

## UNIVERSITY OF LONDON

## General Certificate of Education Examination

SUMMER 1972

ORDINARY LEVEL

## Religious Knowledge

Two and a half hours

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.

1800 WORDS APPROX

## 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.
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5. Explain the part played in the conquest of Canaan by (a) Rahab and (b) Jael. How far are such deceit and killing justifiable?
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6. Write briefly about (a) Esau's birthright, (b) Moses' rod and (c) Jerubbaal.
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### PERIOD II

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

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?
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8. Describe the part played by Elisha in the rebellion of the King of Moab. Discuss two points of interest in the story.
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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?
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10. What were the main features of the reforms of King Hezekiah? Compare them briefly with the reforms of King Josiah.
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11. What hope for the future was given to the Jews by (a) Isaiah of Jerusalem and (b) Jeremiah?
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12. Write briefly about (a) Amaziah, the priest of Bethel, (b) Gomer and (c) Pashur, the son of Immer.
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### 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?
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15. Describe and illustrate *three* aspects of the teaching of Ezekiel.
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16. What were the main features of Judaism which began to appear during and after the Exile?
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17. 'The books of Ruth and Jonah teach tolerance and humility.' Discuss this statement.
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18. Write briefly about (a) Naomi, (b) Gedaliah and (c) Zerubbabel.
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### Section 2. New Testament—The Gospels

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

*Either* 310

#### 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. 370
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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.
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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.
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Turn over

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.

- 540 X 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 τις τῶν συνανακειμένων ταῦτα εἶπεν αὐτῷ, Μακάριος, ὅστις φάγεται ἄρτον ἐν τῇ βασιλείᾳ τοῦ Θεοῦ. ὁ δὲ εἶπεν αὐτῷ, Ἄνθρωπός τις ἐποίησε δείπνον μέγα, καὶ ἐκάλεσε πολλούς· καὶ ἀπέστειλε τὸν δούλον αὐτοῦ τῇ ᾠρᾷ τοῦ δείπνου εἰπεῖν τοῖς κεκλημένοις, Ἔρχεσθε, ὅτι ἤδη ἕτοιμά ἐστι. καὶ ἦρξαντο ἀπὸ μιᾶς πάντες παραιτεῖσθαι. ὁ πρῶτος εἶπεν αὐτῷ, Ἄγρὸν ἠγόρασα, καὶ ἔχω ἀνάγκην ἐξελθῶν ἰδεῖν αὐτόν· ἐρωτῶ σε, ἔχε με παρητημένον. καὶ ἕτερος εἶπε, Ζεύγη βοῶν ἠγόρασα πέντε, καὶ πορεύομαι δοκιμάσαι αὐτά· ἐρωτῶ σε, ἔχε με παρητημένον. καὶ ἕτερος εἶπε, Γυναῖκα ἔγημα, καὶ διὰ τοῦτο οὐ δύναμαι ἔλθειν. καὶ παραγεγόμενος ὁ δούλος ἀπήγγειλε τῷ κυρίῳ αὐτοῦ ταῦτα. τότε ὀργισθεὶς ὁ οἰκοδεσπότης εἶπε τῷ δούλῳ αὐτοῦ, Ἐξέλθε ταχέως εἰς τὰς πλατείας καὶ ῥύμας τῆς πόλεως, καὶ τοὺς πτωχοὺς καὶ ἀναπήρους καὶ τυφλοὺς καὶ χωλοὺς εἰσάγαγε ὧδε. καὶ εἶπεν ὁ δούλος, Κύριε, γέγονεν ὁ ἐπέταξας, καὶ ἔτι τόπος ἐστί. καὶ εἶπεν ὁ κύριος πρὸς τὸν δούλον, Ἐξέλθε εἰς τὰς ὁδοὺς καὶ φραγμούς, καὶ ἀνάγκασον εἰσελθεῖν,

ἵνα γεμισθῇ ὁ οἶκός μου. λέγω γὰρ ὑμῖν, ὅτι οὐδεὶς τῶν ἀνδρῶν ἐκείνων τῶν κεκλημένων γεύσεται μου τοῦ δείπνου.

Συνεπορεύοντο δὲ αὐτῷ ὄχλοι πολλοί· καὶ στραφεὶς εἶπε πρὸς αὐτούς, Ἐἴ τις ἔρχεται πρὸς με, καὶ οὐ μισεῖ τὸν πατέρα ἑαυτοῦ, καὶ τὴν μητέρα, καὶ τὴν γυναῖκα, καὶ τὰ τέκνα, καὶ τοὺς ἀδελφούς, καὶ τὰς ἀδελφάς, ἔτι τε καὶ τὴν ἑαυτοῦ ψυχὴν, οὐ δύναται μου μαθητὴς εἶναι. ὅστις οὐ βαστάζει τὸν σταυρὸν ἑαυτοῦ, καὶ ἔρχεται ὀπίσω μου, οὐ δύναται μου εἶναι μαθητὴς. τίς γάρ ἐξ ὑμῶν, θέλων πύργον οἰκοδομῆσαι, οὐχὶ πρῶτόν καθίσας ψηφίζει τὴν δαπάνην, εἰ ἔχει εἰς ἀπαρτισμόν; ἵνα μήποτε, θέντος αὐτοῦ θεμέλιον, καὶ μὴ ἰσχύοντος ἐκτελέσαι, πάντες οἱ θεωροῦντες ἄρξωνται ἐμπαίξειν αὐτῷ λέγοντες ὅτι Οὗτος ὁ ἄνθρωπος ἤρξατο οἰκοδομεῖν, καὶ οὐκ ἴσχυσεν ἐκτελέσαι.

Parse and give the principal parts of: ἀπήγγειλε.

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

Or. (b)

Προσέφερον δὲ αὐτῷ καὶ τὰ βρέφη, ἵνα αὐτῶν ἄπτηται· ἰδόντες δὲ οἱ μαθηταὶ ἐπετίμων αὐτοῖς. ὁ δὲ Ἰησοῦς προσεκαλέσατο αὐτὰ λέγων, Ἄφετε τὰ παιδιά ἔρχεσθαι πρὸς με, καὶ μὴ κωλύετε αὐτά· τῶν γὰρ τοιούτων ἐστὶν ἡ βασιλεία τοῦ Θεοῦ. ἀμὴν λέγω ὑμῖν, ὅς ἐάν μὴ δέξηται τὴν βασιλείαν τοῦ Θεοῦ ὡς παιδίον, οὐ μὴ εἰσελθῇ εἰς αὐτήν.

Καὶ ἐπηρώτησέ τις αὐτὸν ἄρχων λέγων, Διδάσκαλε ἀγαθέ, τί ποιήσας ζωὴν αἰώνιον κληρονομήσω; εἶπε δὲ αὐτῷ ὁ Ἰησοῦς, Τί με λέγεις ἀγαθόν; οὐδεὶς ἀγαθός, εἰ μὴ εἰς, ὁ Θεός. τὰς ἐντολάς οἶδας, Μὴ μοιχεύσης· Μὴ φονεύσης· Μὴ κλέψης· Μὴ ψευδομαρτυρήσης· Τίμα τὸν πατέρα σου καὶ τὴν μητέρα. ὁ δὲ εἶπε, Ταῦτα πάντα ἐφυλαξάμην ἐκ νεότητός μου. ἀκούσας δὲ ὁ Ἰησοῦς εἶπεν αὐτῷ, Ἐπι ἔν σοι λείπει· πάντα ὅσα ἔχεις πάλησον, καὶ διάδος πτωχοῖς, καὶ ἔξεις θησαυρὸν ἐν τοῖς οὐρανοῖς· καὶ δεῦρο, ἀκολούθει μοι. ὁ δὲ ἀκούσας ταῦτα περίλυπος ἐγενήθη· ἦν γὰρ πλούσιος σφόδρα. ἰδὼν δὲ αὐτὸν ὁ

Ἰησοῦς εἶπε, Πῶς δυσκόλως οἱ τὰ χρήματα ἔχοντες εἰσελεύσονται εἰς τὴν βασιλείαν τοῦ Θεοῦ. εὐκοπώτερον γὰρ ἔστι κάμηλον διὰ τρήματος βελόνης εἰσελθεῖν, ἢ πλούσιον εἰς τὴν βασιλείαν τοῦ Θεοῦ εἰσελθεῖν. εἶπον δὲ οἱ ἀκούσαντες, Καὶ τίς δύναται σωθῆναι ; ὁ δὲ εἶπε, Τὰ ἀδύνατα παρὰ ἀνθρώποις δυνατὰ ἔστι παρὰ τῷ Θεῷ. εἶπε δὲ ὁ Πέτρος, Ἴδού, ἡμεῖς ἀφέντες τὰ ἴδια ἠκολουθήσαμέν σοι. ὁ δὲ εἶπεν αὐτοῖς, Ἀμὴν λέγω ὑμῖν, ὅτι οὐδεὶς ἔστιν ὃς ἀφῆκεν οἰκίαν, ἢ γυναῖκα, ἢ ἀδελφοὺς, ἢ γονεῖς, ἢ τέκνα, ἕνεκεν τῆς βασιλείας τοῦ Θεοῦ, ὃς οὐ μὴ ἀπαλάβῃ πολλαπλασίονα ἐν τῷ καιρῷ τούτῳ, καὶ ἐν τῷ αἰῶνι τῷ ἐρχομένῳ ζωὴν αἰώνιον.

Parse and give the principal parts of: ἀφέντες.

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 ἰδού, νομικός τις ἀνέστη ἐκπειράζων αὐτόν, λέγων, Διδάσκαλε, τί ποιήσας ζωὴν αἰώνιον κληρονομήσω ;
- (b) τίς δὲ ἐξ ὑμῶν μεριμνῶν δύναται προσθεῖναι ἐπὶ τὴν ἡλικίαν αὐτοῦ πήχυν ;
- (c) καὶ ἐπήνεσεν ὁ κύριος τὸν οἰκονόμον τῆς ἀδικίας ὅτι φρονίμως ἐποίησεν.
- (d) οὐχὶ οἱ δέκα ἐκαθαρίσθησαν ; οἱ δὲ ἐννέα ποῦ ;

27. Comment on *three* of the following:

- (a) Ἐν βεελζεβοὺλ τῷ ἄρχοντι τῶν δαιμονίων ἐκβάλλει τὰ δαιμόνια.
- (b) τὸ σημεῖον Ἰωνᾶ.
- (c) εἰσὶν ἔσχατοι οἱ ἔσονται πρῶτοι, καὶ εἰσὶ πρῶτοι οἱ ἔσονται ἔσχατοι.
- (d) εὐκοπώτερον δὲ ἔστι τον οὐρανὸν καὶ τὴν γῆν παρελθεῖν, ἢ τοῦ νόμου μίαν κεραίαν πεσεῖν.

28. Discuss the meaning of *three* of the following:

- (a) καὶ οὐδεὶς γινώσκει τίς ἐστὶν ὁ υἱὸς εἰ μὴ ὁ πατήρ, καὶ τίς ἐστὶν ὁ πατήρ, εἰ μὴ ὁ υἱὸς, καὶ ᾧ ἐὰν βούληται ὁ υἱὸς ἀποκαλύψαι.  
 (b) ὁ υἱὸς τοῦ ἀνθρώπου ἔρχεται.  
 (c) οἱ τε Φαρισαῖοι καὶ οἱ γραμματεῖς.  
 (d) ὁ Σατανᾶς.
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29. Discuss the teaching of Jesus in these chapters about the nature of prayer.

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

καὶ ἰδοὺ, ἄνδρες δύο συνελάλουν αὐτῷ, οἵτινες ἦσαν Μωσῆς καὶ Ἰηλίας· οἱ ἀφθόντες ἐν δόξῃ ἔλεγον τὴν ἔξοδον αὐτοῦ, ἣν ἔμελλε πληροῦν ἐν Ἱερουσαλήμ.

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### Section 3. New Testament—The Rise of the early Christian Church 882

As illustrated by the Acts of the Apostles, Galatians 1-2, and Philipians

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

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

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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.

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34. Describe carefully Paul's ministry at Ephesus as recorded in Acts. How far was he successful?

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Turn over

395 x 35. Why did Paul travel to Rome? What do we learn from that journey about the faith and character of Paul?

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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.

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#### 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?

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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?

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

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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.

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

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

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#### 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.

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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.
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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?
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47. Who was Arius? What steps were taken to combat the Arian heresy?
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48. Write briefly about (a) Valentinus and (b) the persecution of Decius.
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### 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.
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50. Consider the view that Jewish life during this period was based on the Torah, the Temple and Charity.
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51. Explain how the development of Jewish thought and life was influenced by (a) Antiochus IV Epiphanes and (b) Pompey.
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52. Compare and contrast Alexander Jannaeus and Aristobulus II.
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53. Describe the causes and course of the Jewish War A.D. 66-70.
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54. Write briefly about (a) the Dead Sea Scrolls and (b) Herod Agrippa II.
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## 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.
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56. What are the arguments for and against abortion?
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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?
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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.
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59. 'Man has now grown up, and no longer needs God.' Discuss.
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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?
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61. 'What will be, will be.' Is such a fatalistic attitude towards life justified?
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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?
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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?
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