**Jina........................................................................................... Nambari Yako.………………**

 **Sahihi ya mtahiniwa..........................**

**Tarehe.......................................**

**102/2**

**KISWAHILI**

**LUGHA**

**KARATASI 2**

**MACHI/APRILI - 2017**

**MUDA: SAA 2 ½**

SHULE YA UPILI YA MOI KABARAK

MTIHANI WA MWISHO MUHULA WA KWANZA

***Hati ya Kuhitimu Kisomo cha Sekondari Kenya*** (K.C.S.E.)

**102/2**

**KISWAHILI**

**LUGHA**

**KARATASI 2**

**Machi/Aprili - 2017**

**MUDA: SAA 2 ½**

 **MAAGIZO**

*a) Andika jina lako na nambari yako katika nafasi ulizoachiwa hapo juu.*

*b) Tia sahihi yako na tarehe ya mtihani katika nafasi ulizoachiwa .*

*c) Jibu maswali* ***yote.*** *Andika majibu yako katika nafasi ulizoachiwa katika kijitabu hiki cha maswali.*

*d) Karatasi hii inakurasa tisa zilizopigwa chapa.*

*e) Watahiniwa lazima wahakikishe kuwa kurasa zote zimepigwa chapa sawasawa na kwamba maswali yote*

*yamo.*

**KWA MATUMIZI YA MTAHINI PEKEE**

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| --- | --- | --- |
| **SWALI** | **UPEO** | **ALAMA** |
| 1 | 15 |  |
| 2 | 15 |  |
| 3 | 40 |  |
| 4 | 10 |  |
| **Jumla** | **80** |  |

***Karatasi hii ina kurasa 9 zilizopigwa chapa***

***Watahiniwa wanastahili kuhakikisha kuwa maswali yote yako na hakuna yaliyoachwa.***

**1. UFAHAMU (ALAMA 15)**

***Soma ufahamu kisha ujibu maswali.***

Mojawapo ya masuala tata yanayokumba taifa letu la Kenya ni zimwi la ufisadi. Ufisadi huu umekuwa kizingiti kikubwa katika juhudi za serikali katika kuendeleza miradi ya maendeleo kwa raia wake. Kulingana na utafiti uliofanywa na shirika la Transparency International, Kenya imeorodheshwa miongoni mwa mataifa fisadi duniani. Utafiti huu umeleta mwamko mpya kwa serikali, upinzani pamoja na mashirika mengi ya humu nchini na za kimataifa kupiga darubini suala hili.

Kwanza, suala la ubepari limeelekezewa lawama. Kuna baadhi ya watu ambao wanatamani kumiliki ulimwengu mzima, wana utashi wa kupokea mali kwa njia yoyote. Watu kama hawa ndio wameweka vikwazo na kulazimisha wenzao kutoa kadhongo ili wahudumiwe. Aidha, wafanyakazi wa serikali wasipolipwa vyema wanaweza kuitikia mpango wa ufisadi ili waweze kujipatia riziki. Sababu hii ndio inawafanya baadhi ya polisi kushirikiana na wahalifu. Badala ya kutarajia pingu za polisi, wanatarajia pambaja baada ya kula mlungula.

Ukosefu wa kazi nchini pia umechangia pakubwa kukuza ufisadi. Vijana barobaro wanazurura ovyo ovyo huku wakitafuta kazi lakini hawapati kazi wala bazi. Ili wapate kazi wanalazimika kutoa kadhongo ndipo waajiriwe.

Ufisadi una madhara chungu nzima. Mojawapo wa madhara haya ni kuzorota kwa usalama nchini. Wahalifu humiliki silaha kinyume cha sheria. Silaha hizi hutumiwa kupora mali na kutekeleza mauaji. Tatizo hili limepiga dhoruba kali uchumi kwani wawekezaji wa kigeni wamesita kuwekeza humu nchini.

Eneo jingine ambapo ufisadi hutekelezwa ni katika ukwepaji ushuru. Ni bayana kwamba kulipa ushuru ni kujitegemea. Serikali hupata hela muhimu za kugharamia huduma kwa wananchi kupitia ulipaji wa ushuru. Basi ikiwa hela hizi zitapotea kupitia ukwepaji wa ushuru, serikali haitakuwa katika nafasi ya kutoa huduma kwa wananchi. Huduma hizi ni kama vile afya, nguvu za umeme, usalama, ujenzi wa barabara na miundomsingi mingine miongoni mwa huduma nyingine. Aidha, serikali hushindwa kulipa mishahara ya wafanyikazi wake.

Ufisadi bila shaka umekuwa kidondandugu katika harakati za kuimarisha uchumi. Serikali inafaa kushutumiwa kwa kutovalia njuga suala hili ambalo limeendelea kuota mizizi kila uchao. Wananchi hawana budi kushirikiana na taasisi za kukabiliana na ufisadi ili kulizika janga hili katika kaburi la sahau.

**Maswali:**

1. Taja kichwa mwafaka cha makala hii (alama 2)

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Thibitisha kwamba ufisadi ni “kidondandugu” (alama 4)

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...........................................................................................................................................Toa maana ya; (alama 3)

1. Utashi ....................................................................................................................................
2. Kadhongo ...............................................................................................................................
3. Kutovalianjuga ......................................................................................................................

2. **UFUPISHO (ALAMA 15)**

 ***Soma makala yafuatayo kisha ujibu maswali.***

Waatalamu wa maswala ya kielimu wanadai kuwa huenda nchi hii ikalaumiwa kwa kuendeleza mfumo wa elimu unaozingatia maslahi ya wakwasi na kuwapuuza wachochole. Mfumo huu wa elimu umezua mfumo mwingine wa kijamii ambapo watoto wa wenye hadhi wanapata elimu bora kuliko watoto wa maskini. Pengo baina ya haya matabaka linazidi kupanuka kama ardhi na mbingu.

Watoto kutoka jamii hohehahe wanasomea katika shule za umma zisizo na lolote wala chochote na watoto wa kifahari wanasomea katika shule za kibinafsi zilizo na vifaa mufti na mazingira faafu. Mfumo wa jinsi hii ni wa kuitia jamii kitanzi kwa sababu ya kuzuka kwa matabaka yanayohasimiana.

Katika nchi ambapo asilimia sitini ya watu inaishi katika hali ambayo ni chini ya dola moja kila siku, watoto wengi huenda shuleni bila kula chochote na hushinda hivyo kutwa nzima na wasing’amue chochote darasani. Walimu wao nao hawana ilhamu au kariha ya kufanya kazi kwa sababu mazingira ya kikazi ni mabovu na huenda shuleni shingo upande kama wakulima bila pembejeo. Madarasa yao ni mabanda na wengine husomea chini ya miti ambayo inaweza kukatwa wakati wowote na wachoma makaa waliokosana na mazingira. Unapowatazama watoto hawa, kile kinachoitwa sare ya shule kinakirihisha na kuyaudhi macho. Ni matambara yaliyosheheni viraka vya kila aina katika mseto wa ufakiri. Hawa ni wenzetu eti!

Tatizo hili limekuwa nyeti hasa kutokana na utandawazi wa mfumo wa soko huru ambao unaruhusu shule za kibinafsi kuendeshwa kama mashirika ya kibiashara. Karo inayolipwa katika shule hizi ni ya kibiashara, majengo na vifaa ni vya kibiashara, walimu ni wa kibiashara, ilimuradi kila jambo lalenga maslahi ya kibiashara ya walala hoi. Hapa ndipo chimbuko la makabila mawili maarufu nchini yaani matajiri walamba vidole na maskini wanaostakimu madongo-kuinama.

Uchunguzi umethibitisha kwamba zaidi ya asilimia sitini ya wanafunzi wanaojiunga na shule za kitaifa hutoka katika shule za kibinafsi zinazomilikiwa na matajiri. Mbinu ya Wizara ya Elimu ya kugawa nafasi kwa njia ya haki katika shule za kitaifa haijafua dafu kwa sababu matajiri wajanja huwasajili watoto wao kufanyia mitihani katika shule zisizokuwa na ushindani mkubwa zilizomo mashambani. Kwa kufanya hivyo, watoto wa maskini huwa wamefungiwa njia kotekote na kuporwa haki yao. Ama kwa kweli, mwenye nguvu mpishe kwani dau la mnyonge haliendi joshi.

Wanafunzi katika shule za binafsi hufunzwa katika makundi madogo ambayo humwezesha mwalimu kushughulikia mahitaji ya kibinafsi ya kila mtoto. Wazazi wao pia huwaajiri walimu wakati wa mapumziko ili kugongomeza au kushadidia mada ambazo hawakuzielewa vizuri shuleni. Upeo wa lugha wa watoto hawa hauwezi kulinganishwa na wa wenzao kwa sababu shule zao zina maktaba za kisasa, vifaa vya kisasa na vitu meme na hufunzwa teknolojia za kileo kuhusu mawasiliano. Watoto hawa huandaliwa ziara za kielimu ili kutanua uelewa wao wa mambo na vile vile hualikiwa watu wanaosifika katika jamii kuwahutubia shuleni mwao kuhusu mada mbalimbali. Wawasilishaji hawa huwa ni kielelezo tosha kwa watoto hawa. Mzazi aliyesoma hujua umuhimu wa elimu na hivyo basi huandaa mikakati mahsusi ili kumfaulisha mwanawe kinyume na wazazi wakata.

Ni bayana kuwa iwapo hivi ndivyo mambo yalivyo basi hata vyuo vikuu vitakuwa himaya ya watoto wa matajiri huku watoto wa kimaskini wakisubiri kuajiriwa nao kama walinzi na matopasi. Sera za elimu nchini haziwezi kufanikiwa pale ambapo rasilimali muhimu zinatengewa watu wachache katika jamii. Watoto wa waunda sera hizi husomea katika shule ambazo hufuata mifumo ya kimataifa ambayo haina ukuruba na yetu hafifu. Katika majukwaa ya kisiasa utawasikia wakisifu mfumo ambao watoto wao wanaukwepa kama ukoma. Imekuja kudhihirika kuwa wale wanaosemekana kuwa viongozi wa kesho ni wale ambao sasa hivi wanasomea katika hizo akademia na kufuata mifumo ya kigeni au akademia zinazofuata mfumo wetu katika mazingira teule. Swali ni hili, kesho ya mtoto wa kimaskini ni ipi?

Inahitajika mikakati ya kimakusudi ili kulitanzua swala hili kabla ya milipuko ya kijamii kama vile, ujambazi, uuaji, ubakaji, uraibu wa mihadarati na kadhalika kutokea. Ipo lazima ya kujenga shule vielelezo katika kila gatuzi ambazo zitafadhiliwa na serikali kwa kupewa mahitaji yote muhimu na lazima mpango wa lishe bora kuanzishwa katika shule za umma ili kukidhi matilaba ya watoto wote. Udahili wa wanafunzi katika shule za kitaifa na katika vyuo vikuu ni sharti uvalishwe vazi la utu na uzalendo bila ubaguzi. Shule za umma ziwe na walimu na madarasa ya kutosha ili kuondoa matatizo yaliyoibuka kutokana na kuanzishwa kwa mpango wa elimu bila malipo katika shule za msingi. Sera kuhusu shule za chekechea lazima izinduliwe kitaifa ili kusawazisha msingi wa kila mtoto kielimu. Walimu wa shule hizi za malezi lazima wawe na maandalizi sawa yatakowawezesha kusawazisha viwango kitaalamu. Mitaala yetu ilenge kuzalisha binadamu ambaye atajinufaisha yeye binafsi na taifa kwa jumla.

**Maswali:**

1. Ni mambo yapi muhimu yanayojitokeza katika aya ya tatu hadi ya saba (maneno 80-85)

(alama 8, 1 utiririko)

Matayarisho

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3. **MATUMIZI YA LUGHA (ALAMA 40)**

1. Kanusha sentensi ifuatayo: (alama 2)

Nyumba yake ina milango mikubwa na mapambo mengi

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Eleza maana nne za sentensi ifuatayo; (alama 2)

Alinunuliwa ng’ombe na mtoto wake.

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Changanua sentensi ifuatayo kwa kutumia mishale. (alama 4)

Wanafunzi wasiofuata maagizo watapata alama ambazo zitawaudhi.

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Eleza maana ya semi zifuatazo:

Ana mkono wa msiba (alama 1)

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Pele hupewa msi kucha (alama 1)

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 .......................................................................................................................................................(i) Eleza maana ya kirai. (alama 1)

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 (ii) Tambulisha aina za virai vilivyopigiwa mstari katika sentensi ifuatayo: (alama 1)

 **Wale wasichana watundu** walijificha **chini ya** dawati mwalimu alipowaita.

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Taja aina moja ya sentensi kidhamira na kuitolea mfano mwafaka. (alama 1)

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Wanafunzi waliambiwa na mwalimu wao kuwa watakaporudi nyumbani waoge, wale halafu waanze kusoma moja kwa moja badala ya kupoteza wakati wao kwa kutazama vipindi vya runinga. Aliwasisitizia kuwa waliokuwa wakifanya maonyesho kwenye runinga walikuwa tayari wamefuzu vyuoni na kuajiriwa kazi.

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Andika sentensi ifuatayo katika udogo umoja. (alama 2)

 Tulipoyaona yalikwa yakisoma majitabu

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Tunga sentensi moja kuonyesha matumizi mawili ya kiambishi –KI- (alama 1)

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Kucheza huku kulitufurahisha ingawa mgeni hakufurahi

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Eleza maana ya kishazi tegemezi kisha toa mfano mwafaka. (alama 2)

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 .......................................................................................................................................................Iandike upya sentensi hii kwa kugeuza shamirisho kitondo kuwa kiima. (alama 2)

Tunamwandalia mgeni chakula sasa hivi.

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n)i) Eleza maana ya mofimu. (alama 1)

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ii) Bainisha mofimu –li- katika utungo huu. (alama 2)

 Alikimbilia shamba.

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o) i) Eleza maana ya shadda. (alama 1)

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ii) Tia shadda katika neno hili ili kutoa maana mbili tofauti. (alama 2)

 Katakata ..........................................................................................................................................

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p) Tofautisha maneno haya kwa kutumia sentensi moja. (alama 2)

i) Vuka

ii) Fuka

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q) Tumia neno shirikakama nomino na kama kielezi katika sentensi moja. (alama 2)

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 r) Unda nomino moja dhahania kutokana na kitenzi –cha (alama 1)

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s) Eleza sifa bainifu zozote mbili za sauti /ch/ (alama 1)

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4. **ISIMU JAMII (ALAMA 10)**

1. Eleza/bainisha ithibati kuwa Kiswahili ni lugha ya kibantu. (alama 4)

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b) Tofautisha istilahi zifuatazo katika Isimu Jamii (alama 6)

1. Uwili lugha na ujozi lugha

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ii) Lafudhi na lahaja

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iii) Sajili na msimbo

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