Bachelor of Ministry & Bachelor of Theology

NT301/D
Jesus and the Gospels

Unit Guide

Semester 1, 2017

Malyon College
is an approved institution of the
Australian College of Theology

NT301/D is offered by Malyon College as part of the Bachelor of Ministry & Bachelor of Theology
This Unit is an accredited award of the Australian College of Theology (ACT)
and is authorised for distance and contact delivery by Malyon College.
Malyon College
At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology
The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 18 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.
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**UNIT DETAILS**

**Unit Description**

The vision of Malyon College is to develop Christians of influence. In order to be a Christian of influence a woman or man needs to have theological maturity. A theologically mature Christian displays a good knowledge of the Bible and its history, culture, geography, and theology. They are also able to articulate a personal theological understanding emerging from their knowledge. But to influence others, they also need to be able to interpret and apply the Bible and theological understanding to ministry contexts and situations and communicate their biblical/theological understanding with clarity and conviction. The purpose of the unit is to enable students to encounter, and gain a greater understanding of, Jesus Christ as presented in the New Testament Gospels. But it also aims at helping students further develop, apply and communicate their theological understanding that emerges through this study of the Gospels.

The unit forms part of the four-unit suite of Bible survey units (OT & NT). Jesus and the Gospels (NT301) and The Early New Testament Church (NT302) aim to give students a broad introduction to the whole New Testament as a piece of literature. Hence the focus is on the “big picture” rather than “deep” exploration of specific passages, which is the focus of the exegesis units. The NT survey units aim to help you to see how the various books fit together into a coherent story and help you to see how you and your Christian community fit within that narrative. These units give you the platform that you will use in your exegesis of specific books, in understanding the way the church has interpreted them during its history, in developing your theological positions in systematic theology and Christian thought units, and applying the Bible in practical ministry.

The purpose of the unit is to enable students to gain an understanding of Jesus Christ as presented in the New Testament Gospels and His ministry in its historical, socio-cultural, religious and political environment.

The aim of the unit is to develop with particular reference to the Gospels a foundational understanding of Jesus Christ based on a study of:

1. The context of his life and ministry
2. The distinctiveness and interrelatedness of the four Gospels
3. His identity and life
4. His message and ministry
5. The contemporary significance for life and ministry.
Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.

Learning Outcomes

At the conclusion of this unit, students should be able to:

<table>
<thead>
<tr>
<th>A. Knowledge and understanding</th>
<th>know and understand</th>
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<tbody>
<tr>
<td></td>
<td>1. The contents, themes and character of the canonical Gospel traditions</td>
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<td></td>
<td>2. The life and ministry of Jesus</td>
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<table>
<thead>
<tr>
<th>B. Skills</th>
<th>be able to</th>
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<tbody>
<tr>
<td></td>
<td>1. Explain the influence of the historical, socio-cultural, religious and political setting of first-century Palestine as the context of Jesus’ life and ministry</td>
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<td></td>
<td>2. Analyse the distinctive features of the four gospels and the interrelationships between them</td>
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<td></td>
<td>3. Discuss: a) the life and identity of Jesus; and b) the message and ministry of Jesus</td>
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<tr>
<th>C. Application</th>
<th>be in a position to</th>
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<tbody>
<tr>
<td></td>
<td>1. Integrate perspectives from ‘Jesus and the Gospels’ with their other theological studies</td>
</tr>
<tr>
<td></td>
<td>2. Apply perspectives from ‘Jesus and the Gospels’ to current issues in Christian life and thought</td>
</tr>
</tbody>
</table>

Unit Content

The content of the unit focuses on the life and ministry of Jesus, with special reference to the following:

a. Context and setting:
   The historical, socio-cultural, religious and political setting of first century Palestine

b. One Gospel and four Gospels:
a. A detailed study of one or more gospels  
b. Distinctive features of the Gospels  
c. The interrelationship of the Gospels  
c. The identity and life of Jesus:  
   a. The designations and titles of Jesus  
   b. The passion and resurrection narratives  
d. The message and ministry of Jesus:  
   a. The Kingdom of God in the proclamation of Jesus  
   b. The significance and interpretation of the parables  
   c. The ethics of Jesus, including the Sermon on the Mount  
   d. The miracles of Jesus and their significance  
e. Reflection (through a-d) on the significance of Jesus Christ for contemporary life and ministry.  

**Workload Requirement**

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. **Contact students:**
   a. Lectures – 3 hours per week;  
   b. Preparation and revision – 2 hours per week;  
   c. Assignments – 5 hours per week.

2. **Distance students:**
   a. Home study; including forums and revision – 5 hours per week;  
   b. Assignments – 5 hours per week.

*Please note: Contact students will be expected to attend all lectures. The forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students. Students who fail to attend lectures or complete forum posts satisfactorily may be failed.*

It is important for students to realize that there are three *points of learning* for this unit; namely:

1. Learning Guides.  
2. Readings from the textbook and other resources.  
3. Personal reflection, input and study.
As such, students must ensure that they work systematically through all the material and ensure that they fully prepare for the assessment tasks. This will include the responsibility to synthesize the work read and studied in order to adequately complete the assessment tasks.

**Learning Guides**

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Research assignments
2. Reflection Essays

Since the aim of this survey unit is to give you a broad and integrative survey of the whole New Testament you will find the assessment requires you to cover a breadth of material and draw it together into coherent conclusions. To this end the unit has seven (7) assessment items spread throughout the semester and covering the whole content. One of the temptations students face when approaching this continuous style of assessment is to devote too much time to the smaller Reflection and Integration activities. Each of these four (4) reflection activities only contributes about 8% of your total assessment. They do not require extensive research, but rather the integration of what you already know. *Do not spend more than 4 hours on any one Reflection and Integration activity.*

In contrast, the Research Essays require you to independently access and process scholarly insights that you will use in your argument.

**Required Resources**

In order to complete the unit, the student will be required to have access to the following resource/s which serves both NT301 (first semester) and NT302 (second semester):


Copies are available from:
Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

On-campus students will be required to complete pre-reading from the textbook before the lectures each week.
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<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Preparation</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 Feb</td>
<td>Read Powell, Chapter 2, “The NT Writings”</td>
<td>Unit introduction Overview of the New Testament The Nature of the Gospels The Gospel Sources</td>
</tr>
<tr>
<td>2</td>
<td>21 Feb</td>
<td>Read Powell, Chapter 4, “The Gospels”</td>
<td>The historical, socio-cultural, religious and political setting of 1st century Palestine</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection Exercise 1 due 27 February</td>
</tr>
<tr>
<td>3</td>
<td>28 Feb</td>
<td>Read Powell, Chapter 1 “The New Testament World”</td>
<td>Interpreting the Bible Researching and writing assignments</td>
</tr>
<tr>
<td>4</td>
<td>7 Mar</td>
<td>Read Mark and Powell, Chapter 6 “Mark”</td>
<td>The Gospel of Mark (Distinctives, content and themes)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection Exercise 2 due 13 March</td>
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<tr>
<td>6</td>
<td>21 Mar</td>
<td>Read John and Powell, Chapter 8, “John”</td>
<td>The Gospel of John (Distinctives, content and themes)</td>
</tr>
<tr>
<td>S/W</td>
<td>11 Apr</td>
<td>Study Week (Good Friday 14 Apr, Easter Sunday 16 Apr)</td>
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<tr>
<td>8</td>
<td>18 Apr</td>
<td>Read Powell, Chapter 3 “Jesus”</td>
<td>The names of Jesus and the passion of Christ Matthew Reflection Sheets 1 &amp; 2 due 24 April Research Essay 1 due 24 April</td>
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<tr>
<td>9</td>
<td>25 Apr</td>
<td>ANZAC Day - No lectures</td>
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<tr>
<td>10</td>
<td>2 May</td>
<td>The Kingdom of God Research Essay 2 due 8 May</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>9 May</td>
<td>Interpreting the parables and understanding the miracles</td>
<td></td>
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<tr>
<td>12</td>
<td>16 May</td>
<td>The teaching of Jesus Research Essay 3 due 22 May</td>
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<tr>
<td>13</td>
<td>23 May</td>
<td>Integration and application of “Jesus and the Gospels.”</td>
<td></td>
</tr>
<tr>
<td>S/W</td>
<td>30 May</td>
<td>Study Week Reflection Exercises 3 &amp; 4 due 5 June</td>
<td></td>
</tr>
</tbody>
</table>
Rev Neil Bernard is a part-time lecturer and Church Liaison Director at Malyon College. Neil commenced at the BTCQ in 1988 and during his studies was Youth Pastor at the City Tabernacle Baptist Church. In 1994 he was ordained as a Baptist Minister and commenced as Youth & Young Adults Pastor at Ashgrove Baptist with a group of 300. In 1997 Neil was called to The Gap Baptist as their Senior Pastor. In 2001 he was appointed Vice-Principal of Capernwray Torchbearers Australia and then Principal and Acting National Director from 2002 – 2006. Neil then chose to concentrate solely on the Principal’s position through to 2012. In 2011 he graduated with M.A.Theol. from Malyon having achieved the highest GPA of all graduates from around Australia for that year. Neil was appointed to the faculty of Malyon in 2012.

He is an ordained Minister of Queensland Baptists. Prior to pastoral ministry he was a Radio Announcer/Production Manager (4BK/B105/Family 96.5). His interests include overseas travel, photography, reading and swimming.

Contact details:
☎ 07 3354 5652
✉ neil.bernard@malyon.edu.au
Fax 07 3354 5660
✉ PO Box 6166, Mitchelton QLD 4053

Rev Dr Ian Hussey is the Director of Post-Graduate Studies, On-line Content Developer and part-time lecturer at Malyon College. He is married to Lynette who is the Principal of a school for disengaged youth. They have two daughters. Between 1993 and 2010 Ian was solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people. Ian has served on the Board of Queensland Baptists, the Administrative Services Group and the QB Consultancy team.

He has lectured at Malyon and BCQ in communication, preaching, Old Testament and leadership. Ian has degrees in science, education, theology and management and a PhD on the topic: “The engagement of newcomers in church attendance: a theological and social scientific examination of churches with high levels of converts.”

He is an ordained Minister of Queensland Baptists. Prior to pastoral ministry he was a school teacher in NSW and Queensland. His interests include bass guitar, drums, sports and house renovation.

Contact details:
☎ 07 3354 5668
✉ ian.hussey@malyon.edu.au
Fax 07 3354 5660
✉ PO Box 6166, Mitchelton QLD 4053
UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Student Assignment Guide is available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The due date is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 3% per day. The Student Assignment Guide contains details of the protocols to be followed.

4. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
**Grade Criteria**

*Bachelor’s students at the foundational undergraduate degree 300-level should note that grades are awarded on the following criteria:*

Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. The study of primary sources and the principles underlying their analysis are introduced, especially in Biblical Studies and Church History and where relevant in other fields of study. The foundation for the critical evaluation of ideas is established.

**Pass**
- ✓ Attempts to engage primary sources and is aware of their significance for the discipline.
- ✓ Evidences a basic understanding of the foundational features of the discipline.
- ✓ Shows an awareness of relevant scholarly viewpoints without necessarily engaging these in depth.

**Credit**
- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

**Distinction**
- ✓ Demonstrates ability in engaging primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

**High Distinction**
- ✓ Demonstrates a pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.
ASSESSMENT TASKS

Task 1: Reflection exercise

Describe the process whereby the New Testament gospels came into being. Make reference to Oral Tradition, Textual Criticism, Gospel Sources and Canonisation.

The key assessment criteria for this requirement are as follows:
How well students demonstrate:
1. Engagement with the Learning Guides and Textbook.
2. An understanding of oral tradition, textual criticism, gospel sources and canonisation.
3. The ability to write concisely and clearly.
4. The ability to synthesise diverse ideas into a coherent argument.
5. The ability to draw motivated and reasonable conclusions.

Length: 400 words

References: Students are only required to refer to the textbook and Learning Guides in the answering this question.

Due: 27 February by no later than 11:55pm on Moodle
Mark allocation: 8%
Learning Outcomes addressed: A.1

Task 2: Reflection exercise

Describe the influence of the historical, socio-cultural, religious and political setting of first-century Palestine on Jesus’ life and ministry.

The key assessment criteria for this requirement are as follows:
How well students demonstrate:
1. Engagement with the Scriptures, Learning Guides and Textbook.
2. An understanding of the influence of the historical, socio-cultural, religious and political setting of first-century Palestine on Jesus’ life and ministry.
3. The ability to write concisely and clearly.
4. The ability to synthesise diverse ideas into a coherent argument.
5. The ability to draw motivated and reasonable conclusions.

Length: 400 words

References: Students are only required to refer to the textbook and Learning Guides in the answering this question.

Due: 13 March by no later than 11:55pm on Moodle
Mark allocation: 8%
Learning Outcomes: B.1
**Task 3: Research Essay 1**

Describe and discuss the distinctive features of the Gospel of Matthew in comparison to the other gospels.

Note: The Matthew Reflection Sheets completed as part of Modules 6 and 7 must be submitted. Although compulsory they will not be assessed. The reflection sheets must be properly completed in the space provided. Combine them as one Word document and submit them to “Turnitin” in Week 9 in Moodle.

The key assessment criteria for this requirement are as follows:

How well students demonstrate:
1. Engagement with the Scriptures, Learning Guides, Textbook and other resources.
2. A knowledge of the distinctive features of the Gospel of Matthew in comparison to the other gospels.
3. An awareness of, and engagement with, scholarly viewpoints.
4. The ability to write concisely and clearly.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.
7. That the reflections sheets are properly and suitably completed.

**Length: 1400 words**
**References: at least 5**
**Due: 24 April by no later than 11:55pm on Moodle**
**Mark allocation: 28%**
**Learning Outcome addressed: B.2**

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**Task 4: Research Essay 2**

Discuss four (4) names applied to Jesus in the Gospels. How does the use of these names in the Gospels reflect the theological emphasis of each Gospel?

The key assessment criteria for this requirement are as follows:

How well students demonstrate:
1. Engagement with the Scriptures, Learning Guides, Textbook and other resources.
2. The ability to discuss four (4) of the names applied to Jesus in the Gospels and how the use of these names in the Gospels reflect the theological emphasis of each Gospel.
3. An awareness of, and engagement with, scholarly viewpoints.
4. The ability to write concisely and clearly.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.

**Length: 1000 words**
**References: at least 4**
Due: 8 May by no later than 11:55pm on Moodle
Mark allocation: 20%
Learning Outcome addressed: B.3a

Task 5: Research Essay 3

“The life, death, resurrection, ministry and teaching of Jesus all point primarily to the Kingdom of God.” Respond to this assertion with reference to the NT and scholarship.

The key assessment criteria for this requirement are as follows:
How well students demonstrate:
2. The ability to respond to the assertion that the life, death, resurrection, ministry and teaching of Jesus all point primarily to the Kingdom of God, including reference to the NT and scholarship.
3. An awareness of, and engagement with, scholarly viewpoints.
4. The ability to write concisely and clearly.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.

Length: 1000 words
References: at least 4
Due: 22 May by no later than 11:55pm on Moodle
Mark allocation: 20%
Learning Outcome addressed: B.3b

Task 6: Reflection exercise

Discuss one (1) OT prophecy that the Gospels indicate has been fulfilled in Jesus.

The key assessment criteria for this requirement are as follows:
How well students demonstrate:
1. Engagement with the OT & NT Scriptures, Learning Guides and Textbook.
2. An understanding of the OT passage in its original context.
3. An understanding of how the Gospel writer has used this OT passage for his own theological purposes.
4. The ability to write concisely and clearly.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.

Length: 400 words
References: Students are only required to refer to the textbook and Learning Guides in answering this question. Other sources may be referred to but are not expected.
Due: 5 June by no later than 11:55pm on Moodle
Choose one (1) narrative passage from the Gospels and discuss its application to the contemporary Church.

The **key assessment criteria** for this requirement are as follows:

How well students demonstrate:

1. Engagement with the Scriptures, Learning Guides and Textbook.
2. An awareness of the interpretive issues related to the Gospels.
3. An understanding of the context and meaning of a narrative passage from the Gospels.
4. An understanding of how a narrative passage from the Gospels has application to the contemporary Church.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length:** 400 words

**References:** Students are only required to refer to the textbook and Learning Guides in answering this question. Other sources may be referred to, but are not expected.

**Due:** 5 June by no later than 11:55pm on Moodle

**Mark allocation:** 8%

**Learning Outcome addressed:** C.2
## SAMPLE ASSESSMENT RUBRIC

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<td>Fair (3.00)</td>
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<tr>
<td></td>
<td>Poor (2.00)</td>
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<tr>
<td></td>
<td>Very Poor (1.00)</td>
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<td>Not Evident (0.00)</td>
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<td></td>
<td>Engages very poorly with the Scriptures, Learning Guides and Textbook</td>
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<td>Very good awareness of the interpretive issues related to the Gospels</td>
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<tr>
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<td>Very poor awareness of the interpretive issues related to the Gospels</td>
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<tr>
<td></td>
<td>No evidence of an awareness of the interpretive issues related to the Gospels</td>
</tr>
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<td>Very good understanding of the context and meaning of a Gospel passage</td>
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<td></td>
<td>Good understanding of the context and meaning of a Gospel passage</td>
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<td></td>
<td>Fair understanding of the context and meaning of a Gospel passage</td>
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<tr>
<td></td>
<td>Poor understanding of the context and meaning of a Gospel passage</td>
</tr>
<tr>
<td></td>
<td>Very poor understanding of the context and meaning of a Gospel passage</td>
</tr>
<tr>
<td></td>
<td>No evidence of an understanding of the context and meaning of a Gospel passage</td>
</tr>
<tr>
<td>An understanding of how a Gospel passage has application to the</td>
<td>Understands very well how a Gospel passage has application to the</td>
</tr>
<tr>
<td>contemporary Church</td>
<td>the contemporary Church</td>
</tr>
<tr>
<td></td>
<td>Understands well how a Gospel passage has application to the</td>
</tr>
<tr>
<td></td>
<td>the contemporary Church</td>
</tr>
<tr>
<td></td>
<td>Understands reasonably how a Gospel passage has application to the</td>
</tr>
<tr>
<td></td>
<td>the contemporary Church</td>
</tr>
<tr>
<td></td>
<td>Understands poorly how a Gospel passage has application to the</td>
</tr>
<tr>
<td></td>
<td>the contemporary Church</td>
</tr>
<tr>
<td></td>
<td>Understands very poorly how a Gospel passage has application to the</td>
</tr>
<tr>
<td></td>
<td>the contemporary Church</td>
</tr>
<tr>
<td></td>
<td>No evidence of an understanding of how a Gospel passage has</td>
</tr>
<tr>
<td></td>
<td>application to the contemporary Church</td>
</tr>
<tr>
<td>The ability to write concisely and clearly</td>
<td>Writing ability is very concise and clear</td>
</tr>
<tr>
<td></td>
<td>Writing ability is concise and clear</td>
</tr>
<tr>
<td></td>
<td>Writing ability needs improvement</td>
</tr>
<tr>
<td></td>
<td>Writing ability needs much improvement</td>
</tr>
<tr>
<td></td>
<td>Writing ability needs very much improvement</td>
</tr>
<tr>
<td></td>
<td>No evidence of the ability to write concisely and clearly</td>
</tr>
<tr>
<td>The ability to synthesise diverse ideas into a coherent argument</td>
<td>Very good ability to synthesise diverse ideas into a coherent</td>
</tr>
<tr>
<td></td>
<td>argument</td>
</tr>
<tr>
<td></td>
<td>Good ability to synthesise diverse ideas into a coherent argument</td>
</tr>
<tr>
<td></td>
<td>Reasonable ability to synthesise diverse ideas into a coherent</td>
</tr>
<tr>
<td></td>
<td>argument</td>
</tr>
<tr>
<td></td>
<td>Poor ability to synthesise diverse ideas into a coherent argument</td>
</tr>
<tr>
<td></td>
<td>Very poor ability to synthesise diverse ideas into a coherent</td>
</tr>
<tr>
<td></td>
<td>argument</td>
</tr>
<tr>
<td></td>
<td>No evidence of the ability to synthesise diverse ideas into a</td>
</tr>
<tr>
<td></td>
<td>coherent argument</td>
</tr>
<tr>
<td>The ability to draw motivated and reasonable conclusions</td>
<td>Very good ability to draw motivated and reasonable conclusions</td>
</tr>
<tr>
<td></td>
<td>Good ability to draw motivated and reasonable conclusions</td>
</tr>
<tr>
<td></td>
<td>Reasonable ability to draw motivated and reasonable conclusions</td>
</tr>
<tr>
<td></td>
<td>Poor ability to draw motivated and reasonable conclusions</td>
</tr>
<tr>
<td></td>
<td>Very poor ability to draw motivated and reasonable conclusions</td>
</tr>
<tr>
<td></td>
<td>No evidence of the ability to draw motivated and reasonable</td>
</tr>
<tr>
<td></td>
<td>conclusions</td>
</tr>
</tbody>
</table>

**GRADE:** %

The final grade for the assessment item is not an average of the grades indicated above, as not all criteria are equally weighted and not all equally relevant.
"Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”  
(Jeremiah 3:15)

## UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

### Developing Christians of Influence

Table 1: Attributes

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. is self-aware and maintains self-care</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. seeks and builds healthy relationships</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. understands the context of diverse theological ideas</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. possesses skills needed for chosen ministry path</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. is able to work with and lead a team</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Scale:

1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit
**RECOMMENDED READINGS**

The list below provides the learner with references that relate to the unit material and topics under consideration.

**New Testament Background**


**New Testament Introduction**


**New Testament Theology**


**New Testament Interpretation**


**The Gospels**


**Journal Articles**

Charles, J D 1992, “The greatest or the least in the kingdom? The disciple’s relationship to the law (Matt 5:17-20),” *Trinity Journal* 13, 139-162.
**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*