



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE

In Religious Studies A (1RA0)

Paper 1: Area of Study 1- Study of Religion

Option 1A Catholic Christianity

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Autumn 2020

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Study of Religion 1A – Catholic Christianity Mark Scheme - 2020

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • God is shown as omnipotent (1) • God is eternal (1) • God is benevolent (1) • God is Creator (1) • God is omniscient (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four.</p> <ul style="list-style-type: none"> • The priest welcomes worshippers at Mass in the name of the Father, Son and Holy Spirit (1) Catholics respond by making the sign of the cross (1) • Catholics reaffirm their belief in the Trinity during Mass (1) when they pray the Nicene Creed (1) • All sacraments are performed in the name of the Trinity (1) in baptism Catholics are baptised in the name of the Father, Son and Holy Spirit (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/development • Development that does not relate both to the way given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Being created in God's image means that humans occupy a distinctive place in creation (1) humans are the only creatures that are able to know and love God (1) 'Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground' (Genesis 1:28) (1) • It shows humans have self-knowledge and conscience (1) meaning that God has given the freedom to choose between good and evil (1) 'God thus enables men to be intelligent and free causes in order to complete the work of creation' (Catechism of the Catholic Church 307) (1) • It reflects the responsibility that humans have been given by God (1) this means that they must be stewards of the world (1) 'Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground' (Genesis 1:28) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • It is the most significant because the resurrection is not a past event but a present event, Catholics believe that the risen Jesus is always with them 'I am always with you' (Matthew 28:20) • It is the pinnacle of Christian faith; the Catholic Church is founded on the resurrection of Jesus. St Paul taught that people who believe in Jesus and the resurrection must also believe that they can look forward to an afterlife • The resurrection is the most important event as it is a sign of the power of Jesus, even over death, this proves that Jesus is God – no one but God can conquer death. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Catholics think it is of greater significance to focus on remembering the events of Holy Week as Catholics can renew their faith in Jesus. They are reminded that they need to serve one another and put themselves last • It is more significant to focus on the crucifixion as this reminds Catholics of the salvation brought about by Jesus, his death enabled people to have a close relationship with God again • Some Catholics believe that Christmas is more significant because without the birth of Jesus there would have been no Christianity and no salvation from sins; at Christmas God became a man in Jesus so that people could be reconciled with God. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Catholics pray the Rosary (1) • Praying the Stations of the Cross (1) • The exposition of the Blessed Sacrament (1) • The adoration of the Eucharist (1) • Keeping watch during the Holy Hour (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Catholics receive the sacrament of reconciliation because sin separates people from each other and from God (1) reconciliation restores people's relationship with God (1) • Reconciliation is important because it is an opportunity for Catholics to receive absolution (1) and show sorrow through an act of penance (1) • Reconciliation allows people to reflect on the things that they have done wrong in their lives (1) they can learn from their actions and strive to be better people (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Catholics believe that all human beings have a right to dignity and respect (1) and that the world's resources are a gift to be shared equally (1) 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me' (Matthew 25:40) (1) • Popes teach about compassion for those in need (1) Catholics believe that they must see Jesus in everyone they meet (1) 'Christ, who became poor, and was always close to the poor and the outcast, is the basis of our concern for the integral development of society's most neglected members' (Evangelii Gaudium 186) • Jesus taught that Christians should share their time and possessions to help those in need (1) God will judge on how they have used their wealth; (1) possessions should not be stored up on Earth where they can be stolen and destroyed, but instead a person should store up riches in heaven (Matthew 6:19) (1). <p>Accept any other valid response</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
2(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The Mass enables Catholics to become close to God through receiving communion. This means that Jesus is with them and helps them to live good Christian lives • Catholics believe that Jesus is really present with them during the Mass as through transubstantiation the bread and wine are turned into the body and blood of Jesus • Mass unites the people with Jesus and with each other through the sharing of the bread and the giving of the sign of peace. It is important that Catholics attend Mass because Jesus said at the Last supper to 'do this in memory of me.' <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Christians feel that the most important form of worship is one that gives a personal connection with God for example this might be sitting in silence or dancing or praying • Some Christians believe Jesus is the only priest so there is no need for rituals such as Mass, believing worship should be direct contact with God without the symbols of bread and wine • Some Christians feel it is better to worship by putting their faith into action and putting the needs of others before themselves. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The Body of Christ is how Christians can continue the work of Jesus today (1) • It is how the Church is described in the New Testament (1) • It reminds Christians that Christ is the head of the Church (1) • It shows how Christians can perform different tasks (1) • No one part of the body is more important than the rest (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Some Christians feel that using their conscience allows them to do the most loving thing (1) putting the golden rule into practice (1) • Christians should use their conscience to apply situation ethics to their decisions (1) reflecting Jesus' teaching to love thy neighbour (1) • Using conscience can take into account modern problems (1) basing it on the well-being of others (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question. 	4

Question number	Answer	Reject	Mark
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Catholics believe that the Bible is inspired by the Holy Spirit (1) which means it is considered authoritative by Catholics (1) 'the grounds that, written under the inspiration of the Holy Spirit, they have God as their author' (Catechism of the Catholic Church 107) (1) • Liberal Christians view the Bible as written by humans inspired by God (1) therefore may need reinterpreting in light of the modern world (1) 'For now we see only a reflection as in a mirror; then we shall see face to face' (1 Corinthians 13:12) (1) • Literalist Christians view the Bible as the direct word of God (1) this means they view everything in the Bible as absolute truth (1) 'All Scripture is God-breathed' (2 Timothy 3:16) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way and to the question • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content AO2 – 12 marks	Mark
3(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Mary is a model of faith, she models how to live a good Christian life because she obeyed God’s plan for her, she accepted it as God’s will, even though she knew it will bring her pain as well as joy • Mary is a model of faith in Jesus as the Son of God; even sharing his sufferings on the cross and instigated the first miracle of Jesus through her faith, when he turned water into wine • The conception of Jesus, was by the Holy Spirit as explained in Matthew 1:20 and Luke 1:35. This shows she had complete faith in God as she accepted his will. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • For many Catholics Mary’s main role is to act as an intercessor. Prayers can be offered to Mary because she said at the Annunciation ‘all generations will call me blessed’ (Luke 1:48) • Mary is also a model for how to live a pure life as she was conceived without sin and remained pure throughout her life. By following her example Catholics can also try to live pure lives • Mary is a model of discipleship, she helped with the beginning of the Church through her prayers and her association with the apostles. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Psalms can be sung (1) • Songs are used to teach younger members of the congregation (1) • Chants can help clear the mind and focus more (1) • Songs can retell biblical accounts (1) • Music can be used to praise God (1) <p>Accept any valid other response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Passion plays tell the story of Jesus' death (1) and can convey a message of salvation and forgiveness (1) • Passion plays highlight the emotions of Jesus journey on the cross (1) the songs sung at the foot of the cross provide a moving effect for those listening (1) • Passion plays reflect the Easter liturgy (1) and therefore help people to have a better understanding of the nature of God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question 	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The Church uses statues to visually portray the stories in the Bible (1) and help people understand the Gospel message (1) 'man also expresses the truth of his relationship with God the Creator by the beauty of his artistic works' (Catechism of Catholic Church 2501) (1) • To honour and preserve the memory of Mary Catholics have statues and sculptures (1) Jesus especially honoured Mary from the cross (1) 'Woman, here is your son' (John 19: 26-27) (1) • Statues and sculptures can be used for personal prayer (1) to remind people of doctrines and important saints (1) 'art is a form of practical wisdom (Catechism of Catholic Church 2501) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
4(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2 Arguments for the statement</p> <ul style="list-style-type: none"> • Paintings often portray images and stories from the Bible; they help worshippers understand God’s dealings with humanity; and they come to understand more clearly the history of salvation • The Catechism of the Catholic Church encourages all sacred art which reflects the glory of God and helps the worshipper to understand the adoration and prayer they should offer to God • Most Catholic churches have Stations of the Cross which give a visible form of the final hours of Jesus’ life; this therefore, helps people to understand Jesus’ suffering; this makes them more grateful for the sacrifice he made to atone for sins. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • In most religious images God is depicted as male; this can reinforce gender stereotypes in religion; some Christian women could find this hinders their understanding of God • Many paintings represent an image of God: some Christians believe that to represent God is to lessen his greatness; a Christian’s sense of understanding God could be lessened as a consequence • Some Christians view paintings as a form of idolatry that can distract the believer from a deeper understanding of God. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.