthened the State of Israel.
(17 points)

13. Holocaust Remembrance

- א. Write about two ways in which the State of Israel endeavored to perpetuate the memory of the Holocaust.
Explain the importance of perpetuating the memory of the Holocaust.
(17 points)
- ב. In the 1960s and 1970s changes occurred in the attitude of Israeli society toward Holocaust survivors.
Write about two changes, and explain what caused one of them.
(16 points)

14. The Six-Day War (1967)

- א. Write about two actions carried out by the Arab states before the Six-Day War which led to the war.
Explain the effect of this war on one of the Arab states.
(17 points)
- ב. How did the State of Israel's military achievements in the war influence the feeling of victory in Israeli society?
Explain one difficulty that emerged as a result of these achievements.
(16 points)

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15. Yom Kippur War (1973)

- א. Write about the goals that drove Egypt and Syria to attack Israel in October 1973.

Explain the effect of the war on either Syria or Egypt.

(16 points)

- ב. Why was the State of Israel taken by surprise when war broke out? Write about two reasons.

Explain the effect of this surprise on Israeli society after the war.

(17 points)

Good Luck!

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בהצלחה!

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