Answer 4 questions.

1. Mark 12:35-44 is the pivotal scene in the literary unit that runs from Mark 11:27-13:2. Provide a detailed literary analysis of Mark 12:35-44, paying careful attention to characterisation, plot, setting, and narrative point of view. Once you have done this, briefly explain why this scene (Mark 12:35-44) can be considered the pivotal scene in literary terms within its literary unit (Mark 11:27-13:2). (15)

2. Explain the roles that Ancient Near Eastern temples play within the tributary mode of production? When you have discussed this, briefly explain how the money-changes and those selling doves (Mark 11:15-19) were part of this economic system. (25)

3. The socially engaged biblical scholar brings the resources of biblical scholarship into the communities with whom he/she works using the method of Contextual Bible Study. Explain clearly each of the three ‘movements’ of CBS: (1) See-Judge-Act; (2) Community-Consciousness to Critical-Consciousness to Community-Consciousness; (3) in-front-of-the-text, to on-the-text, to behind-the-text, to in-front-of-the-text. As you explain each of these use the CBS on Mark 11:27-13:2 to illustrate. (25)

4. Lament is a significant genre within the Bible. Provide a detailed literary analysis of Psalm 44, dividing it into its various sub-units, and showing how each of the sub-units contributes to the
Psalm as a whole. Once you have done this, briefly compare this Psalm with Mzwakhe Mbuli’s “Song of the Spirit” (provided), demonstrating their similarities. (25)

5. Provide a detailed literary analysis of Paul’s letter to Philemon, dividing it into its various sub-units and explaining the logic of Paul’s argument (rhetoric) in this letter. Once you have done this, explain briefly the socio-historical context behind this text. (25)

6. Explain clearly the difference between a ‘constructive literary approach’ and a ‘deconstructive literary approach’, illustrating your explanation by referring to the literary detail of 2 Kings 5:1-19. (25)