



NT001-512/812

Jesus and the Gospels

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Jesus and the Gospels**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2023

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at www.actheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at www.actheology.edu.au/documents/ for full details.

Information about this unit

Unit description

Welcome to the study of the life and teaching of Jesus in the setting of the Gospels. No matter how often we read the Gospels, we always are surprised at some new aspect that emerges from the life of our Lord. I pray that as we progress through this study you will be surprised, challenged and encouraged by what you learn. I am looking forward to being a guide on the journey with you.

This unit entails an introductory study of Jesus' life and ministry against its background of the world of that time, as it is recorded in the Gospels. This involves a study of the cultural, political, religious and social background of the Gospels. The Gospels as pieces of literature are examined to see what we can learn about how they came into being and consequently how we can read them better. We then study the life and ministry of Jesus, particularly as this is set out by Mark's gospel. Such topics as the Kingdom of God, the person of Jesus, the miracles, the ethics of Jesus, the parables, and the passion and resurrection of Jesus are highlighted.

I trust this will be an enjoyable and profitable time for you.

Brandon Szerlip

ACT Census date

17 March 2023

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 17 March 2023. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: registrar@qtc.edu.au.

Learning Outcomes

NT001-512 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate Foundational knowledge and understanding of the ministry of Jesus and the contents, themes and character of the canonical Gospels

Be able to:

1. Describe the historical, socio-cultural, religious and political setting of first-century Palestine as the context of Jesus' life and ministry
2. Identify the distinctive features of the four Gospels and the interrelationships between them

3. Present organised evidence-based perspectives on: a) the life and identity of Jesus; and b) the message and ministry of Jesus

Be in a position to

1. Relate perspectives from 'Jesus and the Gospels' to contemporary Christian living and ministry contexts

NT001-812 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate advanced knowledge and understanding of the ministry of Jesus and the contents, themes and character of the canonical Gospels

Be able to:

1. Critically analyse: a) the influence of the historical, socio-cultural, religious and political setting of first-century Palestine as the context of Jesus' life and ministry; and b) the distinctive features of the four Gospels and the interrelationships between them
2. Investigate evidence-based perspectives on: a) the life and identity of Jesus; and b) the message and ministry of Jesus

Be in a position to:

1. Apply knowledge, critical thinking skills and perspectives from 'Jesus and the Gospels' to contemporary Christian living and ministry contexts

How this unit contributes to the course

The unit is a core unit in the DipTh, DipMin, AssocDegTh, BTh, BMin, GradCertDiv, GradDipDiv or MDiv. An overall understanding of the literature, setting and theology of the Gospels is essential to further detailed study of the Scriptures. A thorough understanding of the life of Christ and how he described his purpose and work is, of course, essential to Christian discipleship and ministry.

At QTC, all students studying a two, three or four year course include this unit within their studies.

Pre-requisites and Co-requisites

There are no pre-requisites or co-requisites for this unit.

How this unit is organised & what we expect of you

The unit is taught over a 13 week semester. (Note that there are no lectures in Week 9 due to the ANZAC Day public holiday.) There are three lectures each week, each of 50 minutes duration.

This unit is worth 12 credit points towards your degree. A 12 credit point unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on NT001.

Students are expected to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments please contact the QTC Registrar as early as possible.

Teaching staff

LECTURER & UNIT CO-ORDINATOR

Dr Brandon Szerlip

P 07 3062 6939

E bszerlip@qtc.edu.au

Please feel free to contact Brandon if you have any problems or concerns about the unit.

For the teaching of this unit, Brandon will be assisted by a number of guest lecturers:

Josh Tan josh@hsbc.org.au

Russell Williams russell@shorehope.church

Weber Hsu weber@arpc.org.au

James Brennan james.brennan@afes.org.au

You will be introduced to these lecturers as the semester progresses.

Other key contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E registrar@qtc.edu.au

Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939

E registrar@qtc.edu.au

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

Also contact the library for any queries about audio recordings of your class on Moodle. Please note: We do our best to upload recordings of all lectures to Moodle, but for various reasons they sometimes cannot be provided.

P 07 3062 6939

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

WEEK	LECTURE TOPICS	READINGS
Week 1 (BS)	Introduction to the unit Introduction to the Gospels	
Week 2 (BS)	The Background to the Gospels – Political, Religious, Cultural (Part 1)	Ch 1, 2, 3 Blomberg*
Week 3 (BS)	The Background to the Gospels – Political, Religious, Cultural (Part 2) The Synoptic Problem	Ch 1, 2, 3 Blomberg Ch 4 & 5 Blomberg
Week 4 (JT)	Mark outline and features	Ch 6 Blomberg
Week 5 (JT)	Distinctive features of Matthew and Luke	Ch 7 & 8 Blomberg
Week 6 (BS)	Distinctive features of John	Ch 9 Blomberg
Week 7 (BS)	The Kingdom of God in Jesus' teaching	Ch 10 & 11 Blomberg
MID-SEMESTER BREAK: 1 April – 16 April		
Week 8 (RW)	The parables and their interpretation	Ch 12 & 13 Blomberg
Week 9	ANZAC Day Public Holiday – NO LECTURES	
Week 10 (RW)	The miracles of Jesus and their interpretation	Ch 14 & 15 Blomberg
Week 11 (WH)	The ethics of Jesus including the sermon on the mount	Ch 16 Blomberg
Week 12 (JB)	The passion and its place in the Gospel narratives	Ch 17 Blomberg
Week 13 (BS)	Resurrection narratives and titles of Christ	Ch 17 Blomberg
ASSESSMENT WEEKS: 29 May – 16 June		

*Blomberg, C. *Jesus and the Gospels: an introduction and survey*. 2nd ed. Leicester: Apollos 2009.

NT001-512 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
2200 word Essay 50% of Final Grade	A 2200 word essay, which will assess the content of topics listed for weeks 8-11, i.e. the teaching of the Gospels on major topics. Write a 2200 word essay on ONE of the following topics: <ol style="list-style-type: none"> 1. Based on Matt 5:17-20, discuss Jesus' attitude to the law. 2. Why is the gospel called "the gospel of the kingdom" (Mk 1:14, Matt 4:23)? 3. Why is the parable of the four soils sometimes called "the parable of the parables" (Mk 4:1-34)? 4. What is the role of miracles in Mark's gospel?
Exam – 90 minutes 50% of Final Grade (Approx. 2250 words)	A 90 minute exam, which will assess the background, literature and features of the Gospels. The exam will include two sections: Section A: Students must answer six from ten short answer questions on the background to the Gospels. All questions in this section are weighted equally. This section will count for two-thirds of the total examination marks. Each answer in Section A should be approximately 250 words. Section B: Students must answer one from three essay questions on the literature of the Gospels and the distinctive features of each. This section will count for one-third of the total examination marks. Your Section B essay should be approximately 750 words.

NT001-812 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>3500 word Essay 60% of Final Grade</p>	<p>A 3500 word essay, which will assess the content of topics listed for weeks 8-11, i.e. the teaching of the Gospels on major topics.</p> <p>Write a 3500 word essay on ONE of the following topics:</p> <ol style="list-style-type: none"> 1. How does Matthew show that Jesus has fulfilled the law? 2. Compare and contrast Jesus' teaching about the kingdom of God with what we know of first century Jewish expectations about the kingdom. 3. Why did the parables play such a significant role in the ministry of Jesus? 4. Compare the role of miracles in Mark's gospel to their role in the other Gospels.
<p>Exam – 2 hours 40% of Final Grade (Approx. 3000 words)</p>	<p>A two-hour exam, which will assess the background, literature and features of the Gospels.</p> <p>This exam will include two sections:</p> <p>Section A: Students must answer three from seven short answer questions on the background to the Gospels. All questions in this section are weighted equally. This section will count for one third of the total examination marks. Each answer in Section A should be approximately 330 words.</p> <p>Section B: Students must answer two from five essay questions on the literature of the Gospels and the distinctive features of each. All questions in this section are weighted equally. This section will count for two-thirds of the total examination marks. Each essay in Section B should be approximately 1000 words.</p>

Guide to Assessments

What are we looking for?

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for NT001-512 or NT001-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

Length of Assignments (Word Count)

The following section is taken from QTC Student Handbook, in the section 'Style Requirements for Written Assignments'. It is included here to answer questions that often arise in the context of written assignments. All such assignments **must** conform to these instructions.

Assessment pieces must be kept within a 10% variation of the prescribed word length as set out in the applicable Unit Outline. For example, a 3,000-word essay must be between 2,700 and 3,300 words. The **total word count excludes the following** should they occur anywhere in the assessment item:

- abstract,
- appendices,
- list of 'Works Cited', and
- any referencing details such as footnotes

If an essay exceeds the number of required words by more than 10%, a penalty of 10% of the total possible mark will apply. Whether an essay is over the allowed length or not, students should work at not using more words than they need to make their case – this is an important skill to learn for ministry.

Footnotes can take the form of bibliographic references (e.g. the publication details of the book or journal being referenced) or the form of comments which may not fit well within the body of the essay. Neither type of footnotes will be counted towards your final word count, however, your **footnotes in their entirety should not exceed 25% of the prescribed essay length. A 10% penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length.**

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' SBL note style excludes the use of endnotes, and specifies that biblical texts, are cited parenthetically in the body of the text, e.g. Not only does God spare Rahab from destruction, but he elects her to play a crucial role in the ancestry of the Messiah (Josh 6:24–25).

You must, therefore, put biblical references in parentheses in the text, not in footnotes. The ACT has ruled that these parenthetical biblical references *will* count towards your total word count.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A limit of 10% verbatim quotation applies in coursework essays.

An essay should be formatted as continuous prose, therefore headings or titles should not ordinarily be used in essays. If headings or titles are used, they *will* be counted towards the total word count.

Appendices cannot be used to include extra material which does not fit with the body of the essay. When including appendices in essays, the student must assume the lecturer will not read the appendix/appendices or take appendix material into account when marking.

Researching Assessments

The Learning Resources listed in this Unit Outline provide a beginning point for research for assessments for this unit; students are expected to engage with the works listed there but are not limited to these resources. The literature on the Gospels is massive, and you are encouraged to consult widely.

One of the key skills students should learn during their time at college is how to research a topic on their own. After leaving college, there are no reading lists for theological and pastoral questions that arise. In first-year units, like this one, we will give you some guidance on how to research. This will happen through tutorials run by the library staff, and through comments in lectures. However, you will receive less specific guidance as your time at college progresses.

Assessment 1: Essay

This essay is designed to assess your ability to research an aspect of the Gospels and in the process weigh up the differing views of the scholars in the light of scripture. Your primary task is answering the question from the Scripture. **However, you need to engage in dialogue with scholarship in your discussion of scripture.** Please ensure the essay is answering the question.

By "answering the question," ***I also want to stress that your work needs to be focused on the text/question assigned first and foremost.*** Your investigation should be primarily exegetical and should primarily focus on the literary shape (the overall shape of the narrative), rhetorical (persuasive) aims of the author, and theological emphases and distinctives of the specific text(s) assigned. If you are working in Matthew, for example, the bulk of your work should draw from the shape, aims, goals, and theology of Matthew. Clearly, specifically, and narrowly answer the question assigned. This does not mean you cannot be creative in your work. However, you are not out to produce a sophisticated theology of the whole Bible, nor to use your research topic as a jumping off point for a complete, whole-bible theology of "law," or "parables" or "miracles." However, here is the wrinkle: *if Matthew (or Mark, Luke, etc.) is clearly quoting the OT or otherwise clearly and explicitly drawing on the narratives, poetry, wisdom, prophecy, or themes of the OT, here you can and must fully explore this angle of the text.* In this way, it is possible that your essay will include "biblical theology," but only insofar as that biblical theology is being detected and drawn from the original author's own intention and direction.

The following are the key marking criteria used for this essay:

- **Correct and easy to read English**
- Clarity of argument (**include a clear and specific thesis statement**)
- Relevance to question
- Grasp of the foundational features of the discipline (research essays in biblical studies)
- Engagement with / analysis of primary sources (the Bible, historical sources)
- Range of secondary sources utilised (including journals)
- Interaction with / critical evaluation of scholarly viewpoints

The essay must be in formal essay format. i.e., no dot points, good grammar, and good paragraph and essay structure.

Your paper should include an **abstract, footnotes** and a **list of 'Works Cited'** in SBL format. The Works Cited will include 10-15 for NT001-512 students, and 10-20 entries for NT001-812 students. It will include a variety of viewpoints and recent scholarship where possible. It would be good to also add a list of 'Works Consulted' for items read but not cited.

The essay must use the provided QTC coversheet as its first page and be submitted in Word document format, not pdf.

Assessment 2: Exam

This is designed to assess how well you have mastered the breadth of the content of the unit and your ability to apply that content to specific questions.

The best preparation is to know the unit content and work through past exam questions. You should work through your lecture notes and required reading and make summaries of key information.

As you will see from past exam papers available in the library and on Moodle, the questions may require you to apply the information to a particular question. The most common mistake students make is to give information around the topic, but not answer the question.

The exams are held in the lecture rooms at QTC, commencing at 10am on the notified exam day. Be careful to attend on the correct day, as you are not permitted to sit the exam later if you get the date wrong. You are required to bring **two black pens**. Writing paper will be supplied. You should also bring your QTC **ID card** which shows your ACT student number used to identify your exam answers.

NT001-512

The 90-minute NT001-512 exam will consist of **six short** answer questions, and **one long** essay question.

You should write for about **10 minutes** on each of the short answers (about 250 words per question). For the short answer questions, you will have a choice of 6 out of 10 questions.

You should write for **half an hour** on the long essay question (about 750 words). For the long essay, you will have a choice of 1 out of 3 questions.

NT001-812

The two-hour NT001-812 exam will consist of **three short** answer questions, and **two long** essay questions.

You should write for about **13 minutes** on each of the short answers (about 330 words per question). For the short answer questions, you will have a choice of 3 out of 7 questions.

You should write for **40 minutes** on each long essay question (about 1000 words for each of the two questions). For the long essays, you will have a choice of 2 out of 5 questions.

Learning resources

The unit timetable in this Unit Outline indicates chapters in the textbook for reading each week. The lectures are not designed to provide content that can be found in the textbook. The lectures will assume that the student has completed the reading chapter(s) prior to the lecture. During the lecture, certain aspects will be emphasised and explained, and discussion will be encouraged in order to seek to apply what has been learned to life and understanding.

Essential reference/textbook for NT001-512 and NT001-812:

Blomberg, C. *Jesus and the Gospels*, 2nd ed. Leicester: Apollos, 2009.

If you wish to purchase additional books, the next one(s) to purchase would be:

Green, Joel B., Jeannine K. Brown, Nicholas Perrin. eds. *Dictionary of Jesus and the Gospels*. 2nd ed. Downers Grove, IL: IVP Academic, 2013.

or

deSilva, David A. *Honour, Patronage, Kinship & Purity: Unlocking New Testament Culture*. Downers Grove, IL: IVP, 2000.

or

Strauss, M. L. *Four Portraits, One Jesus: A Survey of Jesus and the Gospels*. 2nd ed. Grand Rapids, MI: Baker, 2020.

Other references:

(Please refer to the "Reference Evaluation" document on Moodle, for a short summary of each reference.)

Aland, Kurt. ed. *Synopsis of the Four Gospels: Greek-English edition of the Synopsis Quattuor Evangeliorum*. 11th ed. Stuttgart: UBS, 2000.

Blomberg, C. L. *Interpreting the Parables*. 2nd ed. Leicester: Apollos, 2012.

Carson, D. A. and D. J. Moo. *An Introduction to the New Testament*. 2nd ed. Grand Rapids, MI: Zondervan, 2012.

Chancey, M. A. *Greco-Roman Culture and the Galilee of Jesus*. SNTS 134. Cambridge: Cambridge University Press, 2005.

deSilva, D. A. *An Introduction to the New Testament: contexts, methods & ministry formation*. 2nd ed. Downers Grove, IL: IVP, 2018.

Green, J. B. and L. M. McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids, MI: Baker, 2013.

Gundry, R. H. *A Survey of the New Testament*. 5th ed. Grand Rapids, MI: Zondervan, 2012.

Guthrie, D. *New Testament Introduction*. 4th rev. ed. Downers Grove, IL: IVP, 1990.

Hagner, D.A. *The New Testament: A Historical and Theological Introduction*. Grand Rapids, MI: Baker, 2012.

Hengel, M. *The 'Hellenization' of Judea in the First Century after Christ*. London: SCM, 1989.

Ladd, G. E. *A Theology of the New Testament*. rev. ed. Grand Rapids, MI: Eerdmans, 1993.

Martin R. P. and Carl N. Toney. *New Testament Foundations: an Introduction for Students*. Eugene, OR: Cascade, 2018

Pennington, J. T. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Grand Rapids, MI: Zondervan, 2012.

Pennington, J. T. *The Sermon on the Mount and Human Flourishing*. Grand Rapids, MI: Baker, 2018.

Snodgrass, K. R. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. 2nd ed. Grand Rapids MI: Eerdmans, 2008.

Schnabel, E.J. *Jesus and the Twelve. Vol. 1 of Early Christian Mission*. Leicester: Apollos, 2004.

Tomasino, A. J. *Judaism before Jesus*. Leicester: IVP, 2003.

Wood, D. R. W., I. H. Marshall, A. R. Millard, J. I. Packer and D. J. Wiseman, eds. *The New Bible Dictionary*. 3rd ed. Downers Grove, IL: IVP Academic, 1996.

Wright, N.T. *The Challenge of Jesus: Rediscovering Who Jesus Was and Is*. Downers Grove, IL: IVP, 1999.

This is a short listing. Students should consult the ACT website for further information. Go to actheology.edu.au, then click on 'Our Units', and search for NT001-512 or NT001-812.

JOURNAL ARTICLES

In most of the units you study at QTC, you will be asked to demonstrate your understanding of the subject matter by writing a research paper, essay, take-home exam or the like. Your lecturers and the Moderators of the Australian College of Theology will expect to see that you have consulted current academic research in the form of journal articles.

Q: So how do you find good journal articles?

A: Search the online Journal Databases

QTC makes available the following Journal Databases which will be useful for finding information for your assessments:

- ATLASerials Plus – available via EBSCO

This database is a collection of major religion and theology journals selected by some of the major religion scholars in the United States. This database is the 'gold standard' for databases in theology and religion.

- Religion and Philosophy Collection

This database provides extensive full-text coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

- JSTOR

JSTOR provides full-text access to journal articles as well as eBooks. It includes theological journal titles such as the Harvard Theological Review and other titles not found in ATLASerials Plus or the Religion and Philosophy Collection.

Most journal articles will be available as a PDF which you can read, print, or save.

Access the databases via the QTC Library Catalogue:

<https://qtc.softlinkhosting.com.au/liberty/libraryHome.do>

Click on the 'Search for journal articles & eBooks here' link then login with the username and password provided on Moodle under the QTC Library unit.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Mark	Descriptor
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level