

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

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

Civics

אזרחות

Instructions

הוראות

- א. Duration of exam: Three hours
- ב. Exam structure and breakdown of points:
This exam has four parts, with a total of 22 questions.
Answer a total of seven questions of your choice.
(Each question — $14\frac{1}{3}$ points)
- ג. Material that may be used during the exam:
A Hebrew–foreign language / foreign language –
Hebrew dictionary.

- א. משך הבחינה: שלוש שעות.
- ב. מבנה השאלון ומפתח ההערכה:
בשאלון זה ארבע פרקים ובהם 22 שאלות.
יש לענות סך הכול על שבע שאלות לבחירתכם.
(לכל שאלה – $14\frac{1}{3}$ נקודות)
- ג. חומר עזר מותר בשימוש:
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.

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טייטה" בראש כל עמוד המשמש טייטה. כתיבת טייטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

Good Luck!

בהצלחה!

Questions

Answer a total of seven questions of your choice (each item – $14\frac{1}{3}$ points).

Part One

Note: In Part One, Questions 1–2 refer to Passage I and Questions 3–4 refer to Passage II.

- I.** Recent years have seen a worrying rise in cases of staff abusing children in preschools. One suggested measure to deal with this issue is the installation of cameras in preschools, so that parents can monitor what is going on there. Teachers and teaching aides oppose the idea of installing cameras in preschools, claiming that they will not be able to behave freely with cameras constantly observing them at work.
- Despite this opposition, a bill permitting installation of cameras in preschools for three to six-year olds was passed at a preliminary Knesset reading. One of the clauses of the proposed bill states that the support of at least 70% of parents whose children attend this preschool is required in order to install the cameras. In addition, any new worker must be informed that the preschool is under camera surveillance and that parents can observe all activity.
1. Name and write about the **type of rights** expressed in the opposition of the teachers and teachers' aides to the proposal to install cameras in preschools.
Explain how this type of rights is illustrated in the passage.
 2. Name and write about the **democratic principle** on which the clause of the bill mentioned in the passage is based.
Explain how this principle is illustrated in the passage.
- II.** As a result of the prolonged duration and high cost of the war, the government has proposed a plan to reduce the budgets of government ministries and local authorities in order to cover the cost of the war. The plan proposes a cutback of about thirty percent in the budget of public libraries.
- In response, personalities from the arts scene and local residents sent letters to various government officials, claiming that this plan would harm children and adults who use public library services.
3. Name and write about one **government function** reflected in the proposal to cut public library budgets. Explain how this function is illustrated in the passage.
 4. Name and write about the type of **oversight and control mechanism** [מנגנון הפיקוח והביקורת] reflected in the response made by personalities from the arts scene and local residents. Explain in what way(s) this type of mechanism is illustrated in the passage.

Part Two

Note: In Questions 5–9 write at least two to three sentences for each answer.

5. Write about two instances in which the Declaration of Independence refers to the **status of minorities** [ביטויים למעמד המיעוטים] in the State of Israel.
6. Write about one of these two laws:
 - **Foundations of Law Act** [חוק יסודות המשפט]
 - **Hours of Work and Rest Act** [חוק שעות עבודה ומנוחה]
7. Write about the following terms:
 - coalition
 - opposition
8. Write about two rules that ensure the **independence of the judiciary** [אי-תלותה של הרשות השופטת].
9. Write about two differences between **regular criminal offences** [עבריינות פלילית רגילה] and **public official offences** [עבריינות שלטונית ציבורית].

Questions on Study Modules [שאלות אשכול]

10. The Jewish world

- Write about the dispute in Israel about integrating **religious legislation** [חקיקה דתית] into state law.
- Write about the **right to freedom** [זכות לחירות].
- Explain how the right to freedom is involved in the dispute you wrote about.

11. Media and politics

- Write about the concept of the **right to freedom of information** [הזכות לחופש המידע].
- Write about the concept of a **democratic political culture** [תרבות פוליטית-דמוקרטית].
- Explain how the right to freedom of information helps to strengthen the democratic political culture.

12. Elections and parties

- Write about the **presidential system of government**.
- Write about the **principle of separation of powers** [עקרון הפרדת הרשויות].
- Explain how the principle of separation of powers is applied in the presidential system of government.

13. Local government

- Write about the concept of *va'ada k'rua* [ועדה קרואה].
- Write about the concept of **political/civil rights**.
- Explain how the appointment of a *va'ada k'rua* violates political rights.

14. Civic engagement and oversight of government [מעורבות אזרחית ופיקוח על הרשויות]

- Write about the concept of the **State Comptroller** [מבקר המדינה].
- Write about the democratic principle of **limited government** [הגבלת השלטון].
- Explain how the function of State Comptroller is an implementation of the principle of limited government.

Part Three

Note: In Questions 15–17, your answer to the first part of the question (writing about the concept) should be based **on what you learned** and not on the passage.

Your answer to the second part of the question should be based **on the passage**.

In the early days of Zionism, there were two main approaches regarding Zionism's goal. According to one approach, the goal of Zionism was to establish the State of Israel and set up a national home for the Jewish people. In other words, Israel was to be the national state of the Jewish people. This was the homeland that the Jews had dreamed of for generations, with the hope of reviving the language of the Bible and renewing the age-old national emblems of its heritage. According to the other approach, the goal of Zionism was that Israel should be a place of refuge for Jews. Over the years, the State of Israel has encouraged Jews of the Diaspora to immigrate to Israel, not only to strengthen the country or because Jews can express their identity fully here, but also in the belief that only here can Jews live safely. Perhaps the most well-known examples are the long-running campaign to "Let my people go", which enabled hundreds of thousands of Jews from the Soviet Union to cross the Iron Curtain, and Operation Brothers, which rescued Ethiopian Jews in danger.

And then, one cruel morning, this belief changed. We have experienced wars and terrorist attacks in the past, but there is no need to explain how the horrific events of October 7 are different and how they reinforce the claim that today a Jew is safer abroad than in Israel. On the other hand, at the same time, we are witnessing a worldwide outbreak of anti-Semitism. Diaspora Jews are experiencing a threefold earthquake: first, their sense of security in the countries where they live has been seriously compromised, second, their belief in Israel's strength, always a given, has been shaken, and third, Israel's status as a potential refuge has been compromised. The question must be asked: Can we honestly tell Diaspora Jews, concerned for their own and their children's future, that their place is here with us?

We hope that the security failure was a one-time event and that Israel is still a safe place for all Jews, but I do not believe that we will regain our status as a safe refuge immediately. Until we do, the State of Israel's role as a national homeland will have greater importance. This raises the question of how much we have to consider world Jewish opinion in our decision-making, while

still expecting to enlist their help in the form of donations, Israel advocacy in their localities, and so on.

Recent events have made it clear that we have a common destiny. In recent years, the differences between Israel and the Diaspora have grown, until October 7 demonstrated that what we have in common is greater than our differences. Since Israel is a developed country with a Jewish majority, whereas Jews in the Diaspora are a minority scattered over many different countries, it is primarily up to us to extend a helping hand in times of trouble.

To use a term taken from another realm, I suggest that we relate to Diaspora Jewry as coalition partners. In the same way as parties wanting to set up and maintain a coalition are willing to compromise on issues about which they disagree, we should work to maintain the important bond between Israel and world Jewry.

It seems to me that at present, or at least until we are a safe refuge once again, it is our duty to promote that aspect of the Zionist vision that viewed the establishment of a national home for the Jews as its chief purpose. To safeguard this partnership, we must sincerely and wholeheartedly seek solutions to our disagreements. In that way we will be able to prevent alienation and exclusion, and work together with our brothers to face an unknown future, both ours and theirs.

(Adapted from: T. Herzl, **Is Israel still a safe refuge for the Jews?** YNET, 08/12/2023)

Questions 15–17 are on the passage above.

Note: In Questions 15–17, your answer to the first part of the question (writing about the concept) should be based **on what you learned** and not on the passage.

Your answer to the second part of the question should be based **on the passage**.

15. Write about the type of nationalism known as **ethno-cultural nationalism**.

Explain how this type of nationalism is evident in the passage.

16. Write about one expression of the **obligation/responsibility** of the **State of Israel towards Diaspora Jews**, and one expression of the **attitude of Diaspora Jews towards the State of Israel**.

Explain how one of these (either Israel's obligation/responsibility towards Diaspora Jews or Diaspora Jews' attitude towards Israel) is illustrated in the passage.

17. Write about the democratic principle of **consensus** [הסכמיית].

Explain how this principle is illustrated in the passage.

/ Continued on page 7 /

Part Four

18. The president of a South American country undergoing an economic crisis announced his economic program. In this program, the government would cut back on public expenditure. For example, government spending on public transportation would be reduced, income support benefits would be frozen, and some of the state-owned enterprises would be put up for sale on the private market. This, he said, was the best way to overcome the country's economic crisis.
- Name and write about the **socio-economic approach** reflected in the president's economic program.
Explain how this approach is evident in the passage.
19. The last local elections were held during the Swords of Steel war [מלחמת חרבות ברזל]. Many soldiers who fought in Gaza and in the north of Israel could not vote in their home towns, so polling stations were put up all over the Gaza Strip and the northern border so that they could vote.
- Name and write about the condition necessary for **elections to be considered democratic** that was ensured by setting up polling stations all over the Gaza Strip and the northern border.
Explain how this condition is illustrated in the passage.
20. An Israeli university has set up a program whereby at least ten percent of applicants accepted for medical studies at the university would be of Ethiopian origin or from outlying areas. Up until now, the proportion of students from these populations in the medical school was significantly smaller than their proportion in society. The goal of the program is to increase the number of these students in the medical school for a certain period.
- Name and write about the **type of policy** (discrimination or affirmative action [הבחנה או העדפה מתקנת]) implemented in the university's program.
Explain how this policy is illustrated in the passage.

- 21.** The IDF has male and female soldiers from different sectors of Israeli society and of different religions. For many years, regulations prohibited soldiers from taking *hametz* food into army bases on Pesach, in order to ensure that the army bases remained kosher during the holiday. Recently, a petition was submitted to the Supreme Court demanding that soldiers who wish to take *hametz* food into a base during Pesach be allowed to do so. Some people support this demand, while others oppose it.

Express your position on this issue. Present two reasons based on concepts from the field of civics — one reason in support of **your position** and one (different) reason in support of the **opposing position**.

- א. **Claim** [טענה] — present your position clearly.
 - ב. **Reason supporting your position** [הנמקת עמדתכם] — present a reason in support of your position, based on concepts and knowledge from your civics studies.
 - ג. **Reasoning supporting the opposing position** [הנמקת העמדה המנוגדת] — present a reason in support of the opposing position, based on concepts and knowledge from your civics studies.
- 22.** Recently, a bill was presented in the Knesset granting the police chief of every town or community the authority to order persons arrested for property offences or threats, and then released on bail, to stay away from that locality. This order would be valid for up to ninety days.

Some people support this proposal, while others oppose it.

Express your position on this issue. Present two arguments based on concepts from the field of civics — one argument supporting **your position** and one (different) argument supporting the **opposing position**.

- א. **Claim** [טענה] — present your position clearly.
- ב. **Reason supporting your position** [הנמקת עמדתכם] — present a reason in support of your position, based on concepts and knowledge from your civics studies.
- ג. **Reasoning supporting the opposing position** [הנמקת העמדה המנוגדת] — present a reason in support of the opposing position, based on concepts and knowledge from your civics studies.

Good Luck!