Master of Divinity & Graduate Diploma of Divinity

NT501/D
Jesus and the Gospels

Unit Guide

Semester 1, 2017

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

NT501/D is offered by Malyon College as part of the Master of Divinity and Graduate Diploma of Divinity authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
Malyon College
(www.malyon.edu.au)

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
(www.actheology.edu.au)

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 an ecumenical consortium of some 2,500 students enrolled in 19 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 thorough 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. Jesus and the Gospels (NT501) and The Early New Testament Church (NT502) 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.

Credit Points

This unit is valued at 4 credit points.

Co and Pre-Requisites

None.

Exclusions

None.
Learning Outcomes

At the end of this unit students should be able to:

A. Knowledge and understanding

<table>
<thead>
<tr>
<th>know and understand</th>
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</thead>
<tbody>
<tr>
<td>1. The contents, themes and character of the canonical Gospel traditions</td>
</tr>
<tr>
<td>2. The life and ministry of Jesus</td>
</tr>
<tr>
<td>3. Selected approaches to Jesus and the Gospels</td>
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</tbody>
</table>

B. Skills

<table>
<thead>
<tr>
<th>be able to</th>
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<tbody>
<tr>
<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>
</tr>
<tr>
<td>2. Analyse the distinctive features of the four gospels and the interrelationships between them</td>
</tr>
<tr>
<td>3. Discuss: a) the life and identity of Jesus; and b) the message and ministry of Jesus</td>
</tr>
<tr>
<td>4. Evaluate selected approaches to Jesus and the Gospels</td>
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</table>

C. Application

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<tr>
<th>be in a position to</th>
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<tbody>
<tr>
<td>1. Integrate perspectives from ‘Jesus and the Gospels’ with their other theological studies</td>
</tr>
<tr>
<td>2. Apply perspectives from ‘Jesus and the Gospels’ to current issues in Christian life and thought.</td>
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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:
   i. A detailed study of one or more gospels
   ii. Distinctive features of the Gospels
   iii. The interrelationship of the Gospels

c. The identity and life of Jesus:
   i. The designations and titles of Jesus
   ii. The passion and resurrection narratives

d. The message and ministry of Jesus:
   i. The Kingdom of God in the proclamation of Jesus
   ii. The significance and interpretation of the parables
   iii. The ethics of Jesus, including the Sermon on the Mount
iv. 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 study, 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 reading – 2 hours per week;
   c. Assignments – 5 hours per week.

2. **Distance students:**
   a. Learning Guides & forum posts – 3 hours per week;
   b. Preparation and reading – 2 hours per week;
   c. 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.*

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.
Textbook

Students are required to have access to the following textbook which serves both NT501 (first semester) and NT502 (second semester):


Copies are available from:

On-campus students will be required to complete pre-reading from the textbook before the lectures each week.

Assessment Requirements

There are two types of assessment requirements in this unit:
1. Reflection and Integration Exercises.
2. Research Essays.

Since the aim of the NT survey units 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 nine assessment items spread throughout the semester and covering the whole content. Although this means you will have a heavier workload on a week to week basis during semester it means that you will have less at the end of semester when other units will have exams and assignments due.

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 six reflection activities only contributes about 6.5% 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.

Please also note that NT501 is a Masters level unit and requires students to demonstrate a higher level of knowledge and critical thinking than the Bachelor level.
## Unit Schedule

<table>
<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</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Overview of the New Testament</td>
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<td></td>
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<td>The Nature of the Gospels</td>
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<td></td>
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<td>The Gospel Sources</td>
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<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>Reflection Exercise 1 due 27 February</td>
<td></td>
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<td>3</td>
<td>28 Feb</td>
<td>Read Powell, Chapter 1 “The New Testament World”</td>
<td>Interpreting the Bible</td>
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<td></td>
<td>Researching and writing assignments</td>
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<tr>
<td>4</td>
<td>7 Mar</td>
<td>Read Mark and Powell, Chapter 6 “Mark”</td>
<td>The Gospel of Mark</td>
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<td></td>
<td></td>
<td>(Distinctives, content and themes)</td>
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<td></td>
<td></td>
<td>Reflection Exercise 2 due 13 March</td>
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<td></td>
<td></td>
<td></td>
<td>(Distinctives, content and themes)</td>
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<td>Reflection Exercise 3 due 20 March</td>
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<td>6</td>
<td>21 Mar</td>
<td>Read John and Powell, Chapter 8, “John”</td>
<td>The Gospel of John</td>
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<td></td>
<td></td>
<td></td>
<td>(Distinctives, content and themes)</td>
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<td>Reflection Activity 4 due 3 April</td>
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<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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<td>8</td>
<td>18 Apr</td>
<td>Read Powell, Chapter 3 “Jesus”</td>
<td>The names of Jesus and the passion of Christ</td>
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<td>Matthew Reflection Sheets 1 &amp; 2 due 24 April</td>
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<td>Research Essay 1 due 24 April</td>
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<td>9</td>
<td>25 Apr</td>
<td>ANZAC Day - No lectures</td>
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<td>10</td>
<td>2 May</td>
<td>The Kingdom of God</td>
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<td>Research Essay 2 due 8 May</td>
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<td>11</td>
<td>9 May</td>
<td>“The Meaning of the Miracles” (John 2004)</td>
<td>Interpreting the parables and understanding the miracles</td>
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<td>12</td>
<td>16 May</td>
<td>The teaching of Jesus</td>
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<td>Research Essay 3 due 22 May</td>
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<td>13</td>
<td>23 May</td>
<td>Integration and application of “Jesus and the Gospels.”</td>
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<td>S/W</td>
<td>30 May</td>
<td>Study Week</td>
<td></td>
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<td></td>
<td></td>
<td>Reflection Exercises 5 &amp; 6 due 5 June</td>
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</table>
Rev Dr Ian Hussey is married to Lynette and 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, including people of 15 different nationalities. Ian commenced at Malyon College in 2011 and is the Director of Postgraduate Studies and the Online Content Developer. He also teaches preaching, pastoral leadership and research methods. Ian attends Windsor Road Baptist Church, an international church in the inner west of Brisbane and has taught conversational English as a cross-cultural outreach for over 15 years. He has degrees in science, education, theology and management. Ian’s MTh was on “the soteriological use of καλέω by Luke and Paul” and his PhD was on the topic: "The engagement of newcomers in church attendance.” His other research interests include church vitality and theological education. Prior to pastoral ministry he was a school teacher in NSW and Queensland. He enjoys music, reading novels and swimming.

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🔗 ian.hussey5
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 Assignment Writing Guide is available to all students on the Moodle site; it should be studied by all students, 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 Assignment Writing 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. Web resources 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 & 3rd level – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd & 3rd level – 2%
**Graduate Diploma and Master’s students at the foundational graduate degree 500-level should note that grades are awarded on the following criteria:**

Units at a foundational level introduce graduate students to the foundational features and principles of a discipline or topic. The critical and evaluative faculties of students are developed.

**Pass** – The candidate demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.

**Credit** – The candidate demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

**Distinction** – The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

**High Distinction** – The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathetically a range of scholarly points of view.
 Requirement 1: Reflection Exercise 1

“The New Testament gospels are not reliable records of the life of Jesus.” Respond to this claim with reference to oral tradition, textual criticism, ancient Greco-Roman biographies, 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 (and other resources).
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 answering this question. Other sources may be referred to but are not expected.
Due: 27 Feb by no later than 11:55pm
Mark allocation: 6.5%
Learning Outcomes addressed: A.1, A.3

 Requirement 2: Reflection Exercise 2

What is the “synoptic problem”? How do you explain the relationship between the synoptic gospels?

The key assessment criteria for this requirement are as follows:
How well students demonstrate:
1. Engagement with the Learning Guides and Textbook (and other resources).
2. An understanding of the synoptic problem.
3. An understanding of the various solutions to the synoptic problem.
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: 13 Mar by no later than 11:55pm
Mark allocation: 6.5%
Requirement 3: Reflection Exercise 3

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 Learning Guides and Textbook (and other resources).
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 answering this question. Other sources may be referred to but are not expected.

Due: 20 Mar by no later than 11:55pm

Mark allocation: 6.5%

Learning Outcomes addressed: A.2, B.1

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Requirement 4: Reflection Exercise 4

What are the issues related to the authorship of the Gospels? Why, or why not, are these issues important?

The key assessment criteria for this requirement are as follows:

How well students demonstrate:

1. Engagement with the Learning Guides and Textbook (and other resources).
2. An understanding of the basis for discussions of authorship of the Gospels.
3. The ability to express an informed response to the issues of Gospel authorship.
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: 3 Apr by no later than 11:55pm

Mark allocation: 6.5%

Learning Outcomes addressed: A.3, B.4
Requirement 5: Research Essay 1

Describe the distinctive features of the Gospel of Matthew in comparison to the other gospels. What do these distinctives reveal about the intention of the author?

Note: The Matthew video Reflection Sheets must be submitted with this essay. Although compulsory they will not be assessed or included in the word count. The reflection sheets must be properly completed in the space provided. Include them at the end of your Research Essay so that they can be submitted on Moodle as one document.

The key assessment criteria for this requirement are as follows:

How well students demonstrate:

1. Engagement with the Scriptures.
2. A knowledge of the distinctives of each gospel.
3. An awareness of, and critical engagement with, scholarly viewpoints.
4. The ability to link the distinctives of the gospel to the author’s intentions.
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.
8. That the reflections sheets are properly and suitably completed.

Length: 1600 words
References: at least 7
Due: 24 April by no later than 11:55pm on Moodle
Mark allocation: 30%
Learning Outcome addressed: B.2
Requirement 6: Research Essay 2

Discuss four 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.
2. An understanding of the names applied to Jesus.
3. An understanding of how the use of the names of Jesus in the Gospels reflect the theological emphasis of each Gospel.
4. An awareness of, and critical engagement with, scholarly viewpoints.
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: 1000 words
References: at least 4
Due: 8 May by no later than 11:55pm on Moodle
Mark allocation: 15%
Learning Outcomes addressed: B.3

Requirement 7: 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:
1. Engagement with the Scriptures.
2. Critical interaction with the quote contained in the question.
3. An understanding of the relationship of the life, death, resurrection, ministry and teaching of Jesus to the Kingdom of God.
4. An awareness of, and critical engagement with, scholarly viewpoints.
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: 1000 words
References: at least 4
Due: 22 May by no later than 11:55pm on Moodle
Mark allocation: 15%
Learning Outcomes addressed: B.2, B.3
**Requirement 8: Reflection Exercise 5**

Discuss one 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 Learning Guides and Textbook (and other resources).
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 Jun by no later than 11:55pm

**Mark allocation:** 6.5%

**Learning Outcomes addressed:** C.1

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**Requirement 9: Reflection Exercise 6**

Choose one 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. Evidence of engagement with the Learning Guides and Textbook (and other resources).
2. An awareness of the interpretive issues related to the Gospels
3. An understanding of the context and meaning of a Gospel passage.
4. An understanding of how a Gospel passage 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 Jun by no later than 11:55pm

**Mark allocation:** 6.5%

**Learning Outcomes addressed:** C.2
## Unit Contribution to Graduate Outcomes

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. cultivates a growing personal relationship with God that leads to developing spiritual maturity</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>b. understands and seeks to practice the biblical character qualifications for Christian leadership</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>c. humbly depends on God through prayer for personal and ministry effectiveness</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>d. disciplines one’s life to achieve the fulfilment of goals</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>e. pursues personal growth through lifelong learning and mentoring relationships</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>f. discerns, acknowledges and reflects on personal strengths and weaknesses with a view to personal development</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>g. builds positive, healthy relationships and serves others</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>h. recognises and follows God’s call to influence others</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 2: Theological Maturity</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. displays a thorough knowledge of the Bible and its history, culture, geography, and theology</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. possesses a confidence in the integrity and authority of Scripture and in its relevance in contemporary ministry</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>c. locates and critically engages sources that enable biblical and theological understanding</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>d. articulates a personal theological understanding in terms of both biblical truth and church history</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>e. applies the Bible and one’s own theological understanding to ministry contexts and situations;</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>f. processes new ideas and practical challenges in a reflective and reconstructive manner</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>g. communicates one’s biblical/theological understanding with clarity and conviction</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 3: Ministry Maturity</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. reflects on and understands the context(s) in which the graduate ministers</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>b. possesses a range of basic ministry skills with particular focus on communicative and relational skills</td>
<td></td>
<td></td>
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<td>√</td>
</tr>
<tr>
<td>c. works collaboratively and effectively in a team</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>d. manages a project efficiently by planning, organising, implementing and evaluating</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>e. is equipped to and commits to the sharing of the Gospel</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>f. develops ministry in keeping with gifting, culture and calling</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>g. is able to lead others in keeping with gifting</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
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 home page.*