**KITUTU CENTRAL JOINT EXAMINATION**

 **Cheti cha Kuhitimu Kisomo cha Sekondari**

**KIDATO CHA NNE, MUHULA WA PILI, 2021**

**102/2 KISWAHILI (LUGHA) Karatasi ya 2**

 **DESEMBA 2021 – Saa: 2½**

**Jina** : …………………………………………………..... **Nambari yaUsajili**: ……….……

**Mkondo**: ………… **Sahihi ya mtahiniwa**: …….………. **Tarehe: ……………..…/12/2020.**

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**Maagizo**

1. Andika jina lako na nambari yako ya mtihani katika nafasi ulizoachiwa hapo juu.
2. Andika mkondo wa kidato chako ,tarehe kisha utie sahihi yako katika nafasi ulizoachiwa hapo juu.
3. Jibu maswali **yote.**
4. Majibu yote **lazima** yaandikwe kwa lugha ya Kiswahili.
5. Majibu yote **sharti** yaandikwe kwenye nafasi ulizoachiwa katika kijitabu hiki cha maswali.
6. Usitoe ukurasa wowote katika kijitabu hiki,
7. **Karatasi hii ina kurasa 10 zilizopigwa chapa.**
8. **Watahiniwa lazima wahakikishe kwamba kurasa zote za karatasi hii zimepigwa chapa sawasawa na kuwa 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** |  |

**1. UFAHAMU (ALAMA 15)**

***Soma taarifa ifuatayo kisha jibu maswali yafuatayo.***

Wanawake, wanaoishi katika maeneo ya mashambani katika nchi zinazoenedelea ni baadhi ya watu waliotopea na kubobea katika uchochole mkubwa. Jumla ya idadi kubwa ya wanawake hawa wanaoishi chini ya kiwango cha chini cha umaskini inakadiriwa kuwa zaidi ya million 600. Hii ni idadi kubwa hasa ikikumbukwa kuwa ni asilimia kubwa ya wanawake wanaoishi kwenye maeneo haya.

Ulimwengu umeshuhudia ongezeko kubwa la idadi ya watu pamoja na kuwako kwa matatizo ya kiuchumi duniani. Kadhalika matatizo mengine na mitafuruku na vita vya kikabila, majanga ya kiasili mathalani mafuriko, ukame na milipuko ya volcano. Usisahau pia kuwa kuna uharibifu wa kimazingira, mabadiliko ya desturi na kusambaratika kwa familia na misingi yake. Tatizo lingine ni kuwa kuna kuongezeka kwa hali ya wanawake kuwa wazazi pekee na hivyo kuongeza familia zinazosimamiwa na wanawake (ambao tumewataja kuwa wanakumbwa na umaskini mkubwa.)

Wanawake wanaoishi mashambani wanakumbwa na makubwa. Kwanza, kama maskini wanaiishi katika mazingira magumu. Vile vile kama wanawake wanakabiliana na mapendeleo ya kisera na kitamaduni yanayowadharau na kuwapuuza wanawake na mchango wao katika maendeleo. Tatu, kama viongozi wa familia, hasa wanaolea na kutunza jamaa za mzazi mmoja, wanapambana na uongozi wa familia pamoja na uzalishaji. Aghalabu hawapati usaidizi wowote katika majukumu kama haya bali wanalazimika kupambana nayo peke yao. Kutokana na hayo yote wanawake hawapati nafasi nzuri kushiriki katika maamuzi ya maswala yanayowahusu. Maswala mengi yanaamuliwa na wanaume pasipo kuwahusisha wanawake.

Licha ya dhiki yao kubwa, wanawake hawa wanachangia katika maendeleo ya kijamii na kiuchumi kwa njia mbali mbali. Mchango huu unaonekana katika kiwango cha jamii, taifa na familia. Katika kiwango cha kijamii na kitaifa wanawake ndio chanzo cha nguvukazi kwani ni wao na watoto wao wanaotekeleza kazi nyingi hasa za nyumbani na mashambani. Mara nyingi huwa na uwezo bora wa kutunza chochote walicho nacho kuliko wenzao wanaume.

Kifamilia wanawake wa mashambani wanashugulika mchana kutwa katika hali ngumu ya hewa aidha jua kali au mvua huku wameeleka wanao migongoni wakilima mashamba ili kupata chakula kwa familia zao. Jukumu la kuandaa chakula nyumbani bado linaachiwa wale wale wanawake wanaokizalisha mashambani.

 Jambo lisilopingika ni kwamba wanawake wanatekeleza majukumu makubwa na muhimu katika kizazi cha binadamu na ndio hasa mihimili ya jamii yoyote staarabu. Kwa hivyo, ni kinaya kitupu kudhalilisha wanawake. Mataifa mengi yaliyoendelea ni yale yaliyoondoa vikwazo vyote mbele ya wanawake na kuwaacha watekeleze wajibu wao. Kadhalika wanaume wa huko wanawaona wanawake kuwa wenzao katika kujenga jamii wala sio watumwa au watumuishi wao wanaoumia na kutumikishwa kama vifaa na bidhaa. Inafaa jamii zinazodunisha wanawake zitambue kuwa ubaya wa tendo hili sio tu kudumaza maendeleo yake bali pia kutoa mfano mbaya kwa vijana ambao wataendeleza ukandamizaji huu kwa vizazi vijavyo. Kwa hivyo, jamii inawabijika kutenda lilio sawa kwa kuwapa hadhi wanawake wote.

**Maswali**

 a) Ipe taarifa hii anwani mwafaka. (alama 1)

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 b) Nakili maafa matatu ya kimaumbile yaliyotajwa katika kifungu hiki. (alama 3)

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 c) Eleza sababu tatu zinazowazuia wanawake kushiriki katika maamuzi ya masuala yanayowahusu kulingana na makala haya. (alama 3)

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d) Wanawake hutekeleza majukumu gani katika jamii na taifa kutokana na makala haya? (alama 3)

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e) Kuna tofauti gani baina ya wanawake wa mataifa yaliyoendelea na yale ambayo hayajastawi. (alama 2)

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 f) Eleza maana ya maneno haya kama yalivyotumiwa kwenye taarifa. (alama 3)

1. uchochole

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1. kudhalilisha

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1. mitafuruku

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**2. UFUPISHO: (ALAMA 15)**

***Soma kifungu kifuatasho kisha ujibu maswali.***

Kwa kawaida, binadamu huishi kwa kutangamana na binadamu wenzake. Katika kutangamana huku, watu huathiriwa kitabia, kifikira, kimavazi na kimaisha kwa jumla. Watu wote katika jamii wana uwezo wa kuathiri na kuathiriwa na wenzao wa umri mmoja. Hata hivyo, walio katika hatari ya kuathiriwa zaidi na mahirimu wao ni vijana. Hali hii ya kuathiriana huitwa shinikizo-rika au shinikizo-marika. Vijana huaminiana na kuthaminiana sana. Kwa sababu hiyo, ni rahisi sana kuingizwa katika mitego na wenzao. Isiaminiwe kuwa vijana pekee ndio wanaoathiriwa na shinikizo-rika. La hasha! Watu wazima pia huwafuata wenzao mithili ya bendera kufuata upepo. Mwenzake akinunua gari, yeye pia hukimbilia mkopo kununua gari la sampuli iyo hiyo bila kuwazia kima cha kibindo chake.

Wataalamu wa saikolojia husema kuwa kukabiliana na tatizo la shinikizo-rika si rahisi kwa sababu shinikizo-rika huleta mtafaruku wa kinafsi akilini mwa anayeathiriwa. Nafsi moja humshawishi kufuata wenzake huku nyingine ikimnasihi kuandamana upekee au ubinafsi wake. Shinikizo-rika huathiri sana mahitaji ya kisingi ya binadamu. Ikumbukwe kuwa mahitaji haya ya kimsingi ni ya kila mwanadamu, nayo ni kama vile kupata lishe, hewa safi, kupenda na kupendwa miongoni mwa mengine. Kila mtu hutaka kujihusisha na kundi la watu ambao watamfanya kuhisi kuthaminiwa na kukubalika. Kutokana na haja ya kutaka kukubalika, anayetaka kutambuliwa huridhia matakwa ya wenzake bila hata kuyawazia.

Shinikizo-rika hujittokeza kwa sura nyingi. Mathalani, vijana huwafanya wenzao kuona kuwa wana hatia wasipoafiki kutekeleza kama wanavyoshinikizwa. Kauli kama vile ‘tulifikiri wewe ni mmoja wetu’ au ‘usiposhirikiana nasi utakuwa umetuvunja moyo’ hutamalaki. Wanaokataa kushinikizwa hubezwa na kufanyiwa stihizai na wenzao na hata kutengwa. Vitisho hutolewa, wakati mwingine, na anayeshinikiswa akidinda, mabavu hutumika.

Ni muhimu kwa watu, hasa vijana, kufahamu kuwa shinikizo-rika lipo na wanapokabiliwa na tatizo hilo, watambue kuwa wana haki ya kusimama kidete kutetea msimamo wao dhidi ya wenzao. Kumbuka, baridi huwazizima kondoo kwa namna tofauti.

Kama njia moja ya kukabiliana na shinikizo-rika, wanasaikolojia wanapendekeza watu kujiamini na kuelewa kwamba wana haki ya kuwa tofauti na kuwa na upekee wao. Mtu anapojiamini na kushikilia msimamo wake, anaweza kujiepusha na madhara yatokanayo na shinikizo-rika. Asiyejiamini huwa mwepesi sana wa kuingizwa katika lindi la mashaka na wenzake.

**Maswali**

(a) Bila kupoteza maana, fupisha aya ya kwanza na ya pili kwa **maneno (40)**.

 **(alama 8, 1 ya utiririko)**

**Matayarisho**

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**Jibu**

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1. Fupisha mambo muhimu ambayo mwandishi amezingatia katika aya tatu za mwisho.

 **(maneno 30)**

Matayarisho **alama 7, 1 ya utiririko**

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

1. Bainisha virai katika sentensi ifuatayo: **(alama 3)**

 Mwanafunzi mwenye kitabu cheusi ameingia ndani ya darasa.

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1. Ainisha miundo ya silabi katika neno lifuatalo. **(alama 2)**

Shwari

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1. Tunga sentensi yenye kitenzi kishirikishi kikamilifu.  **(alama 1)**

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1. Linganua sauti zifuatazo: **(alama 2)**

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1. Eleza matumizi ya viakifishikatika sentensi ifuatayo. **(alama 2)**

N’taimba na ghulamu/ mvulana yule aliyejibu maswali.

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1. Changanua sentensi ifuatayo kwa njia ya matawi. **(alama 5)**

Garang alimwona nyoka mvunguni mwa kitanda kilichonunuliwa jana.

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1. Tunga sentensi ukitumia kitenzi kutokana na nomino *karaha*. **(alama 2)**

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1. Andika sentensi ifuatayo kulingana na maagizo uliyopewa. **(alama 1)**

Kiti hiki kilipotea jana. (Tumia kivumishi kisisitizi)

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1. Bainisha shamirisho katika sentensi ifuatayo. **(alama 2)**

Mama aliyepikiwa wali na mwanawe amefurahi.

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1. Sahihisha sentensi ifuatayo. **(alama 1)**

Baba alinikelelesha kwa kueka chakula kitandani.

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1. Tunga sentensi moja kuonyesha maana mbili za neno *walakini*. **(alama 2)**

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1. Andika upya sentensi ifuatayo katika ukubwa wingi. **(alama 2)**

Mkoba uliojaa mzigo umetupwa.

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1. Tumia kitenzi ‘**wa’** kutunga sentensi katika kauli ya kutendwa. **(alama1)**

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1. Taja sifa tatu za kishazi tegemezi. **(alama 3)**

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1. Eleza maana mbili za sentensi ifuatayo. **(alama 2)**

Askari huyu amekuja kutuliza.

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1. Eleza matumizi ya viambishi vilivyopigwa mstari katika sentensi ifuatayo.

**(alama 2)**

Mwizi atakuibia ukiacha mali yako ovyo.

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1. Tunga sentensi kuonyesha wakati usiodhihirika. **(alama 1)**

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1. Tunga sentensi ukitumia neno **hadi** kama:
2. Kihusishi cha ujirani **(alama 1)**

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1. Kihusishi cha wakati **(alama 1)**

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1. Ainisha viambishi tamati **(alama 1)**

Tumetosheka

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1. Tambua na ueleze aina za nomino katika sentensi ifuatayo.

Kikosi cha askari kilisafiri kwenda mpakani. **(alama 2)**

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1. Andika kinyume cha sentensi hii.

Mama anayemeza chakula ametia nguo mfukoni. **(alama 1)**

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**4. ISIMUJAMII (ALAMA 10)**

1. Eleza maana ya usanifishaji wa lugha. **(alama 2)**

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1. Taja umuhimu wa usanifishaji huu. **(alama 2)**

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1. Fafanua nadharia tatu zinazoeleza kuhusu chimbuko la Kiswahili. **(alama 6)**

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