



Queensland  
Theological College



# NT001-512/812

## Jesus and the Gospels

### Unit Outline

SEMESTER 1 2026

## 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 Australian University of Theology (AUT) Handbook**, copies of which may be found in the QTC Library or online at [www.aut.edu.au](http://www.aut.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 AUT's **Academic Integrity Policy for Coursework Awards**, as well as the AUT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the AUT website. Failure to comply with the standards required will incur penalties as outlined in the relevant AUT Policies.

The attention of students is also drawn to the section in the current AUT 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 AUT. See the AUT "Moderation Policy" and "Moderation Procedure" at [www.aut.edu.au/documents/](http://www.aut.edu.au/documents/) for full details.

## 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.

Wesley Redgen.

## AUT Census date

### 20 March 2026

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 20 March 2026. 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](mailto:registrar@qtc.edu.au).

## Unit Learning Outcomes

### NT001-512 Learning Outcomes

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

#### A. Know and understand

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

#### B. 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

C. 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:

A. Know and understand

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

B. 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

C. 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, MTS 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.

NT001 students cannot enrol in this unit concurrently with NT003.

## How this unit is organised & what we expect of you

The unit is taught over a 13 week semester. 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

**Rev Dr Wesley Redgen**

P 07 3062 6939

E [wredgen@qtc.edu.au](mailto:wredgen@qtc.edu.au)

Please feel free to contact Wesley if you have any problems or concerns about the unit. You can speak directly to Wesley when he's on campus and can email to make an appointment if necessary.

## 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](mailto: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](mailto:registrar@qtc.edu.au)

### Library, resources & lecture recordings

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 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](mailto:library@qtc.edu.au)

## Unit timetable

WEEK	LECTURE TOPICS	READINGS
Week 1	Introduction to the unit Introduction to the Gospels	
Week 2	The Background to the Gospels – Political	Ch 1 Blomberg*
Week 3	The Background to the Gospels – Religious	Ch 2 Blomberg
Week 4	The Background to the Gospels - Cultural	Ch 3 Blomberg
Week 5	Mark outline and features	Ch 6 Blomberg
Week 6	Synoptic problem Distinctive features of Luke and John	Ch 4 & 5 Blomberg Ch 8 & 9 Blomberg
Week 7	Distinctive features of Matthew	Ch 7 Blomberg
Week 8	The Kingdom of God in Jesus' teaching	Ch 10 & 11 Blomberg
MID-SEMESTER BREAK: 3 April – 19 April		
Week 9	The parables and their interpretation	Ch 12 & 13 Blomberg
Week 10	The miracles of Jesus and their interpretation	Ch 14 & 15 Blomberg
Week 11	The ethics of Jesus including the sermon on the mount	Ch 16 Blomberg
Week 12	The passion and its place in the Gospel narratives	Ch 17 Blomberg
Week 13	Resurrection narratives and titles of Christ	Ch 17 Blomberg
ASSESSMENT WEEKS: 25 May – 12 June		

\*Blomberg, C. *Jesus and the Gospels: an introduction and survey*. 3<sup>rd</sup> ed. Nashville, TN: B&H 2022.

## Information about assessments

### General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the AUT 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).

An essay should reveal clear thinking and careful organisation, for, while the essay will be marked primarily on content, the format is important. The use of a standard format assists both the examiner and the student. Careful attention should be given to spelling, grammar and punctuation. Your submission should be a word document, double spaced, typed in a 12-point easy-to-read font, with a QTC assessment cover page (found on Moodle). Essays of 1500 words or more should have an abstract on the page before the essay proper.

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](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

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.

### Extensions and late penalties

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 AUT 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. Where the assessment is a Take-Home Exam, the assessment marks will be reduced at the rate of 12% of the total possible marks for the assessment item per calendar day, up to 3 days late, after which point the mark awarded shall be zero.

### Use of Artificial intelligence and academic misconduct

In accordance with [AUT Policy](#), academic misconduct encompasses the use of artificial intelligence tools (including, but not limited to, ChatGPT, Microsoft Copilot or similar), in any assessment task, including project or thesis. There are three exceptions and a general requirement:

- a) Exception 1: to conduct preliminary research on a topic. Preliminary research is a step prior to writing. Acceptable AI use for preliminary research includes use for an initial topic search, to clarify key terms, to identify useful starting readings, translating readings into another language, or to summarise a reading to ascertain its relevance. Non-acceptable AI use for preliminary research use includes using a tool to provide answers to the assessment task, or a paraphrase of the assessment task, and using any generated content from AI directly in a submitted piece of assessment. Where used for preliminary research the name and version number or date of the tool(s) used (e.g., "ChatGPT Version 3.5") must be declared in text or in an Appendix;

- b) Exception 2: to obtain general advice on spelling and grammar. However, students should not use explicit AI features added into a grammar tool; for example, using Word or Grammarly for grammar advice is acceptable, but using an additional AI tool added into a grammar tool, like GrammarlyGO, is not acceptable). Students writing in a language other than their first language can use AI for general advice on spelling and grammar, but not for translating their written work;
- c) Exception 3: in the case where a lecturer provides written authorisation for the use of an artificial intelligence tool for defined aspects of an assessment task, in which case any student use must be declared and fully referenced. The name and version number of the tool(s) used (e.g., "ChatGPT Version 3.5") must be declared and an Appendix showing student prompts to the AI and the AI responses must be included. Written authorisation can be provided in assignment instructions;
- d) General Requirement: All students must use the assessment coversheet required by their Affiliated College, and keep drafts of all assessment tasks in order to provide these to lecturers if concerns are raised about potential misuse of AI tools (NB: software such as Word automatically keeps a version history containing drafts). NB: The University uses software (Turnitin) to detect potential cases of plagiarism and misuse of AI tools

QTC does not allow the inputting of materials provided by the lecturer (e.g. lecture notes and recordings) into AI tools.

This is clearly an evolving area, and this policy will be updated as time goes on.

Acknowledgement of the use of AI on the coversheet should take the following form:

#### Use of AI

Initial research conducted using [*AI generative tool*] [*version*] on [*date(s)*].

[*AI tool*] was used to [*purpose(s) for which the tool was used*].

### **Referencing**

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' All ideas of other authors and direct quotations from books and articles should be footnoted and included in the list of 'Works Cited'. A list of 'Works Consulted' may also be included, for resources read during research but not referred to in the assessment item. Where a Take Home Exam is required, there is no need to footnote the lectures or lecture notes or include them in your 'Works Cited.'

### **Assessment submission**

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](mailto: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.

### **Word count**

Do note carefully the number of words required for each assessment item, depending which level unit you are enrolled in.

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. 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.

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**. If verbatim quotation exceeds 10% of total words, a 10% penalty may be applied. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments* (see also next page).

**AUT standards: Grades**

Grades in assessment instruments are awarded in the following categories:

<b>Grade</b>	<b>Mark</b>	<b>Descriptor</b>
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

For ease of reference, we've included here the section *Length of Assignments* from the QTC Handbook. It answers many of the questions that often arise in the context of written assignments. All written assignments **must** conform to these instructions.

### **Length of Assignments (Word Count)**

**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.** Footnote numbers for Take Home Exams should be consecutive throughout i.e., they should not re-start at 1 for each question.

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 AUT 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.

## NT001-512 Assessments

ASSESSMENT TASK	DESCRIPTION
<p><b>Formative Assessment: Exercise in historical background</b></p> <p><b>250 words</b></p> <p><b>0% of final grade</b></p> <p><b>ULO's addressed:</b> A1; B1, 3</p>	<p>You will be given a short list of bible passages from the gospels (available on Moodle on Thursday 5 March). You are required to choose one passage and do the following:</p> <ol style="list-style-type: none"> <li>1) Identify which aspects of historical background from Weeks 2-4 are relevant for the passage.</li> <li>2) Explain how this background sheds light on the events or spoken words in the passage.</li> <li>3) Explain the message of the passage. (Do not just state what the passage says. You need to show that you have reflected on and understood how the historical background contributes to understanding the passage and its message.)</li> </ol> <p>You will have one week to complete this exercise.</p>
<p><b>Essay</b></p> <p><b>2000 words</b></p> <p><b>50% of final grade</b></p> <p><b>ULO's addressed:</b> A1; B1, 2, 3</p>	<p>A 2000 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 2000 word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. Demonstrate what Jesus meant in Matthew 5:17 from what he said and did in the rest of Matthew.</li> <li>2. Why is the gospel sometimes called "the gospel of the kingdom" (Mk 1:14, Matt 4:23)?</li> <li>3. Why is the parable of the four soils sometimes called "the parable of the parables" (Mk 4:1-34)?</li> <li>4. What is the role of miracles in Mark's gospel?</li> </ol>

*See over for next assessment item.*

<p><b>Exam – 90 minutes</b>  <b>50% of Final Grade</b>  <b>(Approx. 2250 words)</b>  <b>ULO's addressed:</b>  A1; B1, 2, 3; C1</p>	<p>A 90 minute exam, which will assess the content of topics listed for weeks 1-7, 12-13, i.e. the background, literature and features of the Gospels.</p> <p>The exam will include two sections:</p> <p><b>Section A:</b> Students must answer six from ten short answer questions on the background to the Gospels, i.e., the topics listed for Weeks 2-4.</p> <p>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.</p> <p><b>Section B:</b> Students must answer one from three essay questions on the focus of individual gospels and the key themes within the gospels; i.e., the topics listed for Weeks 1, 5, 6, 7, 12, 13. Included in these questions will be a requirement to consider how gospel content relates to Christian life and/or ministry.</p> <p>This section will count for one-third of the total examination marks. Your Section B essay should be approximately 750 words.</p>
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## NT001-812 Assessments

ASSESSMENT TASK	DESCRIPTION
<p><b>Formative Assessment: Exercise in historical background</b></p> <p><b>300 words</b></p> <p><b>0% of final grade</b></p> <p><b>ULO's addressed:</b> A1; B1</p>	<p>You will be given a short list of bible passages from the gospels (available on Moodle on Thursday 5 March). You are required to choose one passage and do the following:</p> <ol style="list-style-type: none"> <li>1) Identify which aspects of historical background from Weeks 2-4 are relevant for the passage.</li> <li>2) Explain how this background sheds light on the events or spoken words in the passage.</li> <li>3) Explain the message of the passage. (Do not just state what the passage says. You need to show that you have reflected on and understood how the historical background contributes to understanding the passage and its message.)</li> </ol> <p>You will have one week to complete this exercise.</p>
<p><b>Essay</b></p> <p><b>3200 words</b></p> <p><b>55% of final grade</b></p> <p><b>ULO's addressed:</b> A1; B1, 2</p>	<p>A 3200 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 3200 word essay on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. How do Jesus' words in Matthew 5:17-20 explain Jesus' relationship to the law through the rest of that gospel?</li> <li>2. Compare and contrast Jesus' teaching about the kingdom of God with what we know of first century Jewish expectations about the kingdom.</li> <li>3. Why did the parables play such a significant role in the ministry of Jesus?</li> <li>4. Compare the role of miracles in Mark's gospel to their role in the other Gospels.</li> </ol>

*See over for next assessment item.*

<p><b>Exam – 2 hours</b>  <b>45% of Final Grade</b>  <b>(Approx. 3000 words)</b>  <b>ULO's addressed:</b>  A1; B1, 2; C1</p>	<p>A two-hour exam, which will assess the content of topics listed for Weeks 1-7, 12-13, i.e., the background, literature and features of the Gospels.</p> <p>This exam will include two sections:</p> <p><b>Section A:</b> Students must answer three from seven short answer questions on the background to the Gospels, i.e., the topics listed for Weeks 2-4.</p> <p>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><b>Section B:</b> Students must answer two from five essay questions on the focus of individual gospels and the key themes within the gospels; i.e., the topics listed for Weeks 1, 5, 6, 7, 12, 13. Included in these questions will be a requirement to consider how gospel content relates to Christian life and/or ministry.</p> <p>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>
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## Guide to Assessments

### 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: Formative Assessment: Exercise in Historical Background**

This exercise aims to develop your ability to take your understanding of historical background to the gospels and apply it to understanding selected stories within the gospels. This is a foundational skill which is important for writing your essay and the end of semester exam, and also for any further New Testament units you may take in the rest of your studies.

Although this exercise does not contribute to your final grade, it must be completed. It provides an opportunity for you to gauge your progress toward being ready to complete the essay and exams.

Class notes should be sufficient for this exercise. (You can research wider if you wish.)

It does not require formal essay structure. Dot points will suffice. However, it still requires complete fluent sentences.

The list of bible passages from the gospels will be made available on Moodle at the end of Week 4. You have one week to complete the exercise. It is expected to take no more than a few hours.

### **ASSESSMENT 2: 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
- 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 entries 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.

### **Further advice on the NT001-512 essays**

1. Demonstrate what Jesus meant in Matthew 5:17 from what he said and did in the rest of Matthew.

This question lines up with the week on ethics in the gospels. It investigates the relationship between Jesus and His teaching and the OT law. While the essay is primarily an investigation from Matthew's gospel, it expects interaction with the extensive debate over the question of what it means that Jesus fulfills the Law.

You should be familiar with the different views present in: Gundry, Stanley N. ed. *Five Views on Law and Gospel*. Grand Rapids, MI: Zondervan, 1999.

However, beware that you do not fall for the error of only considering Jesus' teaching and actions that are obviously focused on the Law. Jesus said and did many things. Ensure that you also consider the relevance of his other teaching and actions. For example, what bearing does his death and resurrection and his teaching on that have on what he meant in Matt 5:17?

2. Why is the gospel sometimes called "the gospel of the kingdom" (Mk 1:14, Matt 4:23)?

Most Christians are well aware of the relationship between the cross, atonement and the gospel. However, when Matthew and Mark call the gospel "the gospel of the kingdom" they

understand the gospel to encompass more than the cross and atonement. This question requires you to understand the relationship between the kingdom of God and the gospel.

3. Why is the parable of the four soils sometimes called "the parable of the parables" (Mk 4:1-34)?

This parable is not just one parable among many. This question asks you to explore the relationship between the parable of the four soils (and its accompanying explanations) and all the other parables. Make sure you base your answer on the text of Mark 4:1-34, then include some reference to other parables.

4. What is the role of miracles in Mark's gospel?

Most Christians can point to the miracles as proof of Jesus' divinity. This question asks you to go deeper than that. It asks you to explore the relationship between the way Mark presents the miracles in his gospel and his presentation of Jesus.

### **Further advice on the NT001-812 essays**

1. How do Jesus' words in Matthew 5:17-20 explain Jesus' relationship to the law through the rest of that gospel?

In Matthew 5:17-20 Jesus assures his hearers that he has come to fulfill the Law (and the prophets). This essay requires you to put that comment in context in Matthew's gospel to show how Matthew understood and presented Jesus meaning. It also requires you to engage the extensive scholarship debate on Jesus and the Law and the meaning of the word 'fulfill' in Matthew 5:17.

You should be familiar with the different views present in: Gundry, Stanley N. ed. *Five Views on Law and Gospel*. Grand Rapids, MI: Zondervan, 1999.

However, beware that you do not fall for the error of only considering Jesus' teaching and actions that are obviously focused on the Law. Jesus said and did many things. Ensure that you also consider the relevance of his other teaching and actions. For example, what bearing does his death and resurrection and his teaching on that have on what he meant in Matt 5:17?

2. Compare and contrast Jesus' teaching about the kingdom of God with what we know of first century Jewish expectations about the kingdom.

This requires an exploration of both Jesus' teaching about the kingdom and kingdom expectations within early Jewish literature.

I suggest you start with dictionary articles on Jewish kingdom expectations. Whenever you find a reference to Jewish source material, then read that reference in its own context in James H. Charlesworth, *The Old Testament Pseudepigrapha*, 2 vols (New Haven: Yale University Press, 1983). Try to find correlation or divergence between the literature of Second Temple Judaism and the evidence in the gospels of various Jewish expectations.

3. Why did the parables play such a significant role in the ministry of Jesus?

This question is asking you to explain where parables fit into Jesus' ministry and why they were so important to his ministry. Note, it is not asking you to tell me lots about parables. Tell me why Jesus used them and why the gospel authors included them.

4. Compare the role of miracles in Mark's gospel to their role in the other Gospels.

While all gospels use miracles to show who Jesus is, each gospel does it differently. You need to understand how Mark uses miracles. How does he use them in a way that is unique or special to his gospel? How does he use them the same way other gospels use them?

### **ASSESSMENT 3: 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 work through your lecture notes and required reading and make summaries of key information.

You will not simply be required to repeat content you have learnt. You will be required to apply the learned information to specific questions. The most common mistake students make is to give information on the general topic, but not answer the set question.

Questions in Section B will require you to reflect on the significance for Christian life and ministry. For example, you may be asked a question like:

In Luke and in John, long-time followers of Jesus fail to recognise him after his resurrection. What is the literary and theological significance of this? What is needed in Luke for recognition to take place? What does this teach us about the resurrection as "proof" for believers and unbelievers today?

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 AUT student number used to identify your exam answers.

#### **For 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 six out of ten 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 one out of three questions.

#### **For 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 three out of seven 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 two out of five 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: an introduction and survey*. 3<sup>rd</sup> ed. Nashville, TN: B&H, 2022. [\[Perlego Version\]](#)

### 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*. 2<sup>nd</sup> ed. Downers Grove, IL: IVP Academic, 2013. [\[Perlego Version\]](#)

or

deSilva, David A. *Honour, Patronage, Kinship & Purity: Unlocking New Testament Culture*. 2<sup>nd</sup> ed. Downers Grove, IL: IVP, 2022.

or

Strauss, M. L. *Four Portraits, One Jesus: A Survey of Jesus and the Gospels*. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker, 2020. [\[Perlego Version\]](#)

### Other references:

(Please refer to the "Reference Evaluation" document on Moodle, for a short summary of many of the most significant texts below.)

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

Athas, George. *Bridging the Testaments: The History and Theology of God's People in the Second Temple Period*. Grand Rapids, MI: Zondervan, 2023.

Bailey, Kenneth E. *Jesus Through Middle Eastern Eyes: Cultural Studies in the Gospels*. London: SPCK, 2009.

Bolt, Peter, ed. *The Impact of Jesus of Nazareth: Historical, Theological and Pastoral Perspectives*. 2 vols., Cgar Series 1. Sydney, NSW: Sydney College of Divinity, 2020-21.

Bauckham, R. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. 2 ed. Grand Rapids, MI: Eerdmans, 2006.

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

Carson, D. A. and D. J. Moo. *An Introduction to the New Testament*. 2<sup>nd</sup> 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*. 2<sup>nd</sup> ed. Downers Grove, IL: IVP, 2018.
- Evans, Craig A. *Jesus and the Remains of His Day: Studies in Jesus and the Evidence of Material Culture*. Peabody, MA: Hendrickson, 2015.
- Green, J. B. and L. M. McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids, MI: Baker, 2013.
- Gosbell, Louise. *The Poor, the Crippled, the Blind, and the Lame: Physical and Sensory Disability in the Gospels of the New Testament*. WUNT 469. Tübingen: Mohr Siebeck, 2018.
- Gundry, R. H. *A Survey of the New Testament*. 5<sup>th</sup> ed. Grand Rapids, MI: Zondervan, 2012.
- Gundry, Stanley N. ed. *Five Views on Law and Gospel*. Grand Rapids, MI: Zondervan, 1999.
- Guthrie, D. *New Testament Introduction*. 4<sup>th</sup> 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*. 2<sup>nd</sup> 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*. 3<sup>rd</sup> 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 AUT website for further information. Go to [aut.edu.au](http://aut.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 University of Theology will expect to see that you have consulted current academic research in the form of journal articles.

For an Australian journal relevant to this subject see:

Bolt, Peter, ed. *The Journal of Gospels and Acts Research, 2017-*.

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 large link that says:



Login with the usernames and passwords provided on Moodle under the QTC Library unit.