



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Religious Studies (1RB0/3A)

**Paper 3: Area of Study 3 – Religion, Philosophy
and Social Justice**

Option 3A - Catholic Christianity

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Summer 2018

Publications Code 1RB0_3A_1806_MS

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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 3: Religion, Philosophy and Social Justice 3A – Catholic Christianity Mark Scheme –

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 One (1) • The Father is God (1) • The Son is God (1) • The Holy Spirit is the giver of life (1) • Jesus was the only Son of God (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Students are required to recognise that Christianity is the main religious tradition of Great Britain.</p> <p>Award one mark for describing a relevant Catholic teaching. Award a second mark for a contrasting description from other forms of Christianity up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Catholics believe but those with unforgiven sins will spend time in purgatory (1) other Christians do not believe in purgatory (1) • Catholics believe that those who are in a state of mortal sin will go to hell (1) whereas some Christians do not believe in hell (1) • Catholics believe in the resurrection of the body (1) some Christians believe in the immortality of the soul (1). <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development • Reject a teaching that does not contrast to the teaching given or relate to the question 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each characteristic. Award further marks for each development of the characteristic 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"> • It shows that only an all-powerful God could create the universe (1) Genesis teaches that God created the universe ex nihilo (1) there was nothing before God created everything (Gen 1:1) (1) • The creation account in Genesis shows God's goodness (1) after each day in the account it states that 'God saw that it was good' (1) and the Catechism teaches that the creation is a 'witness to God's all powerful Love' (Catechism of the Catholic Church 288) (1) • It shows God is eternal (1) if God created the universe 'in the beginning' he must exist outside of time (1) John 1:1 also states 'In the beginning was the Word...' (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated characteristic / development • Development that does not relate both to the characteristic 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 Arguments for the statement:</p> <ul style="list-style-type: none"> • Jesus' death was a unique sacrifice, it is a gift from God, 'the Father handed his Son over to sinners in order to reconcile us with himself' (Catechism of the Catholic Church 614); so bringing forgiveness and eternal life for all • It was through Jesus giving up his life as a ransom that his death redeemed humans, so making the salvation of all humanity possible, 'Salvation is found in no one else' (Acts 4:12) • The death of Jesus erased the sins of the world because it was God himself not a human who died on the cross; therefore it is 'by his death, Christ liberates us from sin' (Catechism of the Catholic Church 654). <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The Catholic Church teaches humans are saved from sin by the work of Jesus on earth and especially by the Paschal Mystery; the life, death, resurrection and ascension, no one event is more important than another • The Catechism teaches it is the resurrection that gives definitive proof of Jesus' divine authority, so showing that Jesus is God, as no one but God can conquer death • Catholics believe it was Jesus' ascension to heaven that prepared the way for humans to follow, so today it is this event that gives hope to all believers they be with him forever. <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 marks	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 marks.</p> <ul style="list-style-type: none"> • How can God be all loving? (1) • Why do the innocent suffer? (1) • How can God be all powerful? (1) • Why did God design a world with suffering in? (1) • Why does God not stop the suffering? (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
2(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 marks.</p> <ul style="list-style-type: none"> • To show that God is omnipotent (1) as only an all-powerful God could have created such a complex world (1) • As God is the only possible designer of such a beautiful world (1) which he has designed for humanity (1) • The complexity of a watch mechanism suggests it needs a designer (1) so the even more complex world needs a designer, that is God (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
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"> • Miracles lead people to believe in God (1) as only God has the power to defy the laws of nature (1) when Jesus healed the royal official's son both the official and his household believed in Jesus as a result of the miracle (John 4:43-54) (1) • The miracles Jesus performed were clear signs of his divine nature (1) as only God has the power to perform miracles (1) the Catechism states that they 'invite belief in Jesus' (548) (1) • Healing miracles show that Holy Spirit is active in the world (1); for example there have been miraculous cures recorded by the Church at Lourdes, (1) St Paul taught healings are a gift of the Holy Spirit (1 Corinthians 12:9-10) (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"> • Some non-religious people would agree as a vision is seeing or hearing someone or thing holy and as they reject the idea of God; God cannot communicate anything real as he does exist, therefore they must be in the imagination of that person • There is a similarity between people's reports of seeing or hearing something today that are thought to be hallucinations by medical science • The vision only exists in the mind of the person as reports of visions often conform to religious expectations of that time therefore they may be just hallucinations. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Catholics accept that people can have visions and they are a real religious experience, as with St Joan, as the Church investigated her claim the vision must have been genuine • Visions are real religious experiences as some visions are given in detail and occur a number of times, such as with St Bernadette; this makes people believe that they must be real • The messages from God in biblical visions became a reality, as when God spoke to Abraham and promised him an heir and later Isaac was born; the promise came true so was not an hallucination. <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, including any relevant philosophical and/or ethical arguments. 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, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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, including any relevant philosophical and/or ethical arguments. 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 marks.</p> <ul style="list-style-type: none"> • To become closer to God (1) • To increase their faith (1) • To worship at places of religious significance (1) • Some go in the hope of being cured of an illness (1) • To show devotion to a holy figure (1). <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> • Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
3(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 marks.</p> <ul style="list-style-type: none"> • They help those living in poverty (1) by supporting the work of CAFOD (1) • They can welcome asylum seekers in to their community (1) as Jesus said 'I was a stranger and you invited me in' (Matthew 25:35) (1) • By showing love of neighbour (1) through caring for the sick (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
3(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"> • When the disciples asked Jesus to teach them to pray he taught them a set prayer (1) 'This, then, is how you should pray' (Matthew 6:9) (1) so today by reciting this prayer Catholics know they are following what Jesus considered to be the way to pray (1) • Reciting set words keeps a Catholics attention focused on God (1) this makes them more open to the presence of God (1) this is important as the Church teaches prayer should be about 'the raising heart and mind to God' (Catechism of the Catholic Church 2599) (1) • The reciting of set prayers together develops a sense of belonging (1) and are more likely to experience the presence of Jesus (1); 'For where two or three gather in my name, there am I with them' (Matthew 18:20) (1) <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Reject 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
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"> • Earthly life is viewed as a pilgrimage, a journey towards God; death is not the end of life but the passage from this world into the next; so it is a celebration of eternal life • Even though the funeral is a time of grief it expresses the hope for eternal life; 'Our great hope is that we will be redeemed from death by Christ's great victory.' (Vincent Nichols 'Preparing my funeral') • Once a person becomes a Catholic they are part of the Church in life and death; the funeral liturgy acts as reminder that all members of the Church are part of the communion of saints. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Death is inevitable, the funeral rite emphasises this reality; as during the Catholic rites of the vigil, funeral and burial the body of the deceased may be present to help the family come to terms with the death • The funeral rite marks the end of the earthly life and the handing back of the person to God; as it is through the prayers of the Church in the funeral liturgy the deceased is supported • The funeral is a time of reflection on the life of the deceased; often eulogies are given and prayers offered in thanksgiving for the life of the deceased; so all this is marking the end of the person's life as it was known. <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.
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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.

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1 marks	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 marks.</p> <ul style="list-style-type: none"> Follow the example of Jesus to help the poor (1) The Church speaks out for those in need (1) They show love to their neighbour (1) Show compassion for the less fortunate (1) Support charities that work to alleviate poverty (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> Lists (maximum one mark) 	3

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching up to a maximum of four marks.</p> <ul style="list-style-type: none"> Everyone is equal in the eyes of God (1) so all people should be treated with love (1) It is a duty to be a neighbour to others (1) this is more urgent for the disadvantaged in society (1) Pope John Paul II taught that all long term problems of poverty are avoidable (1) and condemned the gap between the rich and poor in society (1). <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> Repeated teachings/ development Development that does not relate both to the teaching given and to the question 	4

Question number	Answer	Reject	Mark
4(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"> • St Paul taught that everyone is equal in Christ (Galatians 3:28) (1) so there should be no divisions based on race (1) as all races are equal before God (1) • Catholics are inspired by the example of Jesus found in the Gospel (1); Jesus helped a Roman centurion even though the people of the time would have been shocked with him helping a foreigner (Luke 7:2-10) (1) to Jesus it was the person's faith not race that was important (1) • Within the Catholic Church there are people of many different races (1) so any form of racism would be destructive to the Catholic community (1) all humans no matter what race should 'enjoy an equal dignity' (Catechism of the Catholic Church 1934) (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
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</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Religious tolerance is more likely to exist in a multi faith society as entering into a dialogue with others will increase understanding of others' faith; so this may help to stop religious conflicts • It affords the opportunity to engage in the 'new evangelization' as others are able to see God's love active in the lives of Catholics; so fulfilling Jesus' command to 'go and make disciples of all nations' (Matthew 28: 19) • It offers the chance to deepen a Catholic's faith by entering into dialogue with others' faiths therefore it can help to enrich both spiritual and cultural life of the Church. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • It can make people think about and question their faith; this may lead to conversion to another faith; this can cause conflict between people and leave people feeling rejected • Bringing children up in a multi-faith society may cause problems; the child might become confused and question their faith and no longer want to be a member of the Church • Inter-faith marriages are more likely; this can cause many issues for the couple for example how to raise the children or what will happen after death to the couple; as such these are challenges that need to be overcome, not benefits. <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

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