

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

DECEMBER ASSIGNMENT 2026

GRADE 10 – CHRISTIAN RELIGIOUS EDUCATION

Time: 2 Hours

LEARNER'S DETAILS



Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream.
3. Write your admission number and the date.
4. This paper consists of TWO sections: A and B.
5. Answer ALL questions in both sections.
6. Answer all questions in English.
7. All answers MUST be written in the spaces provided.
8. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

- 1.
- a) State **two ways** in which Christians understand the Bible as the Word of God. (2 marks)

i. _____

ii. _____

- b) Explain **two ways** in which biblical teachings can influence the conduct of a learner. (2 marks)

i. _____

ii. _____

c) Give **one reason** why Christians should relate biblical teachings to situations in contemporary society. **(1 mark)**

2.

a) State **two ways** in which human beings demonstrate stewardship of God's creation. **(2 marks)**

- i. _____
- ii. _____

b) Explain **two effects** of environmental destruction on human life. **(2 marks)**

- i. _____
- ii. _____

c) Give **one Christian teaching** that encourages people to care for creation. **(1 mark)**

3.

a) Identify **two factors** that may lead young people into temptation. **(2 marks)**

- i. _____
- ii. _____

b) Explain **two consequences** of persistent sinful behaviour. **(2 marks)**

- i. _____
- ii. _____

c) State **one way** through which a Christian can demonstrate genuine repentance. **(1 mark)**

4.

a) State **two purposes of prayer** in Christian life. **(2 marks)**

- i. _____
- ii. _____

b) Explain **two ways** prayer can help Christians when facing challenges. **(2 marks)**

- i. _____
- ii. _____

c) Give **one reason** why Christians should combine prayer with responsible action. **(1 mark)**

5.

a) Name **two values** demonstrated by Jesus Christ in his interaction with other people. **(2 marks)**

- i. _____
- ii. _____

b) Explain **two ways** Christians can practise the values identified in part (a) in their school community. **(2 marks)**

- i. _____
- ii. _____

c) State **one benefit** of following the example of Jesus Christ. **(1 mark)**

6.

Two learners disagree over the leadership of a school project. The disagreement becomes hostile and begins to affect other members of the group.

a) Identify **two Christian values** that could help resolve the conflict. **(2 marks)**

- i. _____
- ii. _____

b) Explain **two peaceful methods** the learners could use to resolve their disagreement. **(2 marks)**

- i. _____
- ii. _____

c) State **one danger** of allowing unresolved conflict to continue. **(1 mark)**

SECTION B: 50 MARKS

Answer ALL questions.

7.

Read the situation below and answer the questions that follow.

A learner receives a message on social media containing embarrassing information about another learner. Several friends encourage the learner to forward the message to other students. The learner knows that forwarding it could cause serious embarrassment but is afraid of being left out by friends.

a) Identify **two moral issues** involved in the situation. **(2 marks)**

- i. _____
- ii. _____

b) Explain **three Christian values** that should guide the learner's decision. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

c) Describe **three actions** the learner should take in dealing with the message. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

d) State **two consequences** of spreading harmful information about another person. **(2 marks)**

- i. _____
- ii. _____

8.

Jesus taught his followers to demonstrate love through practical service to others.

a) State **four ways** Christians can demonstrate love for their neighbours. **(4 marks)**

- i. _____
- ii. _____
- iii. _____
- iv. _____

b) Explain **three ways** Christian service can improve the lives of vulnerable members of society. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

c) State **three benefits** of serving others without discrimination. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

9.

A family notices that communication between parents and children has become difficult. The children spend most of their free time on digital devices, while the parents feel that their concerns are being ignored.

a) State **three causes** of poor communication within families. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

b) Explain **three ways** Christian values can strengthen relationships between parents and children. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

c) Suggest **two practical measures** the family can take to improve communication. **(2 marks)**

- i. _____
- ii. _____

d) State **two benefits** of effective communication in a family. **(2 marks)**

- i. _____
- ii. _____

10.

A student leader has been given money to purchase materials for a school activity. The leader discovers that the supplier has offered a personal financial reward if the leader chooses the supplier, even though another supplier offers better value.

a) Identify **two forms of unethical behaviour** presented in the situation. **(2 marks)**

- i. _____
- ii. _____

b) Explain **three Christian principles** that should guide the student leader. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

c) Describe **three actions** the leader should take to demonstrate integrity. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

d) State **two benefits** of honest leadership in a school or community. **(2 marks)**

- i. _____
- ii. _____

11.

Young people today face challenges such as peer pressure, substance abuse, cyberbullying, corruption, unemployment, violence and environmental degradation.

a) Identify **four challenges** facing young people that require a Christian response. **(4 marks)**

- i. _____
- ii. _____
- iii. _____
- iv. _____

b) Explain **three ways** Christian teachings can help young people resist negative peer pressure. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

c) Suggest **three practical ways** young Christians can contribute to solving problems in their communities. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

GRADE 10 CHRISTIAN RELIGIOUS EDUCATION

MARKING SCHEME / ANSWERS

SECTION A: 30 MARKS

1.

a) Ways Christians understand the Bible as the Word of God

Any **two**:

1. It contains God's revelation and teachings to humanity.
2. It guides Christians in faith and daily living.
3. It was inspired by God through the Holy Spirit.
4. It teaches Christians about God's nature and will.

(2 marks)

b) Ways biblical teachings influence the conduct of a learner

Any **two**, well explained:

1. They encourage honesty and discourage cheating.
2. They promote respect for teachers, parents and fellow learners.
3. They encourage kindness and helping others.
4. They guide learners to make responsible moral decisions.
5. They discourage harmful behaviours such as stealing and bullying.

(2 marks)

c) Reason for relating biblical teachings to contemporary situations

- It helps Christians apply God's principles when dealing with modern challenges.

(1 mark)

2.

a) Ways human beings demonstrate stewardship

Any **two**:

1. Planting and protecting trees.
2. Conserving water.
3. Protecting wildlife.
4. Properly disposing of waste.
5. Avoiding unnecessary destruction of natural resources.
6. Preventing environmental pollution.

(2 marks)

b) Effects of environmental destruction on human life

Any **two**, explained:

1. It can cause climate change and extreme weather conditions.
2. It can lead to shortage of food and water.
3. It may cause diseases through pollution.
4. It destroys habitats and reduces biodiversity.
5. It can lead to loss of livelihoods.

(2 marks)

c) Christian teaching encouraging care for creation

- Human beings are stewards of God's creation and should care for and protect it.

(1 mark)

3.

a) Factors that may lead young people into temptation

Any **two**:

1. Peer pressure.
2. Desire for acceptance.
3. Exposure to harmful social media content.
4. Lack of proper parental guidance.
5. Curiosity.
6. Poor choice of friends.
7. Desire for material possessions.

(2 marks)

b) Consequences of persistent sinful behaviour

Any **two**:

1. Separation from God.
2. Loss of trust from other people.
3. Family and social conflicts.
4. Disciplinary or legal consequences.
5. Guilt and loss of self-respect.
6. Development of destructive habits.

(2 marks)

c) Demonstrating genuine repentance

Any **one**:

1. Confessing one's wrongdoing.
2. Asking God and those offended for forgiveness.
3. Turning away from sinful behaviour.
4. Making efforts to correct the harm caused.

(1 mark)

4.

a) Purposes of prayer

Any **two**:

1. Communicating with God.
2. Asking for guidance.
3. Giving thanks to God.
4. Seeking forgiveness.
5. Asking for strength during difficulties.
6. Praising and worshipping God.

(2 marks)

b) Ways prayer helps Christians during challenges

Any **two**, explained:

1. It gives spiritual strength and encouragement.
2. It helps Christians seek God's guidance.
3. It gives hope during difficult circumstances.
4. It can reduce fear and anxiety.
5. It strengthens one's relationship with God.

(2 marks)

c) Reason for combining prayer with responsible action

- Christians should take practical steps to address problems rather than simply waiting for solutions without acting.

(1 mark)

5.

a) Values demonstrated by Jesus

Any **two**:

1. Love.
2. Compassion.
3. Forgiveness.
4. Humility.
5. Justice.
6. Obedience.
7. Selflessness.

(2 marks)

b) Ways of practising these values in school

Any **two**, explained:

1. Helping learners who are experiencing difficulties.
2. Forgiving those who have wronged us.
3. Respecting all learners regardless of their background.

4. Avoiding discrimination and bullying.
5. Sharing resources with those in need.
6. Serving others without expecting rewards.

(2 marks)

c) Benefit of following Jesus' example

- It promotes peaceful, loving and responsible relationships with others.

(1 mark)

6.

a) Christian values that can resolve conflict

Any **two**:

1. Forgiveness.
2. Love.
3. Patience.
4. Humility.
5. Respect.
6. Tolerance.
7. Justice.

(2 marks)

b) Peaceful methods of resolving the disagreement

Any **two**, explained:

1. Discuss the problem calmly.
2. Listen to each other's views.
3. Seek mediation from a teacher or responsible leader.
4. Apologise and forgive one another.
5. Agree on a fair solution.
6. Use dialogue rather than violence.

(2 marks)

c) Danger of unresolved conflict

- It may lead to hatred, violence, division and breakdown of relationships.

(1 mark)

SECTION B: 50 MARKS

7.

(10 marks)

a) Moral issues

Any **two**:

1. Cyberbullying.
2. Violation of another person's dignity.
3. Misuse of social media.
4. Spreading harmful or private information.
5. Peer pressure.
6. Lack of respect for others.

(2 marks)

b) Christian values that should guide the learner

Any **three**, explained:

1. **Love** — the learner should consider the feelings and welfare of the person affected.
2. **Respect** — every person deserves dignity and privacy.
3. **Compassion** — the learner should avoid causing unnecessary embarrassment or suffering.
4. **Self-control** — the learner should resist pressure from friends.
5. **Honesty** — the learner should act truthfully and responsibly.

(3 marks)

c) Actions the learner should take

Any **three**:

1. Refuse to forward the message.
2. Delete the harmful message.
3. Advise friends not to spread it.
4. Report cyberbullying through the appropriate channels.
5. Support the affected learner.
6. Seek help from a teacher, parent or counsellor where necessary.

(3 marks)

d) Consequences of spreading harmful information

Any **two**:

1. Emotional distress to the victim.
2. Damage to the victim's reputation.
3. Conflict among learners.
4. Disciplinary consequences.
5. Loss of trust.
6. Further cyberbullying or retaliation.

(2 marks)

(10 marks)

a) Ways Christians demonstrate love for neighbours

Any **four**:

1. Helping people in need.
2. Forgiving others.
3. Showing kindness and compassion.
4. Visiting and supporting the sick.
5. Sharing resources with the needy.
6. Protecting vulnerable people.
7. Respecting others regardless of their background.
8. Supporting people during times of difficulty.

(4 marks)

b) Ways Christian service improves lives of vulnerable people

Any **three**, explained:

1. Providing material assistance can help meet basic needs.
2. Emotional and spiritual support can give people hope.
3. Education and skills programmes can improve people's livelihoods.
4. Medical and welfare support can improve people's wellbeing.
5. Advocacy can help protect vulnerable people from exploitation.

(3 marks)

c) Benefits of serving others without discrimination

Any **three**:

1. Promotes unity.
2. Promotes equality and justice.
3. Builds peaceful relationships.
4. Strengthens community cooperation.
5. Helps vulnerable people feel valued.
6. Demonstrates Christian love.

(3 marks)

9.

a) Causes of poor communication within families

Any **three**:

1. Excessive use of digital devices.
2. Lack of time together.
3. Generation differences.
4. Failure to listen to one another.
5. Frequent disagreements.
6. Lack of trust.
7. Work or school-related pressures.

(3 marks)

b) Christian values that strengthen family relationships

Any **three**, explained:

1. **Love** encourages family members to care for one another.
2. **Respect** enables members to value each other's opinions.
3. **Forgiveness** helps resolve disagreements.
4. **Patience** enables members to tolerate differences.
5. **Honesty** builds trust within the family.
6. **Compassion** encourages members to support one another.

(3 marks)

c) Practical measures to improve communication

Any **two**:

1. Establish regular family discussions.
2. Reduce unnecessary use of phones and other digital devices during family time.
3. Listen to each other without interruption.
4. Spend quality time together.
5. Solve disagreements through peaceful dialogue.
6. Seek counselling where necessary.

(2 marks)

d) Benefits of effective family communication

Any **two**:

1. Builds trust.
2. Strengthens family unity.
3. Helps resolve conflicts.
4. Enables members to understand one another.
5. Provides emotional support.

(2 marks)

10.

a) Forms of unethical behaviour

Any **two**:

1. Bribery.
2. Corruption.
3. Conflict of interest.
4. Abuse of leadership position.
5. Dishonesty.
6. Misuse of school resources.

(2 marks)

b) Christian principles guiding the leader

Any **three**, explained:

1. **Honesty** — the leader should give truthful information about the purchase.
2. **Integrity** — the leader should do what is right despite personal temptation.
3. **Justice/fairness** — the best supplier should be selected fairly.
4. **Accountability** — the leader should be able to explain how the school's money was used.
5. **Stewardship** — school resources should be used responsibly.

(3 marks)

c) Actions demonstrating integrity

Any **three**:

1. Reject the financial reward.
2. Select the supplier using fair and transparent criteria.
3. Inform the relevant school authority about the attempted inducement.
4. Keep accurate records of the transaction.
5. Ensure the school's money is used for its intended purpose.
6. Follow established procurement procedures.

(3 marks)

d) Benefits of honest leadership

Any **two**:

1. Builds trust.
2. Promotes accountability.
3. Prevents corruption.
4. Encourages cooperation.
5. Promotes fairness.
6. Improves the reputation of the school or community.

(2 marks)

11.

a) Challenges facing young people

Any **four**:

1. Peer pressure.
2. Substance abuse.
3. Cyberbullying.
4. Violence.
5. Corruption.
6. Unemployment.
7. Environmental degradation.
8. Sexual exploitation.
9. Negative influence from social media.
10. Crime.

(4 marks)

b) How Christian teachings help young people resist negative peer pressure

Any **three**, explained:

1. **Christian values** help young people distinguish between right and wrong.
2. **Faith in God** gives them courage to make independent and responsible decisions.
3. **Prayer** provides guidance and strength when facing pressure.
4. **Biblical teachings** discourage destructive behaviour.
5. **Christian fellowship** provides positive friendships and support.
6. **Self-control** enables young people to resist harmful influences.

(3 marks)

c) Ways young Christians can solve community problems

Any **three**, explained:

1. Participate in environmental conservation activities.
2. Volunteer in community service programmes.
3. Educate peers about the dangers of substance abuse.
4. Promote peace and reconciliation.
5. Report corruption, abuse and other harmful practices through appropriate channels.
6. Support vulnerable members of the community.
7. Use social media to spread positive and educational messages.
8. Participate in youth development activities.

(3 marks)

GRADE 10 CHRISTIAN RELIGIOUS EDUCATION (CRE)

PROJECT-BASED ASSESSMENT — 20 MARKS



LEARNER'S INFORMATION

Item	Details
Name of Learner:	
Admission/Assessment Number:	
School:	
Grade:	10
Learning Area:	Christian Religious Education (CRE)
Term:	
Year:	2026
Teacher:	
Date Started:	
Date Submitted:	

CRE PROJECT ASSESSMENT

PROJECT TITLE

THE ROLE OF CHRISTIAN VALUES IN ADDRESSING A CONTEMPORARY SOCIAL PROBLEM IN MY COMMUNITY

Total Marks: 20

Project Scenario

Your community is experiencing a social problem such as **dishonesty, disrespect, drug abuse, violence, corruption, cyberbullying, environmental destruction, family conflicts or peer pressure.**

As a Grade 10 CRE learner, you are required to investigate **one contemporary social problem** and demonstrate how Christian teachings and values can contribute to addressing it.

You should use the **Bible, observations, interviews, discussions and other appropriate sources of information.**

PROJECT TASK

Choose **ONE** contemporary social problem affecting your school or community.

Examples include:

- Dishonesty and corruption
- Peer pressure
- Cyberbullying
- Violence
- Environmental degradation
- Family conflicts
- Poverty and neglect of vulnerable people
- Disrespect among young people
- Substance abuse
- Sexual exploitation of children
- Abuse of social media

Your project should contain the following sections:

1. Identification of the Problem — 2 marks

- a) State the social problem you have selected. **(1 mark)**
- b) Explain why you consider it a problem in your community/school. **(1 mark)**

2. Investigation of the Problem — 4 marks

Carry out a simple investigation using appropriate methods such as:

- Observation
- Interview
- Questionnaire
- Group discussion
- Library research
- Bible study

Present **at least two findings** from your investigation.

4 marks

3. Biblical Teachings — 4 marks

Identify **two relevant Bible teachings/passages** that address the problem.

For each teaching:

- a) State the Bible reference. **(1 mark)**
- b) Explain what the teaching says about the problem. **(1 mark)**

Total: 4 marks

4. Christian Values and Responses — 4 marks

Identify **four Christian values** that can help address the problem.

Examples include:

- Love
- Honesty
- Justice
- Forgiveness
- Respect
- Responsibility
- Compassion
- Self-control
- Integrity
- Peace

Explain how each selected value can help address the problem.

4 marks

5. Proposed Solution/Action Plan — 4 marks

Develop a practical action plan showing how the problem can be addressed.

Your action plan should include:

Action	Person/Group Responsible	Expected Outcome
1.		
2.		
3.		
4.		

4 marks

6. Reflection — 2 marks

Write a short reflection explaining:

- What you have learnt from carrying out the project. **(1 mark)**
- How you will apply the Christian teachings and values in your own life. **(1 mark)**

MARKING SCHEME / ASSESSMENT RUBRIC

Assessment Area	Marks
Identification of the problem	2
Investigation and findings	4
Biblical teachings	4
Christian values and responses	4
Proposed solution/action plan	4
Learner reflection	2
TOTAL	20

PROJECT ASSESSMENT RUBRIC

Criterion	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Problem identification	Clearly identifies and explains a relevant community problem	Identifies a relevant problem	Problem is vaguely identified	Problem is not clearly identified
Investigation	Uses appropriate methods and presents clear evidence	Conducts investigation and gives findings	Limited investigation	Little/no evidence of investigation
Biblical application	Uses appropriate Bible teachings and applies them accurately	Gives relevant Bible teachings	Gives limited Biblical support	Biblical application is absent/incorrect
Christian values	Clearly links several values to practical solutions	Identifies relevant values and explains them	Identifies some values with limited explanation	Values are missing or inappropriate
Action plan	Practical, realistic and well organised	Provides workable solutions	Solutions are partly practical	Solutions are unclear
Reflection	Gives thoughtful personal reflection and application	Gives relevant reflection	Limited reflection	No meaningful reflection

PROJECT PRESENTATION REQUIREMENTS

The learner should submit a **neatly organised project report** containing:

1. **Cover page**
2. **Title of the project**
3. **Introduction**
4. **Statement of the problem**
5. **Objectives**
6. **Methodology**
7. **Findings**
8. **Relevant Biblical teachings**
9. **Christian values**
10. **Proposed solutions/action plan**
11. **Conclusion**
12. **Personal reflection**
13. **References/ sources**
14. **Appendices**, where applicable

Suggested project length:

5–8 pages, excluding the cover page and appendices.

Teacher's Assessment: _____ / 20

Teacher's Comment:

Teacher's Signature: _____ **Date:** _____

Learner's Signature: _____ **Date:** _____

GRADE 10 CHRISTIAN RELIGIOUS EDUCATION (CRE)**PROJECT-BASED ASSESSMENT — MARKING SCHEME****TOTAL: 20 MARKS**

No.	Assessment Area	Expected Response / Criteria	Marks
1	Identification of the Problem	Clearly states one relevant contemporary social problem affecting the school/community.	1
		Gives a clear explanation of why the selected problem is a concern.	1
	Subtotal		2
2	Investigation of the Problem	Uses an appropriate method such as interview, observation, questionnaire, discussion or research.	1
		Presents the first relevant finding from the investigation.	1
		Presents the second relevant finding from the investigation.	1
		Findings are clearly organised and related to the selected problem.	1
	Subtotal		4
3	Biblical Teachings	Gives one relevant Bible reference and correctly explains its teaching in relation to the problem.	2
		Gives a second relevant Bible reference and correctly explains its teaching in relation to the problem.	2
	Subtotal		4
4	Christian Values and Responses	Identifies and explains one relevant Christian value and how it can address the problem.	1
		Identifies and explains a second relevant Christian value.	1
		Identifies and explains a third relevant Christian value.	1
		Identifies and explains a fourth relevant Christian value.	1
	Subtotal		4
5	Proposed Solution / Action Plan	Gives one realistic action that can address the problem.	1
		Identifies an appropriate person/group responsible for the action.	1

		Gives another practical action/strategy.	1
		States realistic expected outcomes of the proposed actions.	1
	Subtotal		4
6	Learner Reflection	Explains what the learner has learnt from the project.	1
		Explains how the learner will apply the Christian teachings/values in daily life.	1
	Subtotal		2
		GRAND TOTAL	20

MARKING GUIDE

1. Identification of the Problem — 2 Marks

Award:

- **1 mark** — Correctly identifies a relevant contemporary social problem.
- **1 mark** — Gives a clear explanation of how/why the problem affects the community or school.

2. Investigation — 4 Marks

Award:

- **1 mark** — Appropriate investigation method identified/used.
- **1 mark** — First valid finding.
- **1 mark** — Second valid finding.
- **1 mark** — Findings are relevant, clear and well presented.

3. Biblical Teachings — 4 Marks

For each of the two teachings:

- **1 mark** — Correct and relevant Bible reference.
- **1 mark** — Correct explanation/application of the teaching.

Examples of acceptable references:

Genesis 1:26–28 on human responsibility and creation; Matthew 22:37–40 on love; Matthew 5:9 on peace; Luke 10:25–37 on compassion; Galatians 5:22–23 on Christian character; Ephesians 4:25 on truthfulness.

Accept other appropriate Biblical references that are correctly applied.

4. Christian Values — 4 Marks

Award **1 mark each** for four appropriate Christian values that are correctly linked to the selected problem.

Accept, among others:

- Love
- Honesty
- Justice
- Forgiveness
- Respect
- Responsibility
- Compassion
- Self-control
- Integrity
- Peace

5. Action Plan — 4 Marks

Award:

- **1 mark** — First realistic intervention/action.
- **1 mark** — Appropriate person/group responsible.
- **1 mark** — Additional practical intervention/action.
- **1 mark** — Clear expected outcome.

6. Reflection — 2 Marks

- **1 mark** — Meaningful lesson learnt from the project.
- **1 mark** — Clear explanation of how the learner will apply the Christian teachings/values.

PERFORMANCE LEVELS

Marks	Performance Level
17–20	Exceeding Expectations (EE)
13–16	Meeting Expectations (ME)
9–12	Approaching Expectations (AE)
0–8	Below Expectations (BE)

Teacher's Record

Learner's Name: _____

Score: _____ / 20

Performance Level: _____

Teacher's Comment:

Teacher's Signature: _____ Date: _____

