Candidates must choose questions from TWO different Sections, one of which must be Section 1, 2 or 3. Answer FIVE questions, three from one Section and two from the other. (Candidates choosing Section 1 should notice the special instructions for that Section.) All questions carry equal marks.

Candidates are reminded of the necessity for good English and orderly presentation in their answers.

Section 1. Old Testament History and Religion

Questions may be selected from any one Period or from two consecutive Periods of this Section.

PERIOD I

The early historical and religious traditions of the Hebrew People

1. 'God is with you in all that you do.' Show how the set passages about Abraham illustrate the importance of this special relationship with God.

2. Describe and comment upon (a) the occasion when Luz was renamed Bethel and (b) the occasion when Jacob was called Israel.

3. Compare how Joseph was treated by his brothers with how he treated them later. What lessons do these stories provide?
4. Using the set passages, discuss those incidents after the Passover which show Moses' power of leadership.

5. Explain the part played in the conquest of Canaan by (a) Rahab and (b) Jael. How far are such deceit and killing justifiable?

6. Write briefly about (a) Esau's birthright, (b) Moses' rod and (c) Jerubbaal.

**PERIOD II**

The History and Religion of the Northern and Southern Kingdoms from the death of Solomon to the reign of Jebozakim

7. What can we learn from the events on Mount Carmel and Mount Horeb about (a) the character of Elijah and (b) Elijah's understanding of God?

8. Describe the part played by Elisha in the rebellion of the King of Moab. Discuss two points of interest in the story.

9. Describe briefly the religious and social conditions in Israel at the time of Amos. What do we learn about the work of a prophet from Amos' teaching?

10. What were the main features of the reforms of King Hezekiah? Compare them briefly with the reforms of King Josiah.

11. What hope for the future was given to the Jews by (a) Isaiah of Jerusalem and (b) Jeremiah?

12. Write briefly about (a) Amaziah, the priest of Bethel, (b) Gomer and (c) Pashur, the son of Immer.

**PERIOD III**

The Captivity and Return

13. Describe and comment upon the teaching of Second Isaiah about the Suffering Servant.
14. What was Jeremiah's parable of the figs? What was its significance for the people of his day?

15. Describe and illustrate three aspects of the teaching of Ezekiel.

16. What were the main features of Judaism which began to appear during and after the Exile?

17. 'The books of Ruth and Jonah teach tolerance and humility.' Discuss this statement.

18. Write briefly about (a) Naomi, (b) Gedaliah and (c) Zerubbabel.

Section 2. New Testament—The Gospels

Candidates must choose questions from EITHER Part I OR Part II of this Section.

Either

PART I

The Life and Teaching of Jesus Christ according to the Synoptic Gospels

×19. 'Herod the Great regarded Jesus as a greater threat than Pilate did.' Discuss the narratives of the birth and the trial of Jesus which illustrate this statement.

20. Describe and comment on two different incidents in the Synoptic Gospels, one in which Jesus helped someone who was not a Jew and another in which he helped a person who was ill.

21. Show how the Sermon on the Mount gave new teaching about (a) revenge and love, (b) anxiety and (c) marriage and adultery. Comment on the relevance of such teaching to-day.
22. 'You are the Christ, the Son of the living God.' Describe the circumstances in which this was said to Jesus, and the teaching which he gave to the disciples in the days immediately following, up to but not including the transfiguration.

23. Tell and comment fully upon two parables which illustrate different aspects of the kingdom of God.

24. Recount and explain the significance of the conversations between Jesus and (a) the thief on the cross and (b) Cleopas on the way to Emmaus.

Or

PART II

Prescribed Chapters in Greek (St. Luke 9-18)

Question 25 MUST be answered by candidates who choose this Part.

25. (Compulsory)

Translate into modern English and answer the added questions:

Either (a)

Ἀκούσας δὲ τὶς τῶν συνανακαμένων ταῦτα εἶπεν αὐτῷ, Μακάριος, ὡσεὶ φάγεται ἄρτον ἐν τῇ βασιλείᾳ τοῦ Θεοῦ. ὡ δὲ εἶπεν αὐτῷ, Ἀνδρώνικος τίς ἔστω δείπνον μέγα, καὶ ἐκάλεσε πολλοὺς· καὶ ἀπέστειλε τὸν δοῦλον αὐτοῦ τῇ ὥρᾳ τοῦ δείπνου εἰπεῖν τοῖς κεκλημένοις, Ἐρχομαι, διδάσκω, ὅτι ἦσαν ἐτοίμα ἐστιν. καὶ ἤρθαν ἀπὸ μιᾶς πάντες παραφθείοναι. ὁ πρῶτος εἶπεν αὐτῷ, Ἄγων ἡμέρα σα, καὶ ἰχώ αὐτῶν ἐξήλθον ἠδὲ ἐν αὐτῶν ἔρωτον σε, ἔχε με παρακλημένον. καὶ ἐτέρος εἶπεν, Ζείγη δοῦλε ἡμόρασαι πεντε, καὶ προεύμονι δοκιμάσαι αὐτά· ἐρωτῶ σε, ἔχε με παρακλημένον. καὶ ἐτέρος εἶπεν, Γυναῖκα ἐγώ, καὶ δεῖ τὸν σου δύναμαι εἰλθείν. καὶ παραγενόμενος ὁ δοῦλος ἀπέγγειλε τῷ κύριῳ αὐτοῦ ταῦτα· τότε ὁ ἄγων ἡμέρας ὁ ἄγων ἡμέρας ἐπει ἐν δοῦλῳ αὐτοῦ, Ἐξήλθε ταχέως· εἰς τὰς πλατείας καὶ βόμβας τῆς πόλεως, καὶ τοὺς πτώματα καὶ ἀνακρίνου καὶ τυφλούς καὶ σπανίους· εἰς ὀδόν· καὶ ἐπεν ὁ δοῦλος, Κύριε, γέγονεν ὁ ἐπέταξας, καὶ ἐτέρος δὲ εἰς τόπον ἐστι. καὶ ἐπεν ὁ κύριος πρὸς τὸν δοῦλον, Ἐξήλθες εἰς τὸς ὅρος καὶ φραγμοῦς, καὶ ἀνάγκαιον εἰλθείς,
Προσέφερον δὲ αὐτῷ καὶ τὰ βρέφη, ὡνα αὐτῶν ἀπτηταὶ· ἱδονεῖς δὲ οἱ μαθηταὶ ἐπεισίων αὐτοῖς. ὥς ἦν Ἰησοῦς προσεκαλέσατο αὐτὰ λέγων, "Αφετε τὰ παιδία ἔρχονται πρὸς με, καὶ μὴ καλύπτετε αὐτὰ τῶν γὰρ τοιούτων ἢ τὴν βασιλεία τοῦ Θεοῦ. ἦν λέγων ὤμων, ὡς ἵνα μὴ δείχνῃ τὴν βασιλείαν τοῦ Θεοῦ ὡς παιδίων, οὐ μὴ εἰσέλθῃ εἰς αὐτῶν.

Καὶ ἐπηρώτησε τῷ αὐτῶν ἄρχῳ λέγων, Διδάσκαλε ἀγαθέ, τί ποιήσας ξανήν αἰώνιον κληρονομήσω; ἔπει δὲ αὐτῷ ὁ Ἰησοῦς, Τί με λέγεις ἀγαθόν; ὁ δὲ ἀγαθός, εἰ μὴ εἰς, ὁ Θεὸς. ταῦτα ἔντολα ὅδας, Μὴ μοιχεύσῃς· Μὴ φωνεύσῃς· Μὴ κλέψῃς· Μὴ ψευδομαρτυρήσῃς· Τίμα τὸν πατέρα σου καὶ τὴν μητέρα. ὧς ἦν εἰπεν, Ταῦτα πάντα ἐφυλάξαμεν ἐν νεότητις μου, ἀκούσας δὲ ὁ Ἰησοῦς εἶπεν αὐτῷ, "Εἴτε ἐν σοὶ λείπει· πάντα διὰ τούτων εἴχεσε πάλιν, καὶ διάδος πτωχοῖς, καὶ ἔχεις θησαυρὸν ἐν τοῖς οὐρανοῖς· καὶ δεῦρο, ἀκολούθει μου. ὧς ἦν ἀκούσας ταῦτα περί ἑκείνης· ἦν γὰρ πλούσιος σφόδρα. ἤδιν δὲ αὐτῶν ὃ
Ἰησοῦς εἶπεν, Πῶς δυσκόλως οἱ τὰ χρήματα ἔχοντες εἰσελθοῦνται εἰς τὴν βασιλείαν τοῦ Θεοῦ. εὐκοποῦστε ὡρὰ ἐστὶ κάμμιον διὰ τρήματος βελάνης εἰσελθεῖν, ἦ πλούσιον εἰς τὴν βασιλείαν τοῦ Θεοῦ εἰσελθεῖν. εἰπὼν δὲ οἱ ἀκούσαντες, Καὶ τὰς δύναται σωθῆναι; ὁ δὲ ἐπεί, Τὰ ἀδύνατα παρὰ ἀνθρώπους δυνατά ἐστιν παρὰ τῷ Θεῷ. εἰπεὶ δὲ ὁ Πέτρος, Ἰδοὺ, ἠμεῖς ἄφεντες τὰ ἴδια ἁμαρτήσαμεν σοι, ὃ δὲ ἔλεην αὐτοῖς, Ἀμὴν λέγω ὑμῖν, ὅτι ἂν οὐδεὶς ἐστιν ὃς ἄφηκεν οἰκίαν, ἢ γυναῖκα, ἢ ἰδρυμάτων, ἢ γονεῖς, ἢ τέκνα, ἐνεκεν τῆς βασιλείας τοῦ Θεοῦ, δὲ οὐ μὴ ἀπαλάθη πολλαπλασίων ἐν τῷ καιρῷ τούτῳ, καὶ ἐν τῷ αἰῶνι τῷ ἐρχομένῳ ζωῆς αἰώνιον.

Parse and give the principal parts of: ἄφεντες.

What can we learn from the set chapters about the demands made by Jesus on his followers?

26. Translate, give the context of, and explain:

(a) καὶ ἴδοι, νομικὸς τῆς ἀνέστη ἑκπειράζων αὐτῶν, λέγων, Διδάσκαλε, τί ποιήσας ζωήν αἰώνιον κληρονομήσως;
(b) τίς δὲ εξ ὑμῶν μεριμνῶν δύναται προσθέσαι ἐπὶ τὴν ἁλκίαν αὐτοῦ πήχην;
(c) καὶ ἐπήρεαν ὁ κύριος τῶν οἰκονόμων τῆς ἁδικίας ὅτι φονίμως ἐποίησαν.
(d) οὐχὶ οἱ δέκα ἐκαθαρίσθησαν; οἱ δὲ ἔνεα ποῦ;

27. Comment on three of the following:

(a) Ἐν βεβαιώθη τῷ ἄρχοντι τῶν δαμασκίων ἐκβάλλει τὰ δαμασκία.
(b) τὸ σημεῖον Ἰωάνν.
(c) εἰςιν ἔσχατοι οἱ ἔσονται πρῶτοι, καὶ εἰσὶν πρῶτοι οἱ ἔσονται ἔσχατοι.
(d) εὐκοποῦστερον δέ ἐστιν τοῦ οὐρανοῦ καὶ τὴν γῆν παρελθεῖν, ἢ τοῦ νόμου μιᾶς κεραίας πεσεῖν.
28. Discuss the meaning of three of the following:

(a) καὶ οἶδες γενώσκει τίς ἐστιν ὁ υἱός εἰ μὴ ὁ πατὴρ, καὶ τίς ἐστιν ὁ πατὴρ, εἰ μὴ ὁ υἱός, καὶ ὃ ἐάν βούληται ὁ υἱός ἀποκαλύψαι.
(b) ὁ υἱὸς τοῦ ἀνθρώπου ἔρχεται.
(c) οἱ τε Φαρισαῖοι καὶ οἱ γραμματεῖς.
(d) ὁ Σατανᾶς.

29. Discuss the teaching of Jesus in these chapters about the nature of prayer.

30. Show the importance of the following passage for St. Luke’s understanding of the person and ministry of Jesus:

καὶ ἦδον, ἄνδρες δύο συνελάλουν αὐτῷ, οἵτινες ἦσαν Μωυσῆς καὶ Ἡλίας. οἱ δὲ δύο ἔλεγον τῷ νῦν ἄνωθεν αὐτοῦ, ἐὰν τῆς πληροῦν ἑκάστη Ἰερουσαλήμ.

Section 3. New Testament—The Rise of the early Christian Church

As illustrated by the Acts of the Apostles, Galatians 1–2, and Philippians

31. Describe briefly and comment upon the events of the Day of Pentecost. Discuss some interpretations given to the phrase ‘the gift of tongues’.

32. Outline briefly the events that led to the Council of Jerusalem. Discuss the debate there and the decisions by the Council.

33. Using the set passages, discuss some of the possible influences in the life of Saul that led to his conversion. Comment upon those occasions where the story of his conversion is recorded in Acts.

34. Describe carefully Paul’s ministry at Ephesus as recorded in Acts. How far was he successful?
35. Why did Paul travel to Rome? What do we learn from that journey about the faith and character of Paul?

36. What do we learn from the set passages in Paul’s letters about the problems of the early church? Consider how far Paul’s advice about those problems is relevant today.

Section 4. The Religious and Ethical Teaching of the Apocrypha

37. How far do you consider Judith to be the ideal example of Jewish patriotism?

38. What can we learn about the religious beliefs of this period from the set passages in I Esdras, the Song of the Three Children, and Baruch?

39. Describe the differing views on life after death in the Wisdom of Solomon and in Ecclesiasticus.

40. ‘Idolatry and compromise are the main religious difficulties faced by the Jews in this period.’ Discuss this statement in relation to the set passages.

41. Discuss whether the positive ethical teaching of Ecclesiasticus shows any advance on Old Testament teaching.

42. Show how the problems of dating and authorship affect our views of the importance of the set books.

Section 5. Church History

From A.D. 70 to A.D. 325

43. What do you understand by the term ‘the Apostolic Fathers’? Describe carefully the work of one of them.

44. Describe briefly the growth and formation of the Canon of the New Testament.
45. "The Church in North Africa was one of the remarkable phenomena of early Christianity." Discuss this statement.

46. What religious systems other than Christianity were found in the Roman Empire in this period? How do you account for the survival of the Christian Church?

47. Who was Arius? What steps were taken to combat the Arian heresy?

48. Write briefly about (a) Valentinus and (b) the persecution of Decius.

Section 6. Jewish History

From 323 B.C. to A.D. 70

49. "Geographical, social and political factors are more important than religious ones for an understanding of Jewish history from 323 B.C. to 200 B.C." Discuss.

50. Consider the view that Jewish life during this period was based on the Torah, the Temple and Charity.

51. Explain how the development of Jewish thought and life was influenced by (a) Antiochus IV Epiphanes and (b) Pompey.

52. Compare and contrast Alexander Jannaeus and Aristobulus II.

53. Describe the causes and course of the Jewish War A.D. 66-70.

54. Write briefly about (a) the Dead Sea Scrolls and (b) Herod Agrippa II.
Section 7. Personal and Social Relationships and Problems

In each answer candidates should indicate clearly the reasons for their personal judgement or attitude, presenting the relevant facts and factors involved (e.g., biblical, moral, religious, social).

55. 'To love and to cherish till death us do part.' Discuss the meaning and relevance of the whole of this vow for modern marriage.

56. What are the arguments for and against abortion?

57. It is sometimes said that since all men are equal in the sight of God, they should receive equal pay. What are the religious and moral grounds for agreeing or disagreeing with this statement?

58. Is it right for a religious person to take part in political action which may be against the laws of the State? Give reasons for your answer.

59. 'Man has now grown up, and no longer needs God.' Discuss.

60. What are the modern counterparts to the barriers which either Jesus or Moses encountered in the world of his day? How may these be overcome?

61. 'What will be, will be.' Is such a fatalistic attitude towards life justified?

62. Discuss briefly the causes of racial prejudice. Is there any justification for keeping the races separate—e.g., in marriage or in religious instruction or in school?

63. 'All sin can be explained in terms of environment or heredity.' Discuss.
64. The Ten Commandments prescribe six days of work, to be followed by one day of rest largely dominated by worship. As the number of working days and hours decreases what principles should guide our use of the increased leisure time?