



**Certificate
In a Box**

New Testament

An introduction to the general background of the New Testament

The Youthworks College Certificate in a Box[®] is a resource that provides teaching materials for teaching theological and biblical study at Certificate level.

Assessment Guide

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**Australian College
of Theology**

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Introduction for Teachers:

These assessment tasks are provided as a means to aid the learning process of the Certificate students. The assessments are arranged in 3 categories of different weighting, which in total should equal 2000 words (or equivalent) of assessable material. Teachers have complete control of the choice of assessments that are most suitable for the learning context in which the Certificate is being delivered. Teachers have responsibility for the due dates, order of assessment, and avenue for the submission of assessments (e.g. a school LMS, Google Classroom, Turnitin, or physical copy, etc).

Introduction for Students:

Assessment tasks are an important part of the learning process. They provide further opportunities to research and explore at a greater depth key parts of the unit, and to consolidate your learning. Assessments are not only provided to assess your learning, but also to give you a measurable sense of accomplishment in undertaking this unit of study.

Please refer to your teacher for the:

- Choice of assessments,
- Order of assessments,
- Due dates,
- Applicable late penalties, and
- Where assessments should be submitted.

Assessment Overview

Choose assessment pieces from the categories below so that the sum total of assessments equals 100% (you can choose more than one from each category). The completion of these will produce 2000 words (or equivalent) of assessable material. **All** assessments must be submitted in order to pass the unit.

Category 1: (10%)

- Memorisation (equivalent ~200 words)
- Infographic (equivalent ~200 words)

Category 2: (20%)

- Short Answer Questions (400 words)
- Multiple Choice Quiz (400 words)

Category 3: 50%

- Extended Response (1000 words)
- Short Essay (1000 words)

Assessment Rubric:

The marker will assess and provide constructive feedback using the relevant rows of the rubric below for each assessment task. Markers will take note of:

1. **The completion of the task.** You should ensure you have followed the task instructions, answered the question, and given a suitable amount of attention to each component of the task.
2. **The development of relevant knowledge and skills.** Assessment tasks provide the opportunity to grow your knowledge of a particular field, but more importantly to develop lifelong skills in biblical interpretation, critically evaluating secondary sources, communicating ideas that are coherently argued and supported by evidence, and applying your thinking to real world/ministry contexts.

	F	P / P+	C	D	HD
Knowledge	The task demonstrates only partial, incomplete, or incoherent knowledge of the assigned topic or issue.	The task demonstrates basic knowledge of the assigned topic or issue, reproducing required facts and definitions, though with limited understanding of relevant concepts.	The task demonstrates good knowledge of the assigned topic or issue, outlining a limited range of perspectives concerning the topic.	The task demonstrates very good conceptual knowledge of the assigned topic or issue, commenting on a range of perspectives concerning the central issues.	The task demonstrates exceptional conceptual knowledge of the assigned topic or issue, with informed perspectives of relevant concepts.
Primary Sources	There is insufficient or incoherent interpretation of primary sources relevant to the topic or issue.	The task demonstrates basic skills in the interpretation of the primary sources, with limited awareness of historical, literary and theological perspectives.	The task demonstrates a coherent interpretation of primary sources, identifying their main features with some attention to historical, literary and theological perspectives.	The task demonstrates a sound interpretation of primary sources, commenting on their main features in light of historical, literary and theological perspectives.	The task demonstrates growing skill in the interpretation of primary sources, with informed discussion of their main features in light of historical, literary and theological perspectives.
Secondary Sources	There is insufficient engagement with secondary sources relevant to the topic or issue.	The task demonstrates awareness of secondary sources relevant to the topic, and attempts limited engagement with them.	The task demonstrates some engagement with relevant secondary sources, commenting on their content and arguments.	The task demonstrates sound engagement with relevant secondary sources, commenting on their main features and arguments, and outlining their meaning and importance.	The task demonstrates growing skill in the analysis of secondary sources relevant to the topic or issue, identifying relative merits and limitations of an argument or position.
Argument	The task lacks a coherent argument and/or clear structure.	The task presents a basic structure and argument addressing the topic or issue, with limited relevant evidence.	The task presents a structured and coherent argument, supported with relevant evidence, and leading to an acceptable conclusion.	The task presents a structured and coherent argument, well-supported with relevant evidence, and leading to a reasoned conclusion.	Very good development of a cohesive argument, supported with a range of relevant evidence, and leading to a warranted conclusion.
Communication	Inadequate communication with poor grammar and punctuation, inconsistent use of the preferred formatting and referencing style.	Basic communication expectations are met: spell-checked, mostly correct grammar and punctuation, preferred formatting and referencing style used.	Adequate communication with satisfactory grammar, formatting, and referencing style applied in the task.	Clear communication with correct grammar, formatting, and referencing style applied in the task.	Fluent and thorough communication with correct grammar, formatting, and referencing style applied throughout the task.
Application: Christianity/Wider World	There is insufficient application of the topic to contemporary Christianity or the wider world.	The task demonstrates basic ability to apply the topic to contemporary Christianity or the wider world, though with limited attention to practice or creativity.	The task demonstrates sound ability to apply the topic to contemporary Christianity or the wider world, with some attention to practice or creativity.	The task demonstrates proficient ability to apply the topic to contemporary Christianity or the wider world, with attention to practice and creativity.	The task demonstrates heightened ability to apply the topic to contemporary Christianity or the wider world, with informed attention to practice and exceptional creativity.
Application: Student's Own Life	There is insufficient application of the topic to the student's own life.	The task demonstrates basic ability to apply the topic to student's own life, though with limited personal reflection or creativity.	The task demonstrates sound ability to apply the topic to student's own life, with some personal reflection or creativity.	The task demonstrates proficient ability to apply the topic to student's own life, with personal reflection and creativity.	The task demonstrates heightened ability to apply the topic student's own life, with insightful personal reflection and exceptional creativity.

Assessment Category 1: (10%)

• **Assessment task: Memorisation**

This assessment requires you to memorise and recite one (1) passage from the choices below, and to give a short verbal explanation of what stood out for you in this passage.

- Matthew 5:1-12
- Mark 2:1-12
- Luke 9:18-27
- John 10:7-21
- Acts 17:22-34
- 1 Corinthians 13:1-13
- Colossians 1:13-23

Assessment Guidance:

Spend some weeks reading and rereading your chosen passage. Write the passage out by hand several times to help commit it to memory. Think about the flow of the passage and how it connects together so you can remember its various parts and how they join together.

• **Assessment task: Infographic**

This assessment requires you to create an infographic poster that explains the big idea and the flow of one (1) passage from the choices below:

- John 9:1-34
- Acts 4:1-22
- Philippians 2:1-11
- Hebrews 2:1-18
- 1 Peter 2:11-25
- Revelation 21:1-8

Assessment Guidance:

Your visual art abilities are less important than your ability to communicate through graphics. You can use text, but use it sparingly. Have a look at the infographic posters for whole books of the Bible on bibleproject.com for inspiration.

Assessment Category 2: (20%)

- **Assessment task: Short Answer Questions (400 words total)**

This assessment requires you to complete two short answer questions of 200 words each.

Question 1: How would you respond to a friend who asks: “**Why is there four Gospels? Wouldn’t one be better, clearer, and less confusing?**”

AND

Question 2: ‘How would you respond to a friend who comments: “**I can’t believe the Gospels because they all conflict with each other.**”

Assessment Guidance:

Use the **Learning Guide** which contains basic background information and includes some key Scripture verses. The **recommended text** for the unit will provide further discussion on these questions that will help you complete this assessment.

- **Assessment task: Multiple Choice Quiz (Equivalent to ~400 words)**

This assessment requires you to complete the New Testament background Quiz of 20 questions.

Assessment Guidance:

The quiz will contain questions from the “50 Questions for NT in a Box Students” document. You can best prepare for the quiz by reading these questions and researching the correct answers.

Assessment Category 3: (50%)

- **Assessment task: Extended Response (1000 words)**

This assessment requires you to write a response to one (1) of the below scenarios:

- A Christian friend is struggling with being mocked about believing and following Jesus. How do you respond to their struggle using the epistle 1 Peter?

OR

- A friend is disappointed that their local church seems so divided. How do you respond to their disappointment using the epistle 1 Corinthians?

Assessment Guidance:

Think about how you would respond with pastoral sensitivity and think about what key verses and ideas might help the friend in their scenario. This is assessing your knowledge of the respective books and how you apply them to a particular issue.

- **Assessment task: Short Essay (1000 words)**

This assessment requires you to write an essay answering one (1) of the below questions:

- How is Acts 1:8 fulfilled through the book of Acts and why does it end the way it does?

OR

- How does Hebrews warn and encourage its readers/hearers about remaining faithful to Jesus?

Assessment Guidance:

Use 800 words to answer the question and use 200 words reflecting on how answering this question has helped you understand the book better.

Spend lots of time reading and citing verses in each respective New Testament book as key primary texts for this assessment. This is assessing your knowledge of the books and