



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE
In Religious Studies (1RB0/1B)
Paper 1: Area of Study 1 – Religion and Ethics
Option 1B: Christianity

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Summer 2018

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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: Religion and Ethics 1B - Christianity Mark Scheme – 2018

| 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"> • It might provide arguments against the existence of God (1) • It might show that God does not protect people (1) • Earthquakes may result in death of innocent people (1) • Drought may mean crops do not grow (1) • Forest fires destroy habitation (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 |
|-----------------|--|---|----------|
| 1(b) | <p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It is the forgiveness of sin (1) which is achieved by the death and resurrection of Jesus (1) • Atonement means Christians believe they can go to heaven (1) as the relationship between humanity and God has been restored (1) • Jesus was the only way atonement could be achieved (1) because only he is both God and human (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated belief / development • Development that does not relate both to the belief given and to the question. | 4 |

| Question number | Answer | Reject | Mark |
|-----------------|--|---|------|
| 1(c) | <p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching 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"> • Heaven is a place where God is (1) and from where he will return on judgement day (1) as explained in the 39 Articles "he ascended into Heaven, and there sitteth, until he return to judge all Men at the last day." (1) • Heaven is a reward for those who do good (1) those people who live according to God's rules (1) Matthew's Gospel says "great is your reward in heaven" (1) • Hell is a punishment for those who do not do good (1) as shown in the parable of the Sheep and Goats (1) when the people who did not help others are sent to hell (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated teaching / development • Development that does not relate both to the teaching given and to the question • Reference to a source of wisdom that does not relate to the teaching 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"> • The scientific explanation of the creation of the universe can be accepted if the description in Genesis is regarded as metaphorical, and scientific theories have evidence to support them • Metaphorical explanations support the creative power and spiritual importance of God as creator, without causing difficulty in understanding how creation could take place in 6 days • Eminent Christians such as Augustine have questioned a literal understanding of Genesis 1-3 Augustine said 'What kind of days these were it is extremely difficult, or perhaps impossible for us to conceive'. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • There are other understandings of the Genesis creation which mean it might not be metaphorical, some believe that God being omnipotent could create as the Bible describes • The Bible use of the word days could possibly refer to periods of time, then the story ceases to be metaphorical and becomes easier to understand as it is supported by evolutionary evidence • To describe the Genesis creation as metaphorical means it is a 'story' or 'allegory' Christians who perceive the Bible as Gods word would say this is disrespectful and lacking in understanding of Gods nature. <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.</p> <ul style="list-style-type: none"> • Some believe there should be no gender specific roles (1) • 'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.' (1) • All people were made by God (1) • Jesus taught 'love one another' (1) • All people deserve to be treated equally (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Examples of gender discrimination • 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 marks.</p> <ul style="list-style-type: none"> • Some think it allows a higher standard of living for the family (1), as they may not have so many children to provide for (1) • It might protect the health of the mother (1), consecutive pregnancies might lead to health issues (1) • The Church of England teaches it should be for the couple to decide what is best for their family (1) 'in such ways as are acceptable to husband and wife' (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 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"> • They may form support groups, (1) such as Mothers and Toddlers groups as (1) Matthew's Gospel teaches 'Let the little children come to me, and do not hinder them' (1) • The parish might provide marriage preparation courses (1) couples are given encouragement to raise a faithful family (1) Genesis 2:18 'It is not good for man to be alone I shall make a companion for him' (1) • The parish will provide opportunities for families to worship together (1), for example special services for children (1) Matthew's gospel teaches 'Let the little children come to me, and do not hinder them' (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 • Reference to a source of wisdom that does not relate to the way 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"> • Marriage is described in the Bible as the correct place for sexual activity Hebrews 13 says 'Let marriage be held in honour among all, and let the marriage bed be undefiled, for God will judge the sexually immoral and adulterous' • Paul explained that sexual relationships are part of the purpose of marriage 'The husband should give to his wife her conjugal rights, and likewise the wife to her husband' • Some Christians regard all sexual relationships outside of marriage as adultery which is forbidden in many places in the Bible <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Non-religious people would say sexual relationships are a natural part of a relationship where the couple try to make each other happy • Some Christians would say that attitudes to sexual relationships have changed since the Bible was written and that now it is acceptable to have sex outside of marriage • The Church of England teach that marriage is the ideal but have also publicly said that people who cohabit should have the same rights as those who are married. <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.</p> <ul style="list-style-type: none"> • They may wave palms / bless palms on Palm Sunday (1) • Catholic Christians may attend the Chrism Mass (1) • They may attend a foot washing ceremony (1) • Catholic Christians may attend a ceremony of the veneration of the Cross (1) • They may take part in the Stations of the Cross (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 marks.</p> <ul style="list-style-type: none"> • Some Christians believe they are holy rituals (1) they provide blessings (grace) for those who take part (1) • Some believe they were established by Jesus (1) showing his presence today in the life of Christians (1) • They mark important stages in the life of a Christian (1) e.g. baptism at the beginning of life (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 |
|-----------------|---|---|------|
| 3(c) | <p>AO1 5 marks</p> <p>Award one mark for each reason/belief. Award further marks for each development of the reason/belief 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"> • Some Christians believe that preaching to others is an essential part of being a Christian (1) that it is required in the Bible to spread the faith (1) He said to them, 'Go into all the world and preach the gospel to all creation' (1) • Many people will carry out this work as part of their vocation (1) that they feel called to tell others about their faith in the same way the disciples of Jesus were (1) 'the disciples went out and preached everywhere, and the Lord worked with them' (Mark 16:20) (1) • Some Christians say that by converting others to the faith they are saving them (1) that by becoming a Christian they receive salvation (1) 'Whoever believes and is baptized will be saved, but whoever does not believe will be condemned' (Mark 16:16) (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 • 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 this statement:</p> <ul style="list-style-type: none"> • If all Christian worship in the same way they will have something in common with each other and will be able to support each other in their worship • Christians should all believe the same things about Jesus and so should be able to worship in the same way, if they don't it leads to division • All Christians should worship the way they were taught to by Jesus, he taught them the Lord's Prayer and so Christians should use this. <p>Arguments against this statement:</p> <ul style="list-style-type: none"> • Some Christians would say that worship is personal, it is a way of honouring God and so it does not matter how a person does this this it is more important that they do it • Some Christians would argue that worship reflects the difference between the Christian groups and that it is up to the denomination how they feel worship should take place • Worship has been developed by different traditions and cultures, it helps those traditions and cultures feel closer to God, if it is worship of God the method of worship is unimportant. <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 |
|------------------------|--|--|-------------|
| 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"> • Literalist Christians believe God created the world in six days (1) • God created the universe (1) • Only God has the power to create the universe (1) • God designed the universe (1) • God created from nothing (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Answers about the origins of human life / evolution • 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 marks.</p> <ul style="list-style-type: none"> • Christians are responsible for looking after the natural world (1), because in Genesis God gave it to humans to look after (1) • Christians believe the world was created by God therefore should be cared for (1), this would show respect for the work of God (1) • Stewardship shows responsibility and love for people in the future (1) exploitation of the environment does not show love of neighbour (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 |
|-----------------|--|---|----------|
| 4(c) | <p>AO1 5 marks</p> <p>Award one mark for each response. Award further marks for each development of the response 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"> • Many Christians believe that the resurrection is proof for life after death (1) even those who do not believe because of lack of evidence will be given life after death (1) 'For Christ also suffered once for sins, the righteous for the unrighteous, to bring you to God' (1 Peter 3:18) (1) • Christians do not believe that they are being controlled because of their belief in life after death (1) they believe that belief in Jesus will lead to life after death and eternal freedom (1) 'I am the resurrection and the life. Whoever believes in me, though he dies, yet shall he live' (John 11:25) (1) • Christians would answer those who say it is merely a source of comfort with the response that it is a comfort but a real one (1) it is not an empty hope for the future but provides a purpose in life (1) Paul in 1 Corinthians said 'The last enemy to be destroyed is death' (1). <p>Accept any other valid response.</p> | <ul style="list-style-type: none"> • Repeated response / development • Development that does not relate both to the response given and to the question • Reference to a source of wisdom that does not relate to the response 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"> • The teachings of Christianity say that life is sacred, it has been created by God and thus it is wrong to end a life for any reason, including that of the unborn • Some Christians would recognise the importance of accepting the will of God, if God has willed a woman to become pregnant then it should be accepted • Christians are taught that life is a special gift from God and that no one can say of another that their life is not worth living, to allow abortion devalues human life. <p>Arguments against the statement</p> <ul style="list-style-type: none"> • Some people would say that it might be compassionate to allow a woman to have an abortion, that the health of the woman (and her family) is more important than that of a foetus • Situation ethics, which is supported by some Christians, would maintain that in each situation it is up to the individual to decide what is the most loving decision to be made and would justify the use of abortion in some situations • Some people think it is acceptable if it is morally acceptable to those involved, if the person and all people involved with them are happy for it to take place and it does not harm anyone else. <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. |