

# DIVINITY

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Paper 9011/01  
Prophets of the Old Testament

## General Comments

The standard of responses was generally high, with candidates demonstrating in-depth knowledge and appropriate skills of analysis. The performance of some candidates was exceptional, showing a high level of involvement with the subject material. Some candidates could have improved their performance either by writing rather less for the compulsory 'gobbet' question (**Question 10**), or by writing considerably more. In the latter case, it was not uncommon to see good responses to **Questions 1-9** being followed by only a few lines on each of the text extracts, sometimes with fewer extracts being covered than the required four. The time spent on **Question 10** should be the same as for any other question. Candidates covered a good spread of questions to demonstrate a wide knowledge of the syllabus.

Focusing again on **Question 10**, some candidates spent much time stating that various passages were from J or E or D or P, and such comments were often carried over into the questions on the pre-exilic prophets. In nearly all instances, candidates could have produced better answers by concentrating on the points of interest in the gobbet concerned.

## Comments on Specific Questions

### *Section A*

#### *Prophecy in general and Pre-canonical Prophets*

- 1 Examine the ways in which pre-canonical prophets delivered their messages.

Responses to this question varied considerably. Most referred to the prophetic messenger formulae, the role of ecstasy, visions and auditions, prophets acting as priests whilst delivering the sacred lots, delivering symbolic actions, songs, parables, and so on. The strongest responses were those that 'examined' these various responses rather than simply listing them, showing how each way of delivery was appropriate to the content of the message, such as the visual impact of symbolic acts and miracles, the cultic backdrop of some oracular responses, and the opportunity for self-analysis given by parables. Some candidates referred to pre-exilic prophets rather than to pre-canonical prophets, thereby making a proportion of their answers not entirely relevant. One or two wrote out answers to previous questions on the origins of Israelite prophecy, only parts of which were incidentally relevant.

- 2 Discuss the view that there was no clear difference between 'true' and 'false' prophets in Ancient Israel.

The key word in this question was 'clear', and most candidates wrote their answers accordingly. Some really good answers suggested that if Jeremiah could find no clear differences between true and false prophets, then we are not likely to do better. A few found the really focal passage in the Micaliah ben Imliah narrative, where Yahweh acts as a 'lying spirit of prophecy', which seems to make false prophecy true. Most argued that Jeremiah's criterion of prophesying peace when there is no peace is the clearest of all differences, citing the death of Hananiah in fulfilment of Jeremiah's prediction. Some essays could have been improved by giving clearer examples of the various criteria identified.

- 3 Compare and contrast Moses' roles as a leader and as a prophet.

Some answers could have been improved by being less of a list and more of a comparison/contrast. Others would have benefited by not just retelling the story of Moses. There were very few weak answers to this question, and the most fruitful line taken was generally that Moses' leadership functions were part and parcel of his prophetic vocation and commission. There was some advanced comment on editorial activity in

# Divinity Paper Zimsec

**JG Myers**



## **Divinity Paper Zimsec:**

Power in Contemporary Zimbabwe Erasmus Masitera, Fortune Sibanda, 2018-04-20 In recent years the Zimbabwe crisis rendered the country and its citizens to be a typical case of failed states the world over Zimbabwean society was and is still confronted with different challenges which include political economic and social problems Attempts to overcome these challenges have thrown light on the power that rests within individuals and or groups to change and even revolutionize their localities communities states and ultimately the world at large Through experience individuals and groups have promoted ideas that have aided in changing mentalities attitudes and behaviors in societies at different levels This book brings together contributors from various academic disciplines to reflect on and theorize the contours of power including the intrinsic and or extrinsic models of power which pertain to individuals communities and or groups in order to transform society Reflections are on various groups such as political movements environmental movements religious groups advocacy groups gender groups to mention but a few as they struggle against marginalization discrimination exploitation and other forms of oppression showing their agency or compliance

**Education and Development in Zimbabwe** Edward Shizha, Michael T. Kariwo, 2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe It challenges scholars to think about the role of education its funding and the egalitarian approach to widening access to education The nexus between education democracy and policy change is a complex one The book provides an illuminating account of the constantly evolving notions of national identity language and citizenship from the Zimbabwean experience The book discusses educational successes and challenges by examining the ideological effects of social political and economic considerations on Zimbabwe s colonial and postcolonial education Currently literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe This book is likely to be one of the first on the impact of social political and economic meltdown on education The book is targeted at local and international academics and scholars of history of education and comparative education scholars of international education and development undergraduate and graduate students and professors who are interested in educational development in Africa particularly Zimbabwe Notwithstanding the book is a valuable resource to policy makers educational administrators and researchers and the wider community Shizha and Kariwo s book is an important and illuminating addition on the effects of social political and economic trajectories on education and development in Zimbabwe It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries Rosemary Gordon Senior Lecturer in Educational Foundations University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic

crisis covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching this text provides a comprehensive wide ranging and yet carefully detailed account of education in Zimbabwe This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe s education specifically but more widely to all who are interested in how the sociopolitical shapes education how ideology policy international pressures economic factors and shifts in values collectively forge the historical and contemporary character of a country s education Handel Kashope Wright Professor of Education University of British Columbia      **Multidisciplinary Humane Perspectives on Education** Lawrence Ogbo Ugwuanyi,2024-01-16 While the majority of mankind access education and while different ideologies and philosophies may motivate education educational delivery and attainment it is important to discuss how through these humanity may become more human by realising its full potential This book addresses issues such as equality inclusiveness cosmopolitan worldviews and conflicting pressures in education in a manner that makes every member of the human community accountable to the others through education      **Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts** Ehaab Abdou,Theodore Zervas,2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from key African and Euro Asian contexts including Afghanistan Albania Greece Iran South Africa Sweden T rkiye and Zimbabwe The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy      **Outpost** ,2006      Master of Divinity Papers Enrique Alvarez-Avalos,Jeffrey P. Benusa (Rev. Mr),Romeo Mario T. Catungal (Bro., OCD.),Kolio Etuale,Scott Joseph Garrett,Robert James Kenny,Thomas C. Lilly,Bradley D. Neely,Joseph Nguyen (Br),Peter A. Rossa (Rev. Mr),Mark A. Schultz,Joseph Martin Sullivan (Jr),Sean Weeks,2003      Illustrations of the Midsummer Divinity Examination Papers (1866) J. Sidney Boucher,1867      Master of Divinity Papers, 2005 Justin Brady,Sherwin S. Colaste,Adam Gregory Gonzales,Oscar A. Martinez,Charles Chika Nnabuife,Peter J. O'Brien,Renier C.

Siva,István Szabó,Andrew R. Thomas,Damien Toilolo,Joseph Thuong Tran,2005      **Master of Divinity Papers, 2004** ,2004  
    **The Divinity Student's Manual ...** Lowry M'Clintock,1853      *Divinity Handbook* University of Sydney. School of  
Divinity,1983      **Divinity Examination** ,1836\*

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