SECTION A

Answer ONE of the following questions. Clearly mark your answers with the number of the questions you are answering.

Question 1
Genesis is a composite text in a number of ways. Explain carefully each of the ways in which Genesis is a composite text. Very briefly, once you have done this, indicate how the book of Genesis is understood in your church or community. (25 marks)

OR

Question 2
Genesis 1:26-27 and Genesis 2:4-14 offer two different accounts of the creation of humanity. Focussing on the detail of each account, identify the key characteristics of each of these accounts. Very briefly, once you have done this, indicate what you think the central message of each of these accounts is. (25 marks)

OR
Question 3
The Joseph story is a human story, a story about a family and a community. The story begins with family tensions in Genesis 37:1-2, and the story ends with political tensions (Genesis 41:46-57 and 47:13-26). Focussing on the text, explain the key tensions in each case, at the beginning and at the end. Very briefly, once you have done this, indicate whether Joseph is a good or bad leader in your opinion. (25 marks)

SECTION B

Answer ONE of the following questions. Clearly mark your answers with the number of the questions you are answering.

Question 4
The plot of the Moses narratives found in Exodus, Leviticus, and Numbers is fairly simple. Give a brief outline of the plot of the Moses narrative. Then explain in more detail why this simple narrative has been embellished and elaborated so extensively, especially by legal texts, over a long historical period. Very briefly, once you have done this, explain how the Moses story is understood in your church or community. (25 marks)

OR

Question 5
“The fundamental question of the origins of Israel may be posed in the following manner: How did Israel come into control of Canaan? Three primary explanatory models ... have been proposed: unified military conquest, immigration, and social revolution” (Norman Gottwald, 2009). Explain each of the three models, indicating the kind of evidence that is used to support each. Very briefly, once you have done this, indicate which of these three models you find most convincing and why. (25 marks)

OR

Question 6
The book of Judges contains a series of stories (or sagas) that have a common structure. This structure is clear in most of the stories about a particular judge. Using the account of the judge Othniel (Judges 3:7-11) explain carefully the components of this common structure. When you have done this, explain the theological reason for this repetition by the Deuteronomistic theologians. Very briefly, once you have done this, indicate whether you find the theology of the Deuteronomists relevant to your context. (25 marks)
PLEASE REMEMBER TO ANSWER SECTIONS C AND D IN A SEPARATE ANSWER BOOK

SECTION C

Answer ONE of the following questions. Clearly mark your answers with the number of the questions you are answering and provide a title for your academic essay.

Question 7
How do the references to Jeroboam and Uzziah in Amos 1:1 help us to understand Amos’ message against the elite of ancient Israel? Be sure to include the socio-historical and economic aspects of their reigns in your essay. (25 marks)

OR

Question 8
How can the economic role of temples in ancient Israel and the ANE help us better to understand the altercation between Amos and Amaziah in Amos 7:10-17? (25 marks)

SECTION D

Answer ONE of the following questions. Clearly mark your answers with the number of the questions you are answering and provide a title for your academic essay.

Question 9
Answer the following questions related to Amos 7:14-15 in an integrated academic essay:

a) In which ways did people become prophets in ancient Israel? Provide examples from the Bible to support your answer.

b) Could both men and women become prophets in ancient Israel? Provide examples from the Bible to support your answer.

c) What types of ‘prophetic’ functionaries were there in ancient Israel? Mention at least two types with an example of each type.

d) How do you think Amos might have become a prophet?

e) What kind of prophet was he? How did he class himself?

f) What authority do you think prophets had in ancient Israel? Mention two examples from the Bible to support your answer.

g) Are there people who have similar functions to ancient Israelite prophets within your context?
h) Can both men and women become prophets in your context?

i) How do people become prophets etc. in your context?

j) What authority do such people enjoy in your context?

k) How does your context help you to understand the text? (25 marks)

OR

Question 10
Answer the following questions related to Amos 4:4-5 in an integrated academic essay:

a) What was the importance of Bethel and Gilgal in ancient Israel?

b) Why is the prophet 'encouraging' the people to sin here?

c) Which sacrifices are referred to in these verses? What was the purpose of each sacrifice and in which circumstances was it used?

d) Which are important religious sites in your context?

e) Discuss 2 types of sacrifices, their purpose, and the circumstance in which they occur in your context.

f) Do you see religious people behaving in the way that Amos describes in your context?

g) What have been some of the consequences of their behavior?

h) How does your context help you to understand the text? (25 marks)