



GCSE MARKING SCHEME

SUMMER 2024

**GCSE
RELIGIOUS STUDIES
UNIT 3: CATHOLIC CHRISTIANITY AND ETHICAL THEMES
3121U30-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE RELIGIOUS STUDIES – UNIT 3
CATHOLIC CHRISTIANITY AND ETHICAL THEMES
SUMMER 2024 MARK SCHEME

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

Using the banded mark scheme

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. **Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief*, including:
 - belief, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and belief

- AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

LEVEL DESCRIPTORS/MARKING BANDS

Questions 1, 2, 3, 4(a) AO1

See instructions provided with indicative content.

Question 1, 2, 3 and 4(b) AO1

Band	Band Descriptor	Mark Total
3	An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately.	4–5
2	A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.	2–3
1	A limited statement of information about the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.	1
0	No relevant information provided.	0

Questions 1, 2, 3 and 4(c) AO1

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	7–8
3	<p>A very good, explanation showing awareness of the religious idea, belief, practice, teaching or concept.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	5–6
2	<p>A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>	3–4
1	<p>A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.</p>	1–2
0	No relevant information provided.	0

Questions 1, 2, 3 and 4(d) AO2

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.</p>	12–15
3	<p>A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.</p>	8–11
2	<p>A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Some judgements are formulated and some different and/or alternative viewpoints are considered.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>	4–7
1	<p>A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning.</p> <p>A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	1–3
0	No relevant point of view stated.	0

Assessment of spelling, punctuation and the accurate use of grammar
Applies to Section A, Question 1, part (d) only

Band	Performance descriptions
<p><i>High performance</i></p> <p>5-6 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with consistent accuracy • Candidates use rules of grammar with effective control of meaning overall
<p><i>Intermediate performance</i></p> <p>3-4 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with considerable accuracy • Candidates use rules of grammar with general control of meaning overall
<p><i>Threshold performance</i></p> <p>1-2 marks</p>	<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
<p>0</p>	<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 Band, for example errors in spelling, punctuation and grammar severely hinder meaning

PART A – CORE BELIEFS TEACHINGS AND PRACTICES

CATHOLIC CHRISTIANITY

QUESTION 1

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by ‘Stations of the Cross’? [AO1 2]

Fourteen or fifteen drawings or locations (usually inside a church) that let worshippers follow the milestones of Christ's journey on the day of his crucifixion.

(b) Describe what a Catholic might do on pilgrimage. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

- Pilgrims may bathe in the healing waters at Lourdes.
- They may visit the grotto and attend Mass or light a candle there.
- Pilgrims often visit the Basilica or Church associated with the place of pilgrimage, e.g. the Basilica of Saint Pius X at Lourdes or St. Peter's Basilica in Rome.
- They may visit and pray at the Sanctuary of Our Lady of Lourdes.
- They may take part in the torchlight procession each day at dusk.
- It is possible to pray at life-size Stations of the Cross at Lourdes.
- Catholics may confess their sins while on pilgrimage.
- In Rome, pilgrims visit the Vatican to see or hear the Pope speak in St. Peter's Square on Wednesdays.
- Pilgrims may pray before a statue of a saint associated with the place of pilgrimage.

(c) Explain how Catholics might observe Holy Week. [AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

Palm Sunday

- Catholics may attend Mass and receive a cross made from a palm branch to remember when Jesus entered Jerusalem on a donkey and the people waved palm branches.
- They may sing hymns that include the word ‘Hosanna’ to remember the people shouting ‘Hosanna’ to Jesus.
- Some churches take part in a procession on Palm Sunday.
- The Gospel reading at Mass reminds Catholics of the ‘Passion’ of Christ.

On the Monday, Tuesday and Wednesday of Holy Week, extra services often take place where worshippers hear more passages from the gospels.

Maundy Thursday

- Catholics attend Mass to remember the words of Jesus at the Last Supper. *“This is my body, which is given for you. Do this in remembrance of me.” (Luke 22:19)*
- The priest wears white vestments.
- Catholic priests are reminded of the solemn promise they made at their ordination to consecrate the bread and wine for the people.
- The priests of the diocese often gather together at the Cathedral to celebrate the Eucharist with their Bishop.
- The Bishop consecrates the Oil of Chrism that is going to be used in sacraments throughout his diocese in the coming year.
- At Catholic Church services, the priest washes the feet of 12 people to commemorate Jesus' washing the feet of his disciples at the Last Supper.
- The altar is stripped bare at the end of Mass and some members of the congregation might take part in a prayer vigil, just as the disciples were asked to do in the Garden of Gethsemane.

Good Friday

- During Good Friday services, Catholics reflect on the meaning of the crucifixion and the central message of Christianity.
- Catholics start their service at 3 pm, the time that Jesus is thought to have died.
- A service, rather than a Mass, is held on Good Friday, as there is no consecration of hosts because Christ has died.
- A veiled crucifix is usually walked through the church to a central point, where it is gradually uncovered before the people.
- During the service, Catholics will venerate the cross by kneeling to kiss the feet of Jesus on the crucifix at the front of the church.
- Catholics may pray the Stations of the Cross on Good Friday. The 14 stations tell the journey from Christ being condemned to his death and placing in the tomb and help to remind Catholics of these events.

Holy Saturday

- The day is observed as a time of quiet anticipation.
- Churches are cleaned in readiness for the celebrations of Easter.
- In the Vigil Mass, a fire is lit outside the church and the new Paschal Candle is lit from it and processed through the church.
- Members of the congregation will light smaller candles from the Paschal Candle to symbolise the 'Light of the World' rising from the dead.

- (d) **'There is life after death.'**
Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [AO2 15]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [6]

Answers may include the following points, but other relevant and accurate points must also be credited.

- For Catholics, the Resurrection of Jesus proved that there is something after our physical death.
- Death is not the end. Catholics believe that death brings a change not an end.
- Jesus is a source of authority for Catholics as he talked about the afterlife numerous times.
- Catholic belief in life after death is so strong, it informs their behaviour in this life.
- The parable of the Sheep and Goats teaches Catholics that they will be judged by their actions in the afterlife.
- Some people have claimed to have near-death experiences which shows them that there is something more after physical death.
- The main reason Jesus came to earth was to give human beings the opportunity to gain eternal life. (John 3:16)
- Catholics believe the body is mortal but the soul is immortal.
- There is no physical or scientific proof of an afterlife as the body is mortal.
- Some have suggested that, as no one has returned from the dead, we cannot know an afterlife exists.
- Science shows that when a person dies, the brain dies. Therefore, what would exist beyond the physical death?
- There is no place people can go to when they die, therefore the afterlife doesn't exist.

- *John 3:16*

PART A – CORE BELIEFS TEACHINGS AND PRACTICES

CATHOLIC CHRISTIANITY

QUESTION 2

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by the ‘Immaculate Conception’? [AO1 2]

The belief the God preserved the Virgin Mary from the taint of Original Sin from the moment of her conception.

(b) Describe the work of Catholic retreats. [AO1 5]

- Catholic retreat centres offer visitors the opportunity to take time out of busy, everyday life and reflect on their faith and relationship with God.
- Retreat centres will have times of collective prayer and worship.
- They may offer opportunities for private prayer and reflection and help people to develop their prayer life.
- Schools will often take their young people on retreat to places, e.g. Llantarnam Abbey and St Cassian’s Centre in Kintbury.
- On retreat, young people will explore topics such as awareness, reconciliation, and good news.
- Retreat centres encourage people to feel a sense of community and belonging through their faith.
- Catholic retreats will allow people to explore the Bible and deepen their understanding of God’s Word.
- Catholic youth retreats will offer activities such as Emmaus walks, drawing, painting, creating music, and games.
- Young people can experience a retreat within their school, local primary school or parish.

(c) Explain why Catholics pray to Mary. [AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

- Mary is important to Catholics as she is the Theotokos, the Mother of God. Therefore, Catholics pray to her as a way to venerate her.
- Mary is a model of the Church and Catholics pray to her for guidance in life.
- Mary is the Immaculate Conception, and therefore has no Original Sin. Catholics pray to her to acknowledge this important belief and the fact that she was chosen to be the mother of Jesus.
- Catholics pray to Mary during Advent and Christmas to remember the time when Mary said ‘yes’ to the angel Gabriel. They pray to ask her to help them accept God’s will in their own lives, as she did.
- Catholics pray to Mary to ask her to intercede on their behalf with Jesus.

- Jesus gave his mother to the Church for her to intercede for us. This is seen at Jesus's crucifixion, symbolically making her the mother of the Church, and bringing us into the family of God.
- Catholics pray the Rosary, which is a dedicated prayer to Mary, as she has taught believers to do this during visions. For example, Mary taught Bernadette to pray the Rosary during the visions at Lourdes.
- Catholics dedicate May and October to Mary.
- in John 19:26-27, when Jesus says to John, "*Behold your mother*" and to Mary, "*Woman, behold your son*"

(d) 'It is impossible to keep the vows of poverty, chastity and obedience in today's world.'

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [AO2 15]

Answers may include the following points, but other relevant and accurate points must also be credited.

- The vows are in place to help the Religious renounce earthly things and dedicate their life to God.
- The Religious spend a great deal of time preparing to take the vows so that they are fully ready to do so.
- All those who take the vows have the support of their community to help them keep the vows.
- It is a way of life they are fully committed to.
- A priest represents Christ and practices celibacy.
- Some communities choose to withdraw from the world and live within their community with little outside contact. This makes it easier to keep the vows without temptation to break them.
- The Religious have a vocation from God; in order to fulfil their calling, they must keep the vows.
- It is difficult to take a vow of poverty when any money or goods could be used to help others, thereby fulfilling the commandment to 'Love thy neighbour'.
- Taking these vows is an old-fashioned practice which makes it difficult to keep them now.
- Priests in other Christian denominations are allowed to marry and therefore don't have to be celibate in order to represent Christ.
- Some Religious work within the world, such as teaching or nursing, which could make it more difficult to keep their vows.
- God has given all human beings the gift of free will. Therefore, it can be difficult to be completely obedient to the will of other people.

PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

THEME 1: RELATIONSHIPS

QUESTION 3

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by ‘gender equality’? [AO1 2]

People of all genders enjoying the same rights and opportunities in all aspects of their lives.

(b) Describe the Catholic Church’s attitude to remarriage. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Catholic Church will not remarry couples as divorce is not recognised.
- The couple will still be seen as married, and so any new relationship will place them in a state of sin (adultery).
- There is no Service of Blessing.
- The original vows were made for life and a sacramental bond has been made that cannot be broken by any human being.
- Church teaching is ‘If the divorced are remarried civilly, they find themselves in a situation which contravenes God’s law. Consequently, they cannot receive Communion as long as this situation persists.’
- A couple may be refused Holy Communion unless they end their new relationship.
- Pope Francis has indicated that the Church should adopt a more loving approach to Catholics who have remarried.
- *Catechism 1650, 2384*
Mark 10:9

(c) Explain why gender discrimination is wrong. [AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Catholic Church opposes gender discrimination because:
- Genesis teaches that God created both men and women in the image of God (*imago dei*).
- St Paul taught in Galatians that men and women are equal in Christ. ‘*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.*’ (*Galatians 3:28*)
- The Catechism teaches that men and women are equal and should have equal rights in life and society. (CCC 1935)

- In the early Christian Church, the original disciples were all men, yet Jesus' actions showed that he respected women and he had women among his closest followers which would have been very unusual at the time.
- In the Parable of the Good Samaritan, Jesus taught that discrimination was wrong.
- Christians believe that all humans are created in the image of God, so each human life is equal and sacred, regardless of gender.
- Vatican II led to pressure from Catholic women for greater equality in the Church, leading to:
 - Women being able to study and teach in theological colleges;
 - Women being extraordinary ministers of Holy Communion (assisting the priest);
 - Women being able to read the Bible readings at Mass;
 - Women leading funerals in certain circumstances.
 - Women can be altar servers in Mass.
- *'So God created mankind in his own image, in the image of God he created them; male and female he created them.'* 1:27

(d) 'Adultery is never right.'

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [AO2 15]

Answers may include the following points, but other relevant and accurate points must also be credited.

- Marriage is sexually exclusive and shouldn't be shared with anyone else.
- The Ten Commandments forbid it.
- Marriage is a sacrament and adultery goes against this.
- Adultery breaks the vows the couple made to each other and to God when they got married.
- Committing adultery destroys the special relationship between a husband and wife.
- Committing adultery can harm the family unit and cause the partner to feel cheated and betrayed.
- Adultery is not illegal in the UK.
- If a person is divorced, they are free to start another relationship if they wish to. This is not the same as having an affair while married.
- If a person has left an abusive partner, they should be able to find happiness with a new person without the worry of being in a state of sin.
- Relative view – that every situation is different.
- Many other Christian denominations permit divorce and remarriage.

PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

THEME 2: HUMAN RIGHTS

QUESTION 4

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by ‘prejudice’? [AO1 2]

Pre-judging; judging people to be inferior or superior without cause.

(b) Describe the work of CAFOD. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

- CAFOD provides long-term aid to equip people with the skills, tools and opportunities to live with dignity, support their families and give back to their communities.
- CAFOD uses the expertise of its partners to reach out and help those facing poverty, conflict, climate change and inequality to give them the help they need.
- CAFOD responds to emergency situations around the world to provide food, water and shelter for those in need.
- CAFOD helps to rebuild people’s lives and prepare for the future.
- CAFOD speaks out against injustice, ensuring the vulnerable and disadvantaged have a voice. They do this by lobbying governments around the world and enlisting the help of international bodies.
- CAFOD campaigns for justice through petitions and raising awareness of issues such as poor water and sanitation, human rights abuses, corruption, and climate change.
- CAFOD educates young people through provision of school resources.
- CAFOD encourage young people to ‘be the change they wish to see’ in their communities.

(c) Explain the Mass as communion and unity.

[AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Catechism teaches that the Eucharist, i.e., the sacrifice of the Mass, is “the source and summit of the Christian life”
- The Mass brings believers together to offer prayer and thanksgiving to God.
- The Mass is a sacrifice. In it, the original sacrifice of Christ is renewed for the sins of the world. Through the Mass, that sacrifice is made present for all believers.
- Catholics are brought together in their belief that, through transubstantiation, the bread and wine become the body and blood of Christ.
- The Mass begins with the priest leading the people in their repentance before God.
- The Gloria and Creeds are statements of faith for all present.
- The prayers recited throughout the Mass remind Catholics of their shared belief and faith in Christ.
- The homily from the priest reminds those present of how to live together in community.
- The congregation listen to the readings from the Bible together, hearing God’s Word.
- The Sign of Peace is a symbol of unity that is shared during the Mass.
- Together, the people will process forward to receive the body and blood of Christ. This is a unifying point of the Mass.
- The people are sent out to live as God’s people, in community with one another and their neighbours.
- The Mass itself is an act of unity which brings the community together as part of a shared faith.
- The word communion has its origins in a Greek term ‘koinonia’, which means sharing or fellowship.
- The Mass is the centre of the Catholic community. It is where Catholics proceed through the liturgical year, following the life of Christ with their fellow believers.
- The Mass is where they will receive the sacraments that will help and guide them on the journey of faith and where they will receive help, support and guidance when they need it most.
- *CCC 1324*

- (d) **' Everyone should be free to express their religious beliefs.'**
Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [AO2 15]

Answers may include the following points, but other relevant and accurate points must also be credited.

- *Dignitatis Humanae* is a Church document which focuses on the rights of the person. The document states that the right to religious freedom applies to all of humanity and is interlinked with the dignity of the human person.
- This right to religious freedom extends to those of any faith.
- The Catholic Church's position on other religions is one of tolerance and dialogue.
- The Second Vatican Council states all individuals have the right to follow and practise their faith, as well as teach and spread their faith wherever they live.
- *Dignitatis Humanae* also states that any actions carried out by a person on behalf of, or as a part of their faith must not impact the freedom of others.
- Censorship is the control of the spread of information or ideas in a society. It is usually imposed by governments to prevent harm or offence, although it can also be used as a means to enforce political views or moral values.
- The Catechism of the Catholic Church states that individuals should be discerning about what they read. They should view and consider the source and any possible bias.
- In the UK, everyone is free to express their views about any religious, political, economic or government matters.
- This reflects Article 19 of the UN Declaration of Human Rights.
- There are laws that require people to refrain from inciting violence or discrimination (hate crimes) in sharing their views, and to be careful not to offend others.
- There is a difficult balance between censorship and freedom of expression.
- People hold many different views and beliefs and sometimes these can conflict with others.
- It can be difficult to decide where one person's freedom to express and demonstrate their belief or religious faith becomes an offensive or derogatory matter to another person.
- Extremists should not be allowed to practise their faith when it becomes a danger to others.
- Religion can be expressed in the clothes or symbols people wear. In some countries, it is illegal to wear religious symbols in public. In France, for example, religious symbols can't be worn or displayed in public institutions like state schools.
- Sometimes, symbols are worn that reflect a particular belief and are an important part of the believer's identity, e.g. the cross for Christians. In other cases, it is a religious requirement to wear symbols, e.g. the 5Ks for Sikhs.