

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

DECEMBER ASSIGNMENT 2026

GRADE 10 – HINDU 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 in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. All answers **MUST** be written in the spaces provided in the paper.
7. Do **NOT** remove any page from this question paper.

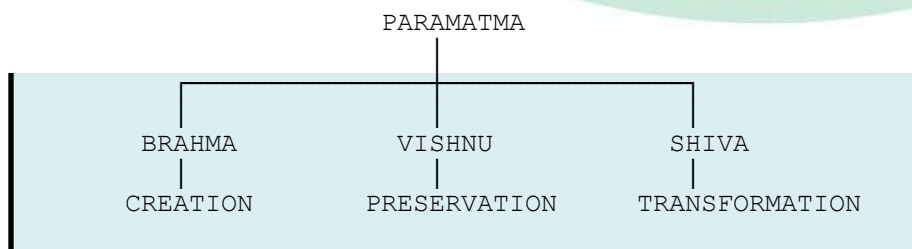
FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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. Study the representation below.



- a) What is meant by **Paramatma**? (1 mark)

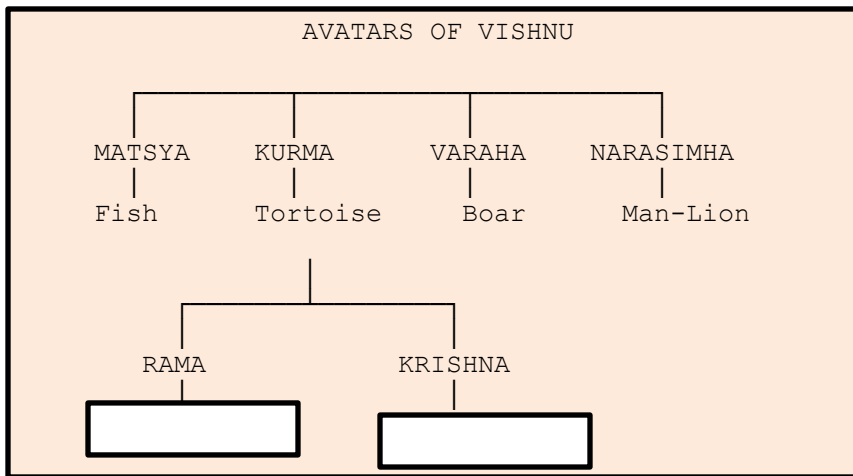
b) Name the three manifestations shown in the diagram. (3 marks)

- i.
- ii.
- iii.

c) State **two reasons** why Vishnu is regarded as the preserver of creation. (2 marks)

- i.
- ii.

2. The diagram below shows some avatars associated with Vishnu.



a) Identify the two avatars represented by the blank spaces. (2 marks)

- i.
- ii.

b) State **two reasons** why avatars are important in Hindu religious understanding. (2 marks)

- i.
- ii.

c) State **two values** demonstrated by Lord Rama. (2 marks)

- i.
- ii.

3. Complete the following table by stating **one distinctive teaching or emphasis** associated with each tradition.

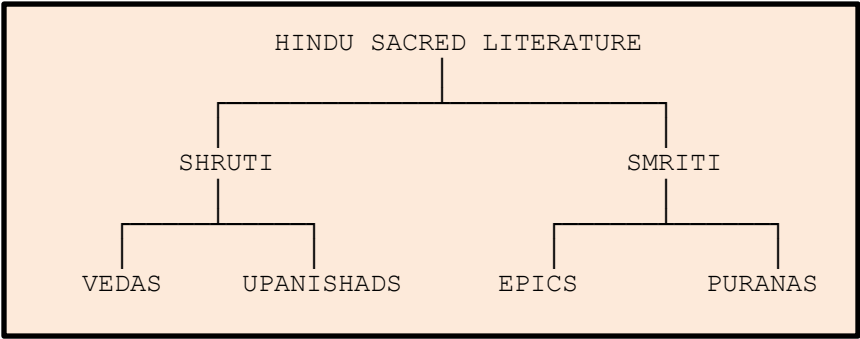
Tradition	Teaching/Emphasis
Sanatan/Vedic	
Jain	
Buddhist	
Sikh	

(4 marks)

b) State **two ways** in which studying the four Panths can promote religious tolerance in Kenya. (2 marks)

- i.
- ii.

4. Study the classification below.



a) Explain the meaning of **Shruti**. (1 mark)

-
-

b) Explain the meaning of **Smriti**. (1 mark)

-
-

c) Name **two Vedas**. (2 marks)

- i.
- ii.

d) Name **two Hindu epics** associated with Smriti literature. (2 marks)

- i.
- ii.

5. A learner discovers that a classmate has been falsely accused of stealing school property. Although the learner knows the truth, other learners pressure them to remain silent. The learner decides to tell the teacher what actually happened.

a) Identify **one principle of Dharma** demonstrated by the learner. **(1 mark)**

.....

b) Explain how the learner's decision demonstrates **righteous conduct**. **(2 marks)**

.....

.....

c) State **three ways** a Grade 10 learner can practise Dharma at school. **(3 marks)**

i.

ii.

iii.

SECTION B: 50 MARKS

6. a) Explain the Hindu understanding of **Paramatma**. **(2 marks)**

.....

.....

b) Explain the relationship between **Brahma, Vishnu and Shiva** in the Trimurti. **(3 marks)**

.....

.....

.....

c) Explain **two ways** in which the concept of the Trimurti can help a learner understand the processes of creation and transformation. **(2 marks)**

i.

ii.

d) State **three lessons** that learners can derive from studying manifestations of Paramatma. **(3 marks)**

i.

ii.

iii.

7. a) What is an **avatar** in Hindu religious thought? (2 marks)

.....

.....

b) Explain **three reasons** for the appearance of avatars according to Hindu understanding. (3 marks)

- i.
- ii.
- iii.

c) Explain **two moral lessons** from the life of Lord Rama that can guide young people today. (2 marks)

- i.
- ii.

d) Explain **three lessons** that can be drawn from the teachings associated with Lord Krishna. (3 marks)

- i.
- ii.
- iii.

8. a) Define the term **Tirthankara**. (2 marks)

.....

.....

b) Name **two Jain Tirthankaras**. (2 marks)

- i.
- ii.

c) Explain **two principles of Jainism** that encourage peaceful coexistence. (2 marks)

- i.
- ii.

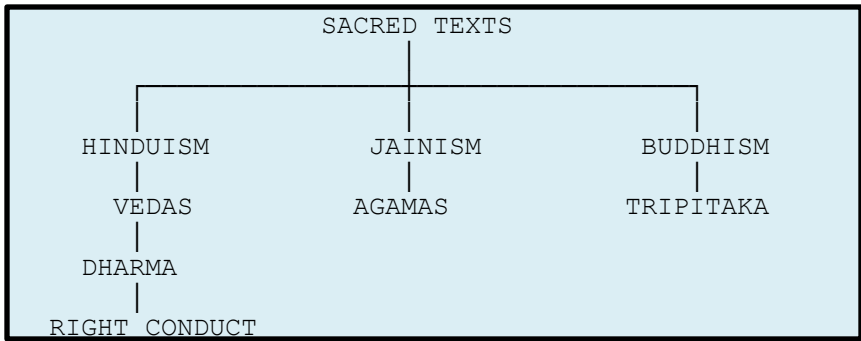
d) State **two teachings of Buddhism** that can help a learner deal with conflict. (2 marks)

- i.
- ii.

e) Explain **two Sikh values** that can promote responsible citizenship. **(2 marks)**

- i.
- ii.

9. Study the diagram below.



a) Identify the Hindu sacred texts represented in the diagram. **(1 mark)**

.....

b) What is meant by **Dharma**? **(2 marks)**

.....

.....

c) Explain **three ways** scriptures provide guidance to believers. **(3 marks)**

- i.
- ii.
- iii.

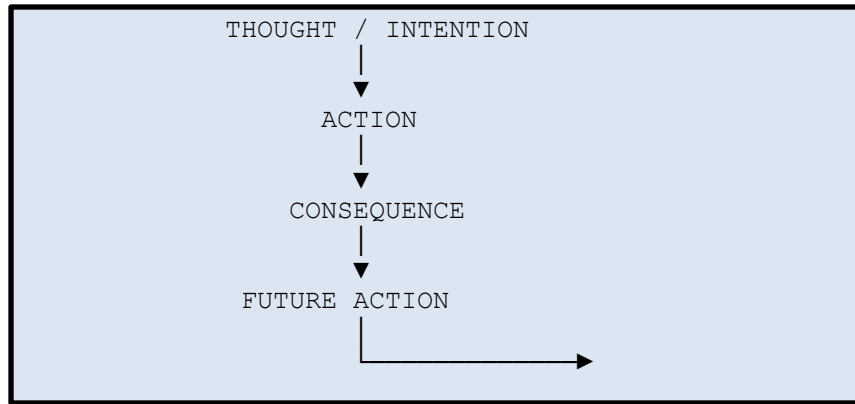
d) Explain **two ways** Hindu scriptures can influence the conduct of young people. **(2 marks)**

- i.
- ii.

e) State **two dangers** of deliberately misrepresenting religious teachings. **(2 marks)**

- i.
- ii.

10. Study the illustration below.



a) Identify the principle illustrated above. **(1 mark)**

.....

b) Define the **Law of Karma**. **(2 marks)**

.....

.....

c) Explain **three ways** the Law of Karma can influence decision-making among young people. **(3 marks)**

i.

ii.

iii.

d) Explain **two functions of music** in Hindu religious and cultural life. **(2 marks)**

i.

ii.

e) State **two ways dance contributes to the preservation of Hindu cultural heritage**. **(2 marks)**

i.

ii.

GRADE 10 HINDU RELIGIOUS EDUCATION

MARKING SCHEME / ANSWERS

SECTION A: 30 MARKS

QUESTION 1: MANIFESTATIONS OF PARAMATMA

(6 marks)

a) What is meant by Paramatma?

(1 mark)

- Paramatma is the **Supreme/Universal Soul or divine reality present in all creation. (1)**

b) Name the three manifestations shown in the diagram.

(3 marks)

- Brahma** – associated with creation. **(1)**
- Vishnu** – associated with preservation/sustenance. **(1)**
- Shiva** – associated with destruction/transformation. **(1)**

c) State two reasons why Vishnu is regarded as the preserver of creation.

(2 marks)

Any two:

- Vishnu sustains and protects creation. **(1)**
- He preserves cosmic order.
- He protects Dharma/righteousness.
- He restores balance when Dharma declines.
- He manifests through avatars to protect beings and restore righteousness.

QUESTION 2: DASHAVATARS

(6 marks)

a) Identify the two avatars represented by the blank spaces.

(2 marks)

- Rama. (1)**
- Krishna. (1)**

b) State two reasons why avatars are important in Hindu religious understanding.

(2 marks)

Any two:

- They demonstrate the divine intervention in the world. **(1)**
- They help restore Dharma/righteousness. **(1)**
- They protect people/creation from evil.
- They provide moral and spiritual guidance.
- They demonstrate divine compassion.

- They help restore balance between good and evil.

**c) State two values demonstrated by Lord Rama.
(2 marks)**

Any two:

- Truthfulness. **(1)**
- Obedience to duty/Dharma. **(1)**
- Respect for parents and elders.
- Loyalty.
- Courage.
- Self-discipline.
- Responsibility.
- Sacrifice.
- Compassion.

QUESTION 3: THE FOUR PANTHS

(6 marks)

**a) Complete the table.
(4 marks)**

Tradition	Acceptable teaching/emphasis
Sanatan/Vedic	Dharma, duty, truthfulness, righteousness, devotion to God or respect for life. (1)
Jain	Ahimsa/non-violence, truth, non-stealing, non-possessiveness or self-discipline. (1)
Buddhist	Compassion, non-violence, Middle Path, Noble Eightfold Path or right conduct. (1)
Sikh	Equality, honest living, service, sharing, remembrance of God or rejection of ego. (1)

**b) State two ways studying the four Panths can promote religious tolerance in Kenya.
(2 marks)**

Any two:

- Helps learners understand and respect different religious beliefs. **(1)**
- Reduces religious prejudice and stereotypes. **(1)**
- Promotes peaceful coexistence.
- Encourages appreciation of diversity.
- Helps learners identify shared moral values.
- Promotes interfaith dialogue.
- Develops empathy towards people of different faiths.

QUESTION 4: HINDU SCRIPTURES

(6 marks)

a) Explain the meaning of Shruti.

(1 mark)

- Shruti means “**that which is heard**” and refers to sacred knowledge regarded as revealed to sages/seers. **(1)**

b) Explain the meaning of Smriti.

(1 mark)

- Smriti means “**that which is remembered**” and refers to sacred/traditional literature transmitted through human tradition and memory. **(1)**

c) Name two Vedas.

(2 marks)

Any two:

- **Rig Veda. (1)**
- **Sama Veda. (1)**
- **Yajur Veda. (1)**
- **Atharva Veda. (1)**

d) Name two Hindu epics associated with Smriti literature.

(2 marks)

- **Ramayana. (1)**
- **Mahabharata. (1)**

QUESTION 5: DHARMA IN DAILY LIFE

(6 marks)

a) Identify one principle of Dharma demonstrated by the learner.

(1 mark)

- **Truthfulness/honesty/righteousness. (1)**

b) Explain how the learner's decision demonstrates righteous conduct.

(2 marks)

- The learner chooses to tell the truth despite pressure from other learners. **(1)**
- The learner acts justly and prevents an innocent person from being wrongly punished. **(1)**

c) State three ways a Grade 10 learner can practise Dharma at school.

(3 marks)

Any three:

- **Being truthful. (1)**
- **Respecting teachers and other learners. (1)**
- **Avoiding cheating.**

- Returning lost property.
- Protecting school property.
- Helping others.
- Avoiding bullying and violence.
- Fulfilling school responsibilities.
- Obeying legitimate school rules.
- Treating others fairly.

QUESTION 6: PARAMATMA AND THE TRIMURTI

(10 marks)

a) Explain the Hindu understanding of Paramatma.

(2 marks)

- Paramatma is understood as the **Supreme/Universal Soul or divine reality**. (1)
- It is understood as the divine presence underlying and pervading creation. (1)

b) Explain the relationship between Brahma, Vishnu and Shiva in the Trimurti.

(3 marks)

- **Brahma** represents creation. (1)
- **Vishnu** represents preservation/sustenance. (1)
- **Shiva** represents destruction/transformation and renewal. (1)

c) Explain two ways the concept of the Trimurti can help a learner understand creation and transformation.

(2 marks)

Any two:

- It shows that creation involves different processes. (1)
- It demonstrates that change and transformation are natural parts of existence. (1)
- It teaches that destruction can make way for renewal.
- It helps learners appreciate the interconnectedness of creation, preservation and transformation.
- It encourages learners to adapt positively to change.

d) State three lessons learners can derive from studying manifestations of Paramatma.

(3 marks)

Any three:

- Respect for religious beliefs and diversity. (1)
- Appreciation of the divine.
- Understanding the importance of Dharma.
- Responsibility towards creation.
- Acceptance of change and transformation.
- Development of moral behaviour.
- Promotion of tolerance.
- Understanding different dimensions of Hindu religious thought.

QUESTION 7: AVATARS AND MORAL VALUES

(10 marks)

a) What is an avatar in Hindu religious thought?

(2 marks)

- An avatar is a **manifestation or incarnation of a deity, particularly Vishnu, in the world.** (1)
- It is associated with restoring Dharma, protecting beings and overcoming evil. (1)

b) Explain three reasons for the appearance of avatars.

(3 marks)

Any three:

- To restore Dharma/righteousness. (1)
- To protect the righteous. (1)
- To overcome or destroy evil. (1)
- To restore cosmic balance.
- To guide humanity.
- To protect creation.

c) Explain two moral lessons from the life of Lord Rama.

(2 marks)

Any two well explained:

- **Truthfulness:** Rama demonstrates the importance of keeping one's word and upholding truth. (1)
- **Duty:** He demonstrates commitment to Dharma and responsibility even when it is difficult. (1)
- Respect for parents.
- Loyalty to family.
- Courage in confronting evil.
- Self-sacrifice.
- Compassion.

d) Explain three lessons from teachings associated with Lord Krishna.

(3 marks)

Any three:

- **Perform one's duty:** A person should fulfil their responsibilities sincerely. (1)
- **Selfless action:** One should avoid excessive attachment to the fruits/results of one's actions. (1)
- **Devotion:** Spiritual devotion and remembrance of God are important. (1)
- **Dharma:** One should uphold righteousness.
- **Self-control:** One should control desires and emotions.
- **Wisdom:** One should make decisions using knowledge and understanding.
- **Courage:** One should face difficult responsibilities courageously.

QUESTION 8: JAINISM, BUDDHISM AND SIKHISM

(10 marks)

a) Define Tirthankara.

(2 marks)

- A Tirthankara is an **enlightened spiritual teacher in Jainism.** (1)
- A Tirthankara shows the path towards spiritual liberation and helps others attain liberation. (1)

b) Name two Jain Tirthankaras.
(2 marks)

Any two:

- **Rishabhanatha/Adinatha. (1)**
- **Parshvanatha. (1)**
- **Mahavira/Vardhamana Mahavira. (1)**

c) Explain two principles of Jainism that encourage peaceful coexistence.
(2 marks)

Any two:

- **Ahimsa:** avoiding harm to living beings promotes peace and respect for life. **(1)**
- **Satya:** speaking the truth promotes trust and peaceful relationships. **(1)**
- **Aparigraha:** avoiding excessive attachment reduces greed and conflict. **(1)**
- **Asteya:** not stealing respects the rights and property of others. **(1)**
- **Self-discipline:** controlling harmful desires promotes peaceful conduct. **(1)**

d) State two Buddhist teachings that can help a learner deal with conflict.
(2 marks)

Any two:

- Compassion.
- Non-violence.
- Right speech.
- Right action.
- Right intention.
- The Middle Path.
- Patience.
- Forgiveness.
- Mindfulness.
- The Noble Eightfold Path.

e) Explain two Sikh values that can promote responsible citizenship.
(2 marks)

Any two:

- **Seva/service:** encourages people to serve others and their communities. **(1)**
- **Equality:** encourages fair treatment of all people. **(1)**
- **Honest living:** encourages people to earn and act honestly. **(1)**
- **Sharing:** encourages generosity and concern for others. **(1)**
- **Humility:** discourages selfishness and pride. **(1)**

QUESTION 9: SCRIPTURES AND DHARMA

(10 marks)

a) Identify the Hindu sacred texts represented in the diagram.
(1 mark)

- Vedas. (1)

b) What is meant by Dharma?

(2 marks)

- Dharma refers to **righteous conduct, duty and moral responsibility**. (1)
- It guides a person to live according to truth, justice, duty and ethical principles. (1)

c) Explain three ways scriptures provide guidance to believers.

(3 marks)

Any three:

- Teach religious beliefs and values. (1)
- Guide moral and ethical behaviour. (1)
- Provide spiritual guidance.
- Preserve religious traditions.
- Help believers understand their duties.
- Provide guidance when facing moral challenges.
- Inspire devotion and spiritual development.
- Preserve cultural heritage.

d) Explain two ways Hindu scriptures can influence the conduct of young people.

(2 marks)

Any two:

- They can encourage **truthfulness and honesty** in everyday life. (1)
- They can encourage learners to perform their duties responsibly. (1)
- They can discourage harmful behaviour.
- They can promote compassion and service.
- They can encourage self-discipline.
- They can help learners make ethical decisions.

e) State two dangers of deliberately misrepresenting religious teachings.

(2 marks)

Any two:

- Can cause religious misunderstanding. (1)
- Can promote religious intolerance or conflict. (1)
- Can spread misinformation.
- Can disrespect believers.
- Can distort the original teaching.
- Can create prejudice and stereotypes.
- Can damage trust.

QUESTION 10: LAW OF KARMA AND CULTURAL PRACTICES

(10 marks)

a) Identify the principle illustrated.

(1 mark)

- **Law of Karma. (1)**

**b) Define the Law of Karma.
(2 marks)**

- Karma refers to a person's **actions and deeds. (1)**
- The Law of Karma teaches that actions have consequences; righteous actions produce beneficial consequences while wrongful actions produce undesirable consequences. **(1)**

**c) Explain three ways the Law of Karma can influence decision-making among young people.
(3 marks)**

Any three:

- Encourages young people to consider the consequences of their actions. **(1)**
- Encourages honesty and responsible behaviour. **(1)**
- Discourages harmful or immoral conduct. **(1)**
- Encourages kindness and compassion.
- Promotes personal responsibility.
- Discourages cheating and corruption.
- Encourages young people to make morally responsible choices.

**d) Explain two functions of music in Hindu religious and cultural life.
(2 marks)**

Any two:

- Music is used in **worship and devotion. (1)**
- It helps preserve and transmit religious teachings and cultural traditions. **(1)**
- It promotes spiritual concentration or meditation.
- It expresses devotion and praise.
- It promotes unity among worshippers.
- It accompanies religious ceremonies and celebrations.
- It educates younger generations about religious traditions.

**e) State two ways dance contributes to the preservation of Hindu cultural heritage.
(2 marks)**

Any two:

- Transmits cultural traditions from one generation to another. **(1)**
- Communicates religious stories and teachings. **(1)**
- Preserves traditional movements and artistic forms.
- Strengthens cultural identity.
- Educates younger generations about Hindu heritage.
- Preserves traditional costumes, gestures and performance practices.

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: PROJECT BASED ASSESSMENT 2026

GRADE 10 – HINDU RELIGIOUS EDUCATION

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS

1. Answer **all** questions.
2. This project should demonstrate the learner's ability to **apply Hindu religious teachings to real-life situations**.
3. Where appropriate, support your work with examples from the learner's community, family or school.
4. Present your work neatly and systematically.

PROJECT: PROMOTING DHARMA AND VALUES IN THE SCHOOL COMMUNITY

Your school administration has observed challenges such as **lack of respect, dishonesty, poor responsibility, environmental pollution and conflicts among learners**. The school has therefore asked Grade 10 learners to develop a practical project based on **Hindu religious teachings and values** to promote peaceful and responsible living.

TASK

Prepare a **School Dharma and Values Action Project** addressing the challenges above.

A. IDENTIFICATION OF THE PROBLEM – 4 MARKS

1. Identify **two challenges** affecting your school community that can be addressed through Hindu religious teachings.
(2 marks)
2. Explain how each of the identified challenges affects learners and the school community.
(2 marks)

B. HINDU TEACHINGS AND VALUES – 6 MARKS

3. Identify **three Hindu values or principles** that can be used to address the challenges identified in Question 1.
(3 marks)
4. Explain how each of the three values can help improve behaviour and relationships in the school.
(3 marks)

C. ACTION PLAN – 6 MARKS

5. Develop a practical **three-step action plan** for promoting the identified Hindu values in your school.

Your action plan should show:

Item	What should be included	Marks
Activity	A practical activity to be carried out	2
Implementation	How the activity will be carried out	2
Expected outcome	The change expected after the activity	2
Total		6

D. PERSONAL REFLECTION – 4 MARKS

6. Write a short reflection explaining:

- a) **Two ways** you can personally practise Dharma and Hindu values in your daily life. **(2 marks)**
- b) **Two ways** practising these values can contribute to peaceful coexistence in a diverse Kenyan society. **(2 marks)**

GRADE 10 HINDU RELIGIOUS EDUCATION

PROJECT EXAMINATION – MARKING SCHEME

Total: 20 Marks

A. IDENTIFICATION OF THE PROBLEM – 4 MARKS

1. Identify two challenges affecting the school community. (2 marks)

Award **1 mark each** for any two relevant challenges.

Accept:

- Lack of respect
- Dishonesty
- Lack of responsibility
- Bullying
- Conflicts among learners
- Environmental pollution
- Disobedience
- Theft
- Poor relationships
- Lack of cooperation
- Indiscipline

2. Explain how each challenge affects learners and the school community. (2 marks)

Award **1 mark for each well-explained effect.**

Examples:

- **Dishonesty** – leads to loss of trust among learners and teachers. **(1)**
- **Environmental pollution** – creates an unhealthy and unattractive school environment. **(1)**
- **Conflicts** – disrupt learning and may lead to violence. **(1)**
- **Lack of respect** – causes poor relationships and indiscipline. **(1)**

Maximum: 4 marks

B. HINDU TEACHINGS AND VALUES – 6 MARKS

3. Identify three Hindu values or principles that can address the challenges. (3 marks)

Award **1 mark each** for any three correctly identified values/principles.

Accept:

- **Dharma** – righteous duty/conduct
- **Ahimsa** – non-violence
- **Satya** – truthfulness
- **Seva** – selfless service
- Compassion
- Respect
- Self-discipline
- Responsibility
- Purity
- Environmental responsibility

- Peace and harmony

Maximum: 3 marks

4. Explain how each value can improve behaviour and relationships. (3 marks)

Award **1 mark** for each correct explanation linked to the value.

Examples:

- **Ahimsa** encourages learners to avoid violence and treat others peacefully. **(1)**
- **Satya** promotes honesty and helps build trust among learners and teachers. **(1)**
- **Seva** encourages learners to serve others and work together for the benefit of the school. **(1)**
- **Dharma** encourages learners to perform their duties responsibly and behave righteously. **(1)**
- **Compassion** encourages learners to care for people who need help. **(1)**

Maximum: 3 marks

Section B: 6 marks

C. ACTION PLAN – 6 MARKS

5. Practical three-step action plan

Award marks as follows:

a) Activity – 2 marks

1 mark: Identifies a relevant activity.

1 mark: Activity is practical and clearly connected to a Hindu value.

Examples:

- Organising a **peace and non-violence campaign** based on Ahimsa.
- Establishing an **environmental clean-up programme**.
- Organising a **truthfulness and integrity campaign**.
- Starting a **Seva/service club**.
- Organising peer mediation to resolve conflicts peacefully.

b) Implementation – 2 marks

1 mark: Explains how the activity will be carried out.

1 mark: Identifies participants/resources or gives clear practical procedures.

Example:

- Learners form groups, identify areas requiring cleaning, collect waste and dispose of it appropriately. **(2)**

c) Expected outcome – 2 marks

1 mark: Gives a relevant expected change.

1 mark: Clearly links the outcome to the school/community.

Examples:

- The school environment becomes cleaner and healthier. **(1)**
- Learners develop a greater sense of responsibility and cooperation. **(1)**

Maximum: 6 marks

D. PERSONAL REFLECTION – 4 MARKS

6(a). Two ways of practising Dharma and Hindu values in daily life. (2 marks)

Award **1 mark each** for any two relevant practices.

Accept:

- Telling the truth.
- Respecting parents, teachers and other people.
- Helping people in need.
- Avoiding violence.
- Performing one's duties responsibly.
- Keeping the environment clean.
- Showing compassion.
- Settling disagreements peacefully.
- Serving the community.
- Demonstrating self-discipline.

Maximum: 2 marks

6(b). Two ways these values contribute to peaceful coexistence in a diverse Kenyan society. (2 marks)

Award **1 mark each** for any two well-explained points.

Accept:

- Promote **respect for people of different religions and cultures. (1)**
- Reduce **violence, hatred and discrimination. (1)**
- Encourage **cooperation and unity. (1)**
- Promote **tolerance and peaceful conflict resolution. (1)**
- Encourage people to **serve and support one another. (1)**
- Build **trust and harmonious relationships. (1)**

Maximum: 2 marks

MARK SUMMARY

Section	Marks
A. Identification of the Problem	4
B. Hindu Teachings and Values	6
C. Action Plan	6
D. Personal Reflection	4

TOTAL	20
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Note: Accept any other **relevant, correct and well-supported responses** consistent with Hindu Religious Education teachings.