SECTION A

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

1. Discuss the significance of Amos 1:1 for Amos’ message against the immediate socio-historical background of the book. (25 marks)

OR

2. Discuss the value of socio-scientific / socio-historical criticism for our understanding of the book of Amos 7:10-17. In your essay you must: (25 marks)
   a) Describe the basic tenets of this method.
   b) Discuss the value of this method for our understanding Amos’ altercation with Amaziah in Amos 7:10-17 in terms of the prophetic documents found at Mari, Nineveh and Lachish. (25 marks)

Comment [U1]: Do you think this question might be too long for a 25 mark essay.
SECTION B

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

3. Read Amos 2:1 and answer the following questions in an integrated academic essay:
   a) How were people buried in Amos’ time?
   b) What was the significance of burial in Amos’ time?
   c) Which practice is being condemned in this passage?
   d) Why was this practice condemned?
   e) What kind of burial practices occur in your African context? Please be explicit about the context you are addressing.
   f) What is the significance of burial in your context?
   g) How would the desecration of graves/remains be seen in your context and why?
   h) How does your context help you to understand the text?

   (25 marks)

OR

4. Read Amos 5:10, 12 and answer the following questions in an integrated academic essay:
   a) What was the importance of city gates in ancient Israel? What kind of activities took place there?
   b) Who was meant to take up the case of the poor and disenfranchised in ancient Israel?
   c) Why were the poor not getting justice in this passage?
   d) Where is justice executed in your context (rural and/or urban)? Please be explicit about the context you are addressing.
   e) Who is meant to take up the case of the poor and disenfranchised in your context?
   f) Who actually takes up the case of the poor and disenfranchised in your context?
   g) What enables and/or prevents the poor from getting justice in your context/s?
   h) What could your role be in assisting the poor and disenfranchised to obtain justice in your context?
   i) How does your context help you to understand the text?

   (25 marks)
SECTION C

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

5. a) What is known by scholars as the “Synoptic Problem” and how does Source Criticism resolve the problem of the relationship between Matthew, Mark and Luke?


OR


b) How does Matthew redact/edit his sources in Matthew 13:1-23 to address the needs of the community in his own day. Make use the parallel texts in Mark 4:1-20 and Luke 8:4-10 provided APPENDIX 2. (25 marks)

SECTION D

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

7. In Matthew 10:5-6 Jesus says “Go nowhere among the Gentiles, and enter no town of the Samaritans. Go rather to the lost sheep of Israel”, yet in 28:19 he says “Go therefore and make disciples of all nations”. How do you reconcile what seems to be a contradiction here? Discuss Matthew’s understanding of the relationship between Jews and Gentiles. (25 marks)

OR

8. What evidence do you find in Matthew’s Gospel that he was concerned above all with building the Church as the new community of faith? Provide evidence from the structure of the gospel and also from the teaching provided in Matthew 18. (25 marks)