



GCSE RELIGIOUS STUDIES A 8062/12

Paper 1: Catholic Christianity

Mark scheme

June 2023

Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

0 1

Catholic Christianity: Beliefs

0 1 . 1

Which one of the following is not part of the Trinity?

[1 mark]

- A** God as Brother
- B** God as Father
- C** God as Holy Spirit
- D** God as Son

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: **A** God as Brother

0 1 . 2

Give two reasons why Catholics might receive the sacrament of the Anointing of the Sick.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited.

The anointing of the sick may be administered when a person is seriously ill or facing major surgery to give healing, to give strength, to offer forgiveness / to give strength to the person and their family / The sick person may have the opportunity to confess their sins to a priest / Holy water is sprinkled as a reminder of baptism / Prayers for the sick person are said to comfort and support them / The power of the Holy Spirit is called down on the person when the priest lays his hands on them giving strength / The anointing with oil may bring spiritual, physical, mental healing which gives hope of restoration to full health in this life or eternal life with God / If Holy Communion is received Christ is present with the sick person supporting them in their sickness / Baptismal promises may be renewed reminding the person of their faith in God and making them more confident about God's love that is waiting for them in heaven / Viaticum may be received demonstrating that Jesus joins them on the journey from death to new life, etc.

0 1 . 3 Explain two ways in which believing in life after death influences Catholics today.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation' the 'influence' of the way must be included.

Students may include some of the following points, but all other relevant points must be credited.

- Catholics believe that even though the earthly body will come to an end this is not the end of the individual, this may give them hope.
- A person consists of body and soul and the soul passes beyond death to meet God. This can influence Catholics' actions during their earthly life as they know that death is not the end and that they have the chance of eternal life with God in heaven etc.
- Catholics believe that after death a person is taken to be judged by God so they may be influenced by the fact that an account of their deeds and failings in life will have to be given.
- People have to accept responsibility for earthly actions and the consequences of them. This may influence Catholics to live a good earthly life, to show love of neighbour and to follow the 10 commandments, etc.

0 1 . 4 Explain two Christian beliefs about redemption by Jesus.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited.

- Redemption is making up for the wrongs done by other people / bringing humans back into a relationship with God / the Christian use of redemption means that Jesus, through his sacrificial death, freed believers from the slavery of sin / he set them free from the bondage of sin / in the New Testament, John the Baptist announced the coming of the Messiah / depicting Jesus of Nazareth as the fulfilment of God's redemption / Jesus is the Son of God who came to give himself as a ransom for many etc.
- Christians believe that Jesus died because he did the right things at all times / he lived by God's law and love / he was totally obedient to the Father / because Jesus obeyed God and accepted his own death, death could not hold Jesus / through Jesus' resurrection the power of sin and death was destroyed / Jesus' death and resurrection restored the harmony of creation and the ultimate power of sin / this is known as atonement etc.
- Redemption is a key Christian belief in the idea that humanity can be saved from sin, redeemed through the actions of Jesus / Jesus is often described as the restorer / Jesus broke the barrier between God and humanity when he died / atoning for the sins of humankind / he repaired the relationship with God which had been broken by sin / Jesus was victorious over death through the miracle of the resurrection / because Jesus shared in the human condition, humans are able to share in the divine condition etc.

Sources of authority might include:

Matthew 28 the resurrection of Jesus

Romans 5:12-18 'Sin came into the world through one man ...

Hebrews 2:14 'He did this so that through his death...

Ephesians 2:10 'God has made us what we are ...

Genesis 3:23 'So the Lord God sent him out of the Garden of Eden and made him cultivate the soil...

0 1 . 5 ‘Baptism is the most important sacrament of the Catholic Church.’

Evaluate this statement.

In your answer you should:

- refer to Catholic teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]
[Plus SPaG 3 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.

Arguments in support

- Baptism is the first communication with God / Jesus himself was baptised so this gives importance to the sacrament / Catholics believe that when an infant is baptised the soul receives supernatural life / baptism gives the new born their first encounter with God / the importance of baptism in the Catholic Church cannot be overstated as it is the ‘door’ through which the infant enters the Church / becomes a child of God.

- Baptism in the eyes of the Catholic Church is the cleansing of Original Sin / the sacrament of baptism is the first step into the Catholic Church / it is a sacrament of initiation and the first step into becoming a full Christian / it may be argued that baptism has a bigger effect and impact as a sacrament because as the first of the seven sacraments / it provides the basis for the other sacraments / only a baptised person can partake of the other sacraments / eg only a baptised man can be ordained a priest, etc.

Arguments in support of other views

- There are other sacraments in the Catholic Church which are arguably more significant / eg the sacrament of the **eucharist** was one of the last things that Jesus taught to his disciples before he was captured and ultimately killed / eucharist commemorates the sacrifice Jesus made to **atone** for the sins of the world by taking bread and wine as his body and blood / by accepting the sacrament, some Christians feel more closely connected to Jesus' death and resurrection for their own **salvation** / this is so important because many believe that it is through faith in this salvation that a person becomes closer to God / eucharist could therefore be seen as the most important sacrament.
- Baptism is only done once whilst the eucharist occurs regularly in the life of a practising Catholic / Jesus, through the Last Supper, demonstrated exactly how he wanted his disciples to carry on this process / as a result, the eucharist should have more importance in the life of a Catholic today.
- Confirmation may be considered to be more important / in infant baptism the child has no choice, in confirmation there is choice / a free decision is made / the candidate is strengthened by the Holy Spirit and should now be fully involved as a full member of the Church community.
- God's love is not just received through the sacrament of baptism but in many other ways in the life of a Catholic / God's love is reflected all around in creation / through God's creation it can be seen just how precious humanity is / this can be seen eg in Genesis 2 where God breathes life into man and he becomes a living being / the gift of life is a clear reflection of God's love and of the special relationship between God and humans / humans share the breath or Spirit of God.
- God's love is demonstrated through their relationships with others / through the Church as the Body of Christ / this is demonstrated in the Bible in eg 1 Corinthians 13 where St Paul focuses on different aspects of love between brothers and sisters in Christ / also eg in Colossians 1 where the Church is compared to a human body united in Christ and in the love of God, etc.

0 2

Catholic Christianity: Practices

0 2 . 1

Which one of the following is not a Catholic agency?

[1 mark]

A CAFOD

B Gaudium et Spes

C Missio

D Trocaire

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: **B** Gaudium et Spes

0 2 . 2

Give two examples of the work done by either Pax Christi or the Corrymeela community.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited.

Pax Christi works for peace and justice / a world where human rights are respected / basic needs are met / people feel safe and valued in their communities / it works for reconciliation between individuals or whole countries after times of violence or dispute / evangelises / promotes non-violence and a way of living and making choices that respects others / challenges what is not fair or just / offers alternatives to violence and war / campaigns against military spending, the arms trade and nuclear weapons, etc.

The Corrymeela Community, founded in Northern Ireland / aims to help heal the country's political and religious divisions / the organisation works with people in areas around the world but particularly in Northern Ireland / it aims to help communities reconcile / it promotes reconciliation and peace-building / through the healing of social / religious / political divisions, etc.

0 2 . 3 Explain two contrasting Christian views about the duty to ‘love our neighbour’.
[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Contrasting may mean opposing or mean different views.

If similar views are given only **one** of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited.

- Christians believe that all life is created by God in God’s image, therefore all life demands love and respect and to be treated equally.
- As stewards of the earth humans have a duty to take care of the earth and those who live on the earth.
- In the Bible Christians are taught to love their neighbour whoever they may be eg in the parable of the Good Samaritan Luke 10:25-37.
- Neighbour may be someone local who needs support, eg visiting sick and lonely or supporting a local foodbank or supporting initiatives to make life better for people of all backgrounds.
- Globally eg supporting the work of CAFOD.
- Christian belief is that all humans are children of God and should love each other as they love God.
- This is reflected in eg the 10 Commandments or Jesus’ teaching in the Golden Rule etc.
- Nowadays people have to focus on themselves and their families, Christian or not, people are human and their priority is to take care of themselves and those close to them first.
- It is increasingly difficult to focus on others especially in times of hardship and difficulty.
- Christians believe that all are made in God’s image but may still feel that those close to them must come first, however it is impossible to show love of God if one is not prepared to also show love of neighbour.
- Jesus taught this through parables eg Matthew 25:31-46 – Final Judgement; Luke 16:19-3 – Rich Man and Lazarus, etc.

0 2 . 4 Explain two reasons why the funeral rite is important for Catholics.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited.

- The Catholic funeral rite is based on the teachings of the Bible and it reflects Christian views on God and the afterlife.
- It is designed to celebrate the life of the deceased person / and to commend their soul to God.
- To provide support to the bereaved.
- The funeral rite allows the deceased to be treated with respect and allows the life of the deceased to be celebrated and show how much they were loved.
- It demonstrates that everyone is unique and special to God.
- A funeral is an important event because it affirms belief in the resurrection of the body and this is important in Catholicism.
- The funeral brings the community together and allows believers the opportunity to reflect on what will happen when they die.
- They may consider whether they are leading the kind of life that will allow them entry into Heaven.
- Actions in the funeral rite are important eg. The sprinkling of the coffin with holy water is done in remembrance of the deceased person's baptism / the lighting of the Paschal Candle reminds the family that the deceased is now sharing in the light of Christ as they did at their baptism
- The different parts of the funeral rite are supported by a number of teachings, eg: the funeral Mass is a 'requiem' (meaning 'rest') / the readings of the Mass centre on the effects of Jesus' resurrection / at the grave, the prayer given by Jesus to the disciples, the Our Father, is said, in the belief that the deceased is a child of God now returning to God's care, etc.

Sources of authority might include:

'Eternal rest give unto them, O Lord...'

John 11:25-26 Jesus says, 'I am the resurrection and the life. Those who believe in me ... will never die'

(Youcat 278) 'We die in Christ so as to celebrate with him the feast of the Resurrection'

0 2 . 5 'For Catholics, saying the Lord's Prayer (Our Father) is the best way to become close to God.'

Evaluate this statement.

In your answer you should:

- refer to Catholic teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.

Arguments in support

- The Lord's Prayer is an example of a very important set prayer / it is the prayer that Catholics believe Jesus taught to his followers / Jesus is the Son of God so by praying his prayer they can become closer to God / it emphasises the importance of forgiveness / reminds Catholics of God's power.
- When Jesus was asked by his followers how they should pray, he taught them the words of the Lord's Prayer / the prayer accepts God as holy / it teaches that if everyone followed God's rules, his kingdom would be complete / it asks for the basic things needed to survive / it teaches the importance of forgiveness / it asks for help not to sin.

- Prayers can have different purposes according to the type of prayer / the Lord's Prayer can be a formal prayer / it can help Catholics to come together and worship as part of a community and come closer to God / it is recited by the congregation at every Catholic Mass / it can also be an informal prayer / it can be used when someone wishes to communicate with God privately / reflect on their relationship with God in a more personal way, etc.

Arguments in support of other views

- Although the Lord's Prayer is important following the 10 Commandments could be seen to be more important / Catholics and other Christians must live their lives according to God's law eg the 10 Commandments / some of which teach love of God and others love of neighbour / Jesus also taught this in the Golden Rule / in order to get close to God it is important to demonstrate this through action as well as through prayer / it is impossible to get close to God if one is not prepared to show love of neighbour / act to make the world which God created a better place / this can be done by following Jesus' example and also his teaching eg through parables eg Luke 16:19-31 The Rich Man and Lazarus.
- Catholics also partake in the sacraments at key moments in their lives / the sacraments enable Catholics to grow closer to God / they are meeting points with God / they enable Catholics to strengthen their relationship with God as a 'one off' or regular event / they help to make the person a stronger witness to the love and presence of God / the relationship with God is strengthened in a special way / before the Incarnation humans could only appreciate God as a distant, though caring being / through the sacraments they are brought closer to God and are able to see him as a living and active presence.
- Although the Lord's Prayer is a good way to be close to God it is not the only way / praying the Lord's Prayer and other formal prayers may become repetitive and the words may lose meaning / informal prayer which has no set words or content is also a good way to communicate with God / with informal prayer the person can speak 'from the heart' saying exactly what they want to personally to God / they may feel closer to God and comforted because they are not restricted by set words.
- Many Catholics take an active role in current affairs and politics / they will live their lives according to Gospel values and encourage others to do so / like Jesus they will speak out against injustice and spread God's message / they show love of neighbour through their actions and lifestyle and this in turn brings them closer to God / they will try to live out the teaching of the parables eg Matthew 25:31-46 The Final Judgement (parable of the Sheep and the Goats), etc.