

NAME..... ADM . NO.....

CLASS..... CANDIDATE'S SIGN..... DATE.....

SCHOOL.....

101/1

ENGLISH

PAPER 1

TIME 2HRS

**FORM 3 END OF TERM TWO EVALUATION TEST 2019
(KENYA CERTIFICATE OF SECONDARY EDUCATION)**

Instructions

Answer all the questions in the spaces provided.

FOR EXAMINERS USE

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1.	20	
2.	10	
3.	30	
TOTAL		

Q2. THE CLOZE TEST

Fill in each of the blank space in the passage below with the most appropriate word.

The root _____1_____ of our ethnic problems is poverty across ethnic lines coupled _____2_____ real or perceived inequality between ethnic groups _____3_____ the political class is _____4_____ keen to take advantage of ethnic tensions. _____5_____ therefore a symptom of the problem and not _____6_____ cause. _____7_____ will take a considerable amount of time to get Kenyans to understand national cohesion. Leadership is always _____8_____ is key connector here. Conflicts are not transformed _____9_____ agreements alone. Commitment to address ongoing problems through political _____10_____ is needed.

Q3 ORAL SKILLS (30MKS)

3. (a) Read the poem below and answer the questions that follow.

Lambs that learn to walk in snow
When bleating clouds the air
Meet a vast unwelcome, know
Nothing but sunless glare

Newly stumbling to and fro
All they find outside the fold
Is a wretched width of cold
As they wait beside the ewe
Her fleeces wetly caked, there lies

Hidden around them, waiting too,
Earth's immeasurable surprise
They could not grasp it if they knew
What so soon will wave and grow
Utterly unlike snow

- i. Describe the rhyme scheme? (2mks)

- ii. How else has the poet achieved rhythm in this poem? Illustrate your answer (2mks)

iii. How would you say the last line and why? (2mks)

iv. Which words would you stress in line 13 and why? (2mks)

v. Give any two non-verbal cues you would employ in performing this poem (2mks)

(b). For each of the following words, underline the odd one out (4mks)

- i. Pose , paws , pores, pour
- ii. Gene , Judge , June , Gore
- iii. Cores , Corps , Cause
- iv. Brook , broom , brood , boot

(c) Give a word that is pronounced the same as the following (5mks)

- i) Coo _____
- ii) You _____
- iii) Hair _____
- iv) Die _____
- v) Key _____

(d) Indicate the intonation of the following sentences (3mks)

- i) Decide whether to go for a stroll or stay indoors.

- ii) Do you like football?

iii) What does antique mean in line 1?

(e) You are the dining hall captain in your school. You are mandated to give a speech on proper table etiquette during the schools opening assembly.

i) What preparations would you make to ensure that your speech is a success? (4mks)

4. Read the conversation below and answer the questions that follow.

Ms. Aketch: Hallo, is that Rongo High School?

Secretary: Yes, what is your name?

Ms. Aketch: Aketch Okoth.

Secretary: What do you want?

Ms. Aketch: May I speak to the headteacher?

Secretary: He is out of the country. He's attending an ICT conference in Japan. What did you want to tell him?

Ms. Aketch: Sorry it's confidential, may I speak to the deputy?

Secretary: She's not in school just as always.

Ms. Aketch: Oh! I will call later.

Secretary: It's okey.

Comment on the secretary's telephone etiquette (4mks)

NAME..... ADM . NO.....

CLASS..... CANDIDATE'S SIGN..... DATE.....

SCHOOL.....

101/2

ENGLISH

PAPER TWO

TIME 2½ HOURS

**FORM 3 END OF TERM TWO EVALUATION TEST 2019
(KENYA CERTIFICATE OF SECONDARY EDUCATION)**

Instructions

- i) Answer all the questions in the spaces provided.

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

Read the following passage and then answer the questions that follow.

Kenyan roads hold two equal things in measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the roads presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly, things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does happen; value of property appreciates hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger by the day, and finally, they develop into craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them.

Permanent scars and loss of lives. right in front of our eyes, what held great promise and hope to us becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business despite of the difficulties are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. When it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds. Here are some thoughts to consider. First, just like roads, relationships are necessary in spite of their challenges. People come into the relationships with expectations, some realistic, some unrealistic and everything in between them.

The backgrounds we come from inform those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family wealth and so on. When these expectations are not met, disappointments are bound to occur. Yet like the roads, relationships still hold greater promise for happiness, health and wealth. Mark Gungor, the creator of the video, "Laugh your way to a better marriage," quotes research that says married people are happier, healthier and make more money than singles, the challenges notwithstanding. I am of the opinion that human beings have not yet considered any other source of companionship, love, friendship and pleasure and that is greater than that which is found in relationships. Another thought is the permanent nature of roads. Everytime I visit my home town, I am amazed that most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature.

In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans pledge allegiance. Unfortunately, these traditional ideals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be difficult proposition for anyone. The proliferation and acceptance of come-we-stay arrangements and other forms of non-committal types of unions is a challenge. This is because the roles that marriage plays in the society—producing and nurturing of children to maturity, providing companionship and building wealth, require a high level of permanency. The promise of relationship lies in commitment, and if approached from any other angle, relationships become unfulfilling.

- i) Why according to the passage do people look to the construction of new roads with optimism?
(3mks)

ii) Identify one similarity between Kenyan roads and relationships. (2marks)

iii) State the writer's attitude towards Mark Gungor's position on relationship? (3mks)

iv) State why relationships should be permanent according to the passage. (3mks)

v) Why does the writer of this passage think the roads have permanent nature? (2mks)

vi) Make notes on the consequences of poor road workmanship. (4mks)

vii) "Everyone is excited about the possibilities that the road presents." (rewrite beginning: Everyone's.....) (1mk)

viii) Explain the meaning of the following expressions as used in the passage. (2mks)

a) Appreciates _____

b) Pledge allegiance _____

c) _____

Q 2. BLOSSOMS OF THE SAVANNAH (25MARKS)

Read the following extract and answer the questions that follow.

Begin: "As they walked, each one of them allowed her mind to fleetingly roam the fanciful land of wishful thinking. Resian thought how wonderful it would be, had she had a chance to enroll at the Egerton University and after graduation had a chance to work with her role model, Minik ene Nkoitoi, the *Emakererei* at the sheep ranch that she managed. She imagined herself already there driving a large flock of sheep. And when she thought of sheep, her mind flew back to fifteen years or so earlier and reminisced the first time she saw a sheep. It was a childhood memory, a memorable picture from the swirling scene around her which had been captured and preserved by her mind when she and Taiyo accompanied their father to the Nakuru Agricultural Show. She could still see in her mind a group of

big, docile, tawny woolly animals that stood panting drowsily in a green pasture, with the sun beaming down brightly from a clear blue sky. She had then admired the white long overcoats that the handlers wore.

Taiyo also thought of *Emakererei*. She would ask Joseph Parmuat, to assist her compose a song in her praise. She had already put words to a tune she had composed to ridicule the three women who she thought collaborated with men to oppress the women folk. They were Nasila's three blind mice who, she thought, did not seem to know that the world was changing. Those were the *enkasakutoni*, who threatened to curse *intoiye nemengalana* and ensured they did not get husbands nor children; the midwife *enkaitoyoni* who threatened to spy on the young women as they gave birth to ensure that any who was still among *intoiye-nemengalana* had her status altered there and then; and the dreaded *Enkamuratani*, who would never tire of wielding her *olmurunya* menacingly

1. Briefly explain what happens before this excerpt (2mks)

2. Identify and illustrate two aspects of style in this excerpt. (4mks)

3. Discuss two themes evident in the excerpt (4mks)

4. The straps that supported the containers pressed down their heads with a painful exhaustion. Rewrite the sentence beginning; "With....." (1mk)

5. Discuss the character trait of; (4mks)

a) Taiyo

b) Resian

6. From elsewhere in the text, explain how Resian's thoughts are fulfilled (5mks)

7. Give the meaning of the following words as used in the extract (3mks)

a) Reminisced

b) Dreaded

c) Menacingly

8. What happens after this extract? (2mks)

Q3. Read the following poem and answer the questions given (20mks)

I will cling to your garment like a wild grass seed:
I will needle your flesh
And pray
That my insistent call for you
Be not met with
A jerky
Removal
From your garment
And a throw into the fire
But that
You will drop me on the fertile ground of
Your favour.

a) Categorise this poem (2mks)

b) What is the poem about? (3mks)

c) Who is the persona? (2mks)

d) Identify two stylistic devices used in the poem and give their effect (6mks)

e) What is the attitude of the persona towards the addressee? (2mks)

f) Describe the tone of the poem (2mks)

g) Which lines in the poem show the persona is desperately in love? (2mks)

h) Give this poem a title (1mk)

GRAMMAR (15 MARKS)

A. Rewrite the sentences below replacing the underlined parts with word(s) of similar meaning (3marks)

i. Can we stop flogging a dead horse and instead move on to something useful.

ii. Looking down upon other people is not good.

iii. Another driver will have to sit in for Mr. Kimeu till he recovers.

B. Choose the correct alternative from the choices given in brackets. (4mks)

- i) Okello and _____ went to see the patient yesterday (I / me)
- ii) Why did you give Rhoda more money than _____ (him/he)
- iii) The committee was unhappy with her presentation given that they had _____ to prepare. (a few / few)
- iv) Neither the children nor the peasant _____ allowed to go to the hall yesterday. (were / was)

C. Rewrite the sentences below according to the instructions given after each. Do not change the meaning. (3mks)

i. Let's take the next bus (add a question tag)

ii. The rain is not sufficient. We may not have plenty of harvest. (Begin; Unless.....)

iii) This book was written last year. (Rewrite in active voice)

D. Use the correct form of the words in brackets to fill in the gaps below. (2mks)

- i) An eclipse of the sun is a rare _____ (occur)
- ii) We all saw the _____ of the proposal they had made. (Absurd)

E. Explain the difference in meanings in each pair of the sentences below. (2mks)

i) We found the farmer was small.
We found he was a small farmer.

ii) You shall visit the children
You will visit the children.

F) Fill in the blank space below with an appropriate preposition. 1mk

Justus was carrying a book _____ his hand.

NAME..... ADM. NO.....

CLASS..... CANDIDATE'S SIGN.....

SCHOOL.....

101/3

ENGLISH

PAPER THREE

TIME: 1HR 40MIN

FORM 3 END OF TERM TWO EVALUATION TEST 2019

(KENYA CERTIFICATE OF SECONDARY EDUCATION)

Instructions

- 1) Answer two questions only, one from each section.

Question	Maximum score	Candidate's score
1	20	
2	20	
TOTAL SCORE	40	

FORM 3 END OF TERM TWO EVALUATION TEST 2019

MARKING SCHEME

ENGLISH

PAPER 1

101/1

JULY 2019

Question 1

a) REMINDER

Sample

HEKIMA HIGH SCHOOL ✓ 1

TO: ✓ ½ THE DEAN ✓ ½ OF STUDIES

FROM: ✓ ½ THE PRINCIPAL ✓ ½

DATE: ✓ ½ 25TH MARCH, 2015 ✓ ½

SUBJECT: BENCH MARKING ✓ ½

Please remember about our bench-marking ✓ ½ visit to masomo ✓ ½ Bora High School starting on 1st April 2015 to 3rd April 2015 ✓ ½ kindly inform the teachers ✓ ½ and the students involved.

Signature ✓ ½

Msomi Halisi ✓ ½

Principal ✓ ½

F – 07

C – 02

L – 03

12

DIARY

Format – Title – ½ mk

Day + Date – ½ x 3 – 1 ½ mks

3 days – Each day 2 entries (½ mk) each 3mks

Language – 3mks.

THE CLOZE TEST

1. cause
2. with
3. that
4. so
5. are
6. the
7. It
8. a
9. by
10. will

ORAL SKILLS

- 3 a) i) abab, cdcdef, gfeaa (1mk)
Irregular rhyme – scheme (1mk)
- ii) Alliteration: will wake
assonance lambs that
(1mk stating, 1mk illustration)
- iii) With a falling intonation because it is a statement. (2 mks)
- iv) Wave, grow – They are content words
Ident – (1mk)
Illust – (1mk)
- v) Non-verbal cues
- Appropriate facial expression ½ mks line 4 and 11 (elaborate how)
- Appropriate gestures ½ line 7,12 and 13
-proper dramatization ½ lines 1,5,8 ½ (any two points – 1mk each.
- b) Pose
Gore
Corps
Brook
- c) Coup
Ewe / yew
Hare
Dye
Quay
- d) Falling
Rising
Falling
- e) - Do thorough research to master content of speech delivery.
-Identify your audience so as to develop content of speech.
-Establish time allocated for your speech
-Do practice before a mirror or mock audience to receive feedback.
- f) –Secretary does not respond to greetings
-Secretary does not offer to help Ms. Aketch.
-Does not request the caller to leave a message
-Secretary impolitely enquires what the caller wants.
-Secretary does not thank nor bid the caller goodbye.

FORM 3 END OF TERM TWO EVALUATION TEST 2019

MARKING SCHEME

ENGLISH

PAPER 2

101/2

JULY 2019

Q1 Comprehension

- i) Renders availability of public transport
Value of property appreciates
General outlook of the area changes
Business and farmers do better
(any three points 3x1)
- ii) Promise – Roads are met with excitement, with some even tempted to lie on them and in relationships, there is hope and promise.
Disappointment – Cracks begin to appear in roads and for relationships we allow the dust of the disappointment to block our new of the promise.
Necessity – Just like roads, relationships are necessary inspite of the challenges.
(The similarity must be clearly brought out)
- iii) Supportive – Human beings have not yet discovered any other any other form of companionship than that found in relationships.
- iv) Relationships should be permanent to enhance building wealth.
Providing companionship
Providing nurturing to children to maturity.
- v) Every time the writer visit their home, he/she is amazed that most roads are still there.
He / she can direct someone without fear that the roads will have disappeared.
- vi) Cracks appear and then crater develop
- Vehicles are damaged.
 - Dust returns
 - Accidents increase
 - Permanent scars
 - Loss of life
- (must be in point form)
- vii) Everyone excitement is about the possibilities that the roads presents.
- viii) a) Appreciates: Increases/rises/goes up
b) Pledge allegiance – Subscribe to / support

QUESTION 2 (EXTRACT)

1. Resian and Taiyo have visited their uncle Simiren and they have a discussion with their aunt Yeiyo Kiti.
Later in the afternoon, they revisit this discussion about the Emakererei and admire her fight against oppressive traditions and the 500 girls she has saved.
They are on their way to fetch water
(any 2x1)
2. i) Local dialect:- Enkamuratani
Emkaitoyoni
Olmurunya
Ensakutoni
ii) Flashback:- “Her mind flew back to fifteen years or so earlier and reminisced...”
metaphor:- The three blind mice in reference to the three nasila women.
3. i) Determination / Optimism:- Resian is optimistic that one day she will join Egerton University.
ii) Culture and tradition – The three women propagate cultures practices against women like F.G.M
iii) Formal education – “Resian thought how wonderful it would be to enroll at Egerton University...”
iv) Patriarchy: “Who she thought collaborated with men to oppress the womenfolk.
iv) Women as their own enemies; The three Nasila women propagate negative culture practices like FGM against their own women.
4. With a painful exhaustion, the straps that supported the containers pressed down their heads.
(Deny if comma is missing)
5. Taiyo; critical / contemptuous – Wants to compose a song indicating three Nasila women who collaborated with men to oppress women.
Resian: Ambitious/ visionary/optimistic/hopeful; - dreams of enrolling at Egerton University.
6. Resian runs away from her home to escape the attempted forceful marriage to Oloisundori.
 - She is rescued by Olarinkoi as she contemplates suicide
 - Olarinkoi turns against her and intends to make her his wife
 - Attempts to rape her.
 - Resian is saved by Nabaru and through her help she is taken to Minik’s ranch.
 - After re-uniting with Taiyo, they secure a scholarship and admission to Egerton University through Minik’s help.
7. Reminisced-remembered/ recalled
Dreaded- feared
Menacingly – threateningly
8. Taiyo sings a song in which she ridicules the three women / three blind mice for their role in perpetuating FGM.

Q3

- a) Love poem – and pray

That my insistent call for you (1mk identification 1 mk illustration)

- b) A Lover-a person who is in love and is begging not to be rejected but be given love / a place in the addressee's heart in return. (1mk identification 1 mk illustration)
c) A person in love; you will drop me on the fertile ground of you favour.
d) Simile 'Like a wild grass seed.

Effect – creates a mental picture to show how the persona is persistent to get love

Direct address I will needle your flesh / you will drop effect; personalizes the effect of love/involves the reader.

Metaphor - Fertile ground of your favour.

Effect – Shows the the persona is begging to be accepted / be given a positive response.

(any two 1 mark identification 1mk illustration 1mk effect = 3x2)

- e) Admiration 'That my insistent call..... Removal (lines 4-7)
.....the fertile ground of..... your favour (line 11-12)
f) Pleading /begging/persuasive - I will cling to your garment.
I will needle your flesh.

- g) Line 1 'I will cling to your garment.....'

Line 4....my insistent call for you'

- h) Return my love/ my love/ a desperate plea (any other relative title)

Grammar

- A i) Wasting time / engaging in something we cannot succeed in
ii) Despising (should have a capital D)
iii) Replace / substitute.

- B i) I
ii) him
iii) a few
iv) was

- C i) Let's take the next bus, shall we?
(deny if the comma, question mark is missing)
ii) Unless the rain is sufficient, we may not have plenty of harvest.
iii) He / she / they wrote this book last year.

- D i) Occurrence
ii) Absurdity

- E i) The farmer was small in stature/size while the second one, the farmer is a small scale farmer.
ii) The first one is that the 'You' is commanded/has to visit the children while in the second the visiting will take place in the future (not necessarily a must)

- f. in

FORM 3 END OF TERM TWO EVALUATION TEST 2019

MARKING SCHEME

ENGLISH

PAPER 3

101/3

JULY 2019

1 a) Must be a story, if not deduct 2mks

Must give a suitable story to illustrate the saying e.g. a person performs a task poorly or unsuccessfully and blame it on external factors rather than take responsibility for his/her own failure.

b) Must be a story, if not deduct 2mks

must end with the given statement, if not deduct 2mks

must illustrate a situation which led to the realization that one should not give up.

2 a)

A 19 – 20	<ul style="list-style-type: none"> - Very fluent, efficient and effective - Has a definite spark - Effortless. - Many items of merit
A 18 A – 16 – 17 16 - 18	<ul style="list-style-type: none"> - Effortless. - Communicates with a lot of originality. - Well planned. - A wide range of vocabulary. - Good style - Many items of merit. - No errors, only slips.
B+ - 14 – 15 B- 13 – 14 B – 11 – 12 11 - 15	<ul style="list-style-type: none"> - Quite fluent. - Use vocabulary and expressions well. - Good planning. - Maturity of ideas. - Has affair range of sentence variations - Good variety of punctuation marks. - Has several items of merit. - Very few serious errors.
C+ - 09 – 10 C – 08 C – 06 – 07	<ul style="list-style-type: none"> - Candidate communicates but with some difficulties. - Repetitive grammatical errors. - Poor planning. - Simple ideas. - Has many serious error.
C 6 -10	<ul style="list-style-type: none"> - Persistence misuse of vocabulary tense, spelling errors, misused preposition, ridiculous idioms, many gross errors. - Generally immature and digressive. - Spelling often phonetic. - Persistence mother tongue interference. - Use your discretion to determine the range.

D+ -04 – 05	- Chaotic.
D- 3	- Many gross errors of spelling, tense, punctuations.
D – 01 – 02	- Hardly any meaning expression.
	- No arrangement.
	- The story does not flow.
1 - 5	- The subject is distorted.
	- Broken.
	- Impossible to follow the flow ideas.

b) introduction (2mks)

Women have always found themselves in difficult situations especially because of the male dominated society. In the play, women play a selfless / sacrificial role in a bid to improve the lives of others.

(any other introduction can be general or contextualized)

- ii) Mrs. Linde – abandons Krogstad her poor lover for a richer man. She does this to save her ailing mother and take care of her siblings.
- iii) Anne – (The nanny – She abandons her own child in order to support the child since she was married by an irresponsible husband. She feels lucky to work for Nora in order to support her child.
- iv) Nora – Despite her economic class, Nora leads a difficult life due to the dictates of her marriage. She secures a loan on her own in order to save her husband's life due to his poor health. The society and Tovald in particular, looks down on Nora and she has no right to execute financial transactions. She even forges her father's signature to get the loan which is illegal and does this in secrecy hence sacrifices her image/dignity if discovered.
- v) Nora believes that Tovald loves her enough to take all blame upon himself (when he discloses her secret), but she realizes that he is more concerned with appearances and respectability than with her happiness. She realizes that their marriage has been an illusion and much as she loves her children, she abandons them, leaving them under the care of the nanny whom she believes will be a better mother. She therefore, sacrifices her home – family for the sake of her own self discovery.

Any other valid point.

Mark 3:3:3:3 = 12

Language 4mks

Conclusion – 2mks (any valid conclusion)

2. Help can come when least expected

Most people reach the end of the tether in difficult situations and are just to give up when help comes. Most instances of help appear coincidental but nonetheless; they change the course of life of the character as well as shaping the rest of the novel.

In the novel this can be seen in the following

(accept any other relevant introduction)

Intro

Full – 2mks

Fair – 1mk

No – 0mk

Olarinkoi seems to be at the right place at the right time. He happens to be savior of Resian and Taiyowhen they need help most. He comes to the rescue of the two girls when they are coming from their father's shop and are about to be raped by two men. Olarinkoi single-handedly saves the girls by fighting the men. Resian and Taiyo are much grateful and would not want to imagine what

would have happened if he had not come at that time, even fearing that they would have been infected with HIV.

(Show the desperation the girls have under the mercies of the two vagabonds) p 142 – Relief – couldn't find words to thank him.

Olarinkoi again comes to the rescue of Resian when she discovers her father's betrayal by planning to marry her off to Oloisudori. He comes to her rescue when she is even contemplating committing suicide by drowning herself into the river. At the same time, Oloisudori and his men are looking for her to abduct her. Olarinkoi promises to take her to Minik whom she had been yearning to meet someday. Although the help turns disastrous with Olarinkoi turning against her, she is able to escape the current wrath of Oloisudori.

(relief – p 211 – she is hopeful, tells him to find a way.

Show her helplessness in that dingy hut, evidenced by her loss of consciousness time and again in the whole episode.

Taiyo is rescued from the hands of her circumstances by Minik's men. Minik rescue team use tricks to rescue her from the well-guarded home which she would have escaped in her sickly state. Were it not for Minik's intervention, Taiyo would surely have been forcefully married off to Oloisudori after healing. The rescue gives Taiyo a new lease of life, reunion with her sister and of course quicker physical and emotional recovery, and a chance to join university of her dreams.

Minik's help to Resian and Taiyo perhaps is the most important event that completely changes their lives. She gives refuge to the girls in her ranch hence protecting them from marauding men like Oloisudori and Olarinkoi. She gives Resian a job in the ranch hence giving her something to live on and promises her a scholarship from the ranch. Most importantly, she is able to have the two girls enrolled at Egerton University, their dream university. These kind gestures create a happy ending in a novel that has been dominated by sad events. Show then ardent desire to join university (pg 65) etc

Nabaru nurses Resian after physical abuse by Olarinkoi. She gives her drinks, water, milk and feeds her.

When people are about to despair, that is usually the point when help comes. No matter how belated characters like Resian and Taiyo get help, their lives are greatly impacted and changed by those interventions.

B. introduction must capture a deliberate attempt at interpreting the question if it is just a repeat of the question, award zero.

Full – Convincing introduction

Fair – A less convincing introduction.

Body. The candidate show desperation properly, with sufficient illustrations, then show help and the relief that the help brings.

Lge mark	Body mark
1	0-4
2	5-7
3	8-9
4	10-12

Conclusion	Body
1	1-5
2	6-12

JINA _____ NAMBARI _____

DARASA _____ SAHIHI _____

TAREHE _____ SHULE _____

102/1

KIDATO CHA TATU

KARATASI YA KWANZA

INSHA

JULAI : 2019

MUDA: SAA 1 $\frac{3}{4}$

MTIHANI WA MWISHO WA MUHULA WA PILI 2019

(KENYA CERTIFICATE OF SECONDARY EDUCATION)

MAAGIZO:

- a) Jibu maswali mawili
- b) Swali la **kwanza** ni **lazima**
- c) Chagua la pili kutoka maswali yaliyobaki
- d) Kila swali ni alama 20
- e) Kila insha isipungue maneno mia nne (400)

SWALI	ALAMA
1	
2	
JUMLA	

JINA _____ NAMBARI _____

DARASA _____ SAHIHI _____

TAREHE _____ SHULE _____

102/2

KIDATO CHA TATU

KARATASI YA PILI

UFAHAMU, UFUPISHO, SARUFI NA MATUMIZI YA LUGHA NA ISIMUJAMII

JULAI : 2019

MUDA: SAA 2 1/2

MTIHANI WA MWISHO WA MUHULA WA PILI 2019

(KENYA CERTIFICATE OF SECONDARY EDUCATION)

Maagizo

- Andika jina na nambari yako usajili katika nafasi ulizoachiwa hapo juu.
- Jibu maswali yote
- Majibu yote yaandikwe katika nafasi zilizoachwa katika kijitabu hiki cha maswali.
- Majibu yote lazima yaandikwe kwa Kiswahili.

Kwa matumizi yam tahini pekee

Swali	Upeo	Alama
1	15	
2	15	
3	40	
4	10	
Jumla	80	

UFAHAMU

Soma taarifa ifuatayo kisha ujibu maswali.

UBAGUZI

Mtu yeyote atakayejiishughulisha na uhusiano kati ya watu atagundua kwamba uhusiano kati ya watu wa makabila au mataifa mbalimbali msingi wake hautokani na kuwako na rangi moja au utamaduni sawa tu kati yao bali na sababu zingine nyingi pia.

Kuna sababu kubwa tatu zinazowangawanya watu wengi duniani. Sababu zenyewe ni tofauti za rangi, tofauti za kitamaduni na tofauti za kiuchumi. Pia tunaweza kuongeza sababu ya nne – ubaguzi wanaofanyiwa wanawake katika nchi nyingi. Hii ni sababu kubwa ya nne inayogawanya jamii na kuzuia ushirika kamili.

Yajulikana wazi kuwa huku kwetu zama za ukoloni kulikuwa na ubaguzi wa rangi. Watu walilazimishwa kuishi, kufanya kazi, kwenda skuli, kutangamana na hata kuabudu na watu wa rangi yao pekee. Matokeo yake ni kuwa kukawa na mgawanyiko wa shughuli za kisiasa na za uchumi na jambo hilo likazusha watu wa rangi mbalimbali kulinda kwa nguvu kubwa mali na haki zao. Ingawa mtindo huu wa ubaguzi sasa umevunjiliwa mbali bado masalia ya utengano na kutoaminiana na hata kuchukiana kati ya watu wa rangi mbalimbali kumbaki.

Tuzungumzapo juu ya utamaduni tunafikiria tabia, mila na desturi tulizokuwa nazo toka tungali watoto. Tofauti za utamaduni kati ya makabila mbali mbali ndizo zinazoleta kutoelewana kwa vile kila kabila laona kuwa utamaduni wake ni bora kuliko wa makabila mengine.

Tofauti zinazoletwa na hali ya uchumi je? Watu wenye hali nzuri ya kiuchumi aghalabu hujiona ni bora kuliko wale wa hali ya chini. Hii ni fikira ya hivi karibuni tu kwani katika maisha ya kimila ya kiafrika hapo zamano utajiri wa mtu haukumfanya ajione bora au awe na mamlaka juu ya wenzake. Juu ya hayo watu wote waliangaliwa na kushiriki katika kila shughuli pamoja na kwa faida ya kila mtu.

Sasa tuangalie jambo la mwisho, yaani kubaguliwa kwa wanawake. Swala hili la ubaguzi kwa wanawake ni tatizo la ulimwengu mzima na huzuka takribani katika kila kabila au taifa.

Tukipeleleza tutaona kuwa katika makabila mengi, wanawake wako katika hali ya chini. Mfano mmoja pengine utadhihirisha hali hii vyema. Uchunguzi umehakikisha kwamba ukiangalia idadi ya wakulima katika baadhi ya nchi za kiafrika utaona kuwa kuna wanawake wengi kuliko wanaume lakini wanawake hawana usemi au mamlaka yoyote katika kuendesha uchumi wa kilimo; wanofaidi ni wenye mashamba ambao wengi wao ni wanaume.

Basi tunaweza kusema kuwa maendeleo katika nchi yoyote hayatakuwa yakipatikana ikiwa watu wake watakuwa wakibaguana kwa ajili ya rangi, utamaduni, hali ya uchumi na hali ya maumbile yao yaani kwa kuwa ni wanawake au wanaume.

MASWALI

a) Eleza misingi ya ubaguzi duniani.

(alama 4)

b) Utamaduni, kulingana na taarifa hii, una maana gani? (alama 2)

c) Hivi leo katika mataifa mengi, ubaguzi hutokana na hali ya kiuchumi kwa kiwango kikubwa. Fafanua. (alama 2)

d) Kwa maoni yako, eleza sababu za mwanamke kubaguliwa hasa katika jamii nyingi za Kiafrika. (alama 3)

e) Eleza athari ya ubaguzi katika nchi za Kiafrika. (alama 2)

f) Toa maana ya maneno haya kama yalivyotumika katika taarifa. (alama 2)

i) Ubaguzi

ii) Masalia

2) MUHTASARI

Tunapinga na kulaani vikali visa vya ugaidi vinavyoendelea kutetemesha usalama wa wananchi. Hivi ni vitendo vya kinyama vinavyotekelezwa na watu waliokosa ubinadamu na utu kabisa. Inakera mto kwa vitendo vya kigaidi. Inagadhabisha kuona Wakenya wasio na makosa wakiteswa na kuuwawa kinyama bila huruma na watu wasio na utu. Hatuogopi wala hatuna fedheha kuamba magaidi hawa wameelaaniwa na siku zao zimehesabiwa hapa duniani, damu ya mwananchi asiye na makosa katu watailipia. Napinga vikali pale magaidi hawa wanapohusisha vitendo hivi kuwa vita vya kidini, vita hivi si vya kidini kwani hakuna dini yoyote iliyo na imani ya kumwua kinyama binadamu asiye na makosa.

Kando na tishio la ugaidi, Wakenya pia wanakabiliwa na hatari za ujambazi, mauji, unajisi, ubakaji na maovu mengine. Katika juhudi za kudumisha usalama, polisi wana jukumu la kutumia kila mbinu kuhakikisha kuwa haki ya kikatiba ya Wakenya kuhusu kulindwa kwa maisha na mali yao. Lakini cha kusikitisha ni kuwa, mbinu ambazo polisi wamekuwa wakitumia hasa ile ya kufanya misako inayoishia kuwanasa kwenye hatari ya kunaswa na majambazi ama polisi.

Matumizi ya mbinu hii ya misako imeishia kunaswa raia wengi wasio na makosa. Wanaponaswa hurundikwa kwenye seli usiku mzima ama siku kadha na hata kama wanaachiliwa huwa tayari wameteseka. Huu ni ukiukaji wa haki za raia. Kadhalika, mbinu hii yaonekana kama hila ya polisi kutaka kuonyesha wanafanya kazi lakini sio mwafaka kwani wanapokuwa wakiwanasa raia mijini na mitaani, magaidi na majambazi wanaendelea na shughuli zao.

Badala ya kusaka wakora kwa kubahatisha kwenye umati, polisi wanapaswa kubuni njia ambazo zitawapa mwelekeo mwafaka zaidi kuhusu wahalifu ili waweze kuwafuatilia. Ushirikiano baina yao na majasusi uwepo. Hii itawezesha polisi kupata habari muhimu kuhusu vitisho vya uhalifu. Maafisa wa usalama pia wanaweza kupata habari muhimu kutoka kwa raia.

MASWALI

- a) Ni nini maoni ya mwandishi kuhusu suala la ugaidi (alama 7, 1 utiririko)
(maneno 60-70)

Matayarisho:

Nakala safi

b) Kwa kutumia maneno yasiozidi 50 fupisha aya mbili za mwisho alama 6, 1 utiririko)
Matayarisho:

c) Nakala safi

MATUMIZI YA LUGHA

- a) Taja sauti iliyo na sifa zifuatazo (alama 1)
- i) Mbele, tandazwa, wastani _____
 - ii) Kikwamizo cha kaaka laini _____
- b) Ainisha mofimu katika neno hili (alama 2)
- Waoao

- c) Akifisha; (alama 3)
- hivyo ndivyo tunavyoweza kufikia vision 2030 wewe waonaje

- d) Eleza miundo miwili ya nomino katika ngeli ya U – I (alama 2)

- e) Nyambua vitenzi vifuatavyo katika kauli zilizoko kwenye mabano (alama 2)

- i) Choka (tendea) _____
- ii) Ja (tendewa) _____

- f) Tunga sentensi yenye muundo ufuatao (alama 3)
- N+H+N+Ts+T+N

- g) Changanua sentesi ifuatayo kwa kutumia jedwali (alama 3)
- Mkufunzi hodari amepita mtihani rahisi.

h) Kanusha sentensi;
Kuliko na njaa kwahitaji msaada

(alama 2)

i) Unda nomino kutokana na vitenzi ulivyopewa bila kutumia 'ku' katika uundaji wako (ala. 2)

i) Kariri _____

ii) Fariji _____

j) Andika upya sentensi ifuatayo kwa kubadilisha nomino zilizopigiwa mstari kuwa vitenzi (ala. 2)
Wafanyikazi wote watafanyiwa tathmini ili kupata suluhu ya matatizo hayo.

k) Andika sentensi hii katika usemi halisi

(ala. 3)

Amina alikubali kuwa yeye ndiye mwizi aliyekuwa anawatatanisha wanakijiji.

l) Andika sentensi hii kwa ukubwa wingi

(ala. 2)

Kidudu hiki kimekiuma kitoto kwenye kijuso

m) Andika kinyume cha sentensi ifuatayo

(ala. 1)

Mama ameeepua sufuria

n) Anisha shamirisho katika sentensi hii

(ala. 3)

Mgomba mrefu zaidi ulikatiwa ng'ombe hao kwa panga.

o) Onyesha virai vilivyo katika sentensi hii.

(ala. 2)

Yule mwanabiashara amepata hasara kubwa.

p) Ainisha vitenzi katika sentensi ifuatayo (ala. 3)
Huyu ndiye mwalimu aliyekuwa akisomesha Kiswahili.

q) Tunga sentensi moja yenye vitate vifuatavyo (ala. 2)

i) Chati

ii) Shati

r) Tunga sentensi sahihi yenye kishazi tegemezi kama kivumishi (ala. 2)

ISIMU JAMII

1. A: Bwana asifiwe!

B: Amen.

A: Karibu ndugu mpenzi. Bwana akuita umfungulie moyo wako.

B: Nami naupokea mwito huo wa Bwana aliye juu.

MASWALI

a) Taja sajili ya mazungumzo haya (ala. 1)

b) Eleza sifa nne za sajili hii. (ala. 4)

2. Binadamu hutumia sauti kuwasiliana. Taja njia nyinginezo tano za mawasiliano. (ala. 5)

JINA _____ NAMBARI _____

DARASA _____ SAHIHI _____

TAREHE _____ SHULE _____

102/3

KIDATO CHA TATU

KARATASI YA TATU

FASIHI

JULAI : 2019

MUDA: SAA 2 1/2

MTIHANI WA MWISHO WA MUHULA WA PILI 2019

(KENYA CERTIFICATE OF SECONDARY EDUCATION)

Maagizo;

- Jibu maswali matatu pekee.
- Swali la kwanza ni la lazima
- Maswali hayo mengine mawili yachaguliwe kutoka sehemu nne zilizobaki; yaani; Riwaya, Tamthilia, Hadithi fupi na fasihi simulizi.
- Usijibu maswali mawili kutoka sehemu moja
- Majibu yote lazima yaandikwe kwa lugha ya Kiswahili.
- Majibu yote sharti yaandikwe kwenye nafasi ulizoachiwa katika kijitabu hiki cha maswali.

Kwa matumizi yam tahini pekee.

Swali	Upeo	Alama
1	20	
	20	
	20	
Jumla		

1. **SEHEMU A: USHAIRI (LAZIMA) (ALAMA 20)**

Soma shairi uliopewa kwa makini kasha ujibu maswali.

Mwenye macho wafishasha, wajiona kama ndovu
Kitu kimekuleweshwa, huutambuwi uovu,
Ngoma yako itakesha, au ni nguvu za povu.
Tangu lini muwerevu, akajinyowa mwenyewe?

Tangu ukipate kitu, 'megeuka mpumbavu,
Kau hutuamini mtu, ambaye kwamba mtovu,
Wafikiri kisugutu, hakikati nyama pevu?
Tangu lini muwerevu, akajinyowa mwenyewe?

Wangapi meonekana mibakhili mishupavu,
Walivyowakijitona, na wingi usuluhivu,
Leo hawana si tena, wageuki la maivu
Tangu lini muwerevu, akajinyowa mwenyewe?

Kupata kusikughuri, ukajidhani mwerevu,
Wahichochako kiburi, wewe ni maangavu,
Iko siku itajiri, ujikute kwenye wavu
Tangu lini muwerevu, akajinyowa mwenyewe?

Kila mwenye kukuonya, uiwatendi ya mbovu,
Huchelewi kumuvinya, kumvunda zake mbavu,
Fanya ambayo wafanya, hutajinyowa mashavu
Tangu lini muwerevu, akajinyowa mwenyewe?

Maswali ya shairi

a) Weka shairi hili katika bahari tatu

alama 3

b) Fafanua toni ya mwandishi

alama 2

c) Eleza dhamira katika shairi hili

alama 2

d) Pambanua umbo la ubeti wa tatu

alama 3

e) Dhihirisha tamathali ya usemi iliyotumiwa katika molto wa ubeti wa pili

alama 2

f) Mwandishi ametumiaje uhuru wake?

alama 4

g) Uandike ubeti wa nne kwa lugha ya nathari

alama 4

SEHEMU B: Riwaya chozi la heri

Jibu swali la 2 au 3

2. Nimeonja shubiri ya kuwa mtegemezi kihali na mali.

Lakini katika yote hayo, nimejifunza mengi''

a) Eleza muktadha wa dondoo hili

alama 4

SEHEMU E: FASIHI SIMULIZI

Soma mazungumzo yafuatayo kasha ujibu maswali

Mhusika A: Shikamoo

Mhusika B: Marhaba mume wangu.

Mhusika A: Mimi naona nikikutaliki

Mhusika B: (Akijaribu kufungia kicheko) Ukinitaliki utapikiwa na nani na naona magego yanaanza kukutoroka?

Mhusika A: (Akisafisha koo) Usidharau mke wangu. Haya si meno. Ni msumeno. Yaweza yakatafuna mifupa yako tebweretebwere.

Mhusika B: (Kwa umakini) Babu, nina swali.

Mhusika A: Uliza mpenzi

Mhusika B: Kwa nini una nywele nyingi kichwani kama kichaka chenye nyasi nyeupe?

Mhusika A: (Akitabasamu) Hizi huitwa mvi. Huwa ni mapambo. Ni chombo iliyotumika kumvutia bibi yake akakubali kufunga pingu za maisha name akijua bado barobaro.

Mhusika B: (Anashtuka) Naskia sauti ya mama ikiita. (Anatoka mbio)

Maswali

- a) Tambua kipera hiki cha mazungumzo (al 2)

- b) Fafanua sifa tano za kipera hiki (Al 5)

- c) Eleza kwa hoja tano ni kwa nini kipera hiki kinafaa kuhimizwa katika jamii ya sasa (Al. 5)

d) Eleza kwa hoja nne sababu zinazosababisha kufifia kwa kipera hiki katika karne hii (al 4)

e) Toa mifano minne ya ngomezi ya kisasa (al 4)

MTIHANI WA MWISHO WA MUHULA WA PILI 2019

102/1

KIDATO CHA TATU

KISWAHILI

KARATASI YA KWANZA

INSHA

MWONGOZO WA INSHA

1)

JINA LA GAZETI	
MADA	TAREHE
JINA. MHARIRI	

Baadhi ya hoja

- a) Kupatikana kwa nafasi za ajira.
- b) Kupunguza msongamano wa magari ya abiria na hata yale yanayobeba mizigo.
- c) Ajali barabarani zitapungua
- d) Kuimarika kwa uchumi
- e) Bidhaa zenye uzani mzito kubebwa kwa urahisi na wepesi.
- f) Bei ya kusafisha bidhaa kuwa nafuu
- g) Kuongezeka na kukua kwa viwanda kutokana na usafirishaji wa bidhaa kwa bei nafuu na kwa haraka.
- h) Kupungua kwa uharibifu wa barabara utokanao na matumizi ya malori makubwa ya mizigo hivyo kupunguza gharama na ukarabati wa barabara.
- i) Kukua na kuendelea kwa kilimo nchini. Hii ni kutokana na usafirishaji wa mavuno sokoni pamoja na pembejeo kwa urahisi na kwa bei nafuu.
- j) Kuimarisha utalii nchini.

- 2)
 - i) Kuondoa uofisadi ili kukuza uchumi.
 - ii) Kuimarisha miundo msingi – vijana wataajiriwa.
 - iii) Kuanzisha viwanda
 - iv) Kutoa mikopo kwa vijana
 - v) Kuimarisha kilimo
 - vi) Kuboresha elimu.
 - vii) Kuhamasisha vijana kutochagua kazi
 - viii) Miaka ya kustaafu ipunguzwe
 - ix) Kukuza uchumi

- 3) akunyimaye mbaazi kakwepushia mashuzi
 - mwanafunzi ashughulikie pande mbili za methali.
 - Mwanafunzi aonyeshe waziwazi kuwa anayekudhibiti kufanya jambo fulani hukupunguzia kukabiliana na athari zitokanazo na jambo hilo.

- 4) Mwanafunzi atunge kisa cha kuisimua na athihirishe kishindo.
 - Maneno ya mdokezo yawe mwanzoni
 - Azingatie wahusika – halaiki na huyo anayewasili.
 - Miktadha mbalimbali kama vile; siasa, harusi, ziara ya rais.

MTIHANI WA MWISHO WA MUHULA WA PILI 2019

102/2

KIDATO CHA TATU

KISWAHILI

KARATASI YA PILI

MWONGOZO WA LUGHA

Ufahamu

(alama 15)

- a) i) Tofauti za rangi
ii) Tofauti za kitamaduni
iii) Hali ya kiuchumi
iv) Uana / jinsia
- b) Hali ya watu wanavyoishi; tabia, mila na desturi zao, ustaarabu wao (hoja $1 \times 2 = 2$)
- c) Ubaguzi wa sasa upo kati ya matajiri na maskini. Wenye hali nzuri kiuchumi hujiona bora kuliko wali wa hali ya chini. (alama 2)
- d) i) Utamaduni wa kiafrika umengangia katika kumdhalalisha mwanamke nafasi yake ni pale jikoni.
ii) Taasubi za kiume.
iii) Dini- ambayo inamweleza mwanamke kuwa yuko chini yam me.
iv) Mwanamke hajajikomboa kimawazo. Anjiona hana uwezo/ni kiumbe dhaifu.
(hoja zozote $3 \times 1 = 3$)
- e) Nchi nyingi haziwezi kupiga hatua kimaendeleo. Husababisha migogoro/migongano miongoni mwa wanajamii/kutolewa kati ya wanajamii. (alama 2)
- f) i) Ubaguzi: Utengano unaotokana na sababu mbalimbali
ii) Masalia: Mabaki. (alama 2)
makosa:
Sarufi – usiondoe zaidi ya nusu ya alama alizopata katika kila kijisehemu.
Tahajia – Ondoa makosa 6 yaani alama 3 katika sehemu nzima ya ufahamu.

2) UFUPISHO

(ALAMA 15)

- a) Ni nini maoni ya mwandishi kuhusu suala la ugaidi? (alama 7, utiririko)
- Tunapinga na kulaani visa vya ugaidi.
 - Ugaidi ni kitendo cha kinyama kinachotekelezwa na watu waliokosa ubinadamu.
 - Ugaidi hauna uhusiano na dini yoyote.
 - Polisi wanazembea katika kuzuia matendo ya kigaidi.
 - Polisi wabuni njia mbadala ya kukabiliana na ugaidi badala ya kunasa raia wasio na hatia.
 - Wakenya wasio na makosa huteswa na kuuawa kinyama.
 - Magaidi watalipia matendo yao.
 - Wakenya wana haki ya kulindwa kikatiba.
- Hoja zozote $7 \times 1 = 7$, alama ya utiririko

b) Kwa kutumia maneno yasiyozidi 50, fupisha aya mbili za mwisho, (alama 6, 1 utiririko)

- Raia wasio na hatia hunaswa
- Hurundikwa kwenye seli na kuachiliwa huru kama wameteseka.
- Huu ni ukiukaji wa haki za binadamu.
- Hii ni hila ya polisi kujionyesha kuwa wanafanya kazi.
- Magaidi huendeleza shughuli zao.
- Polisi wanapaswa kubuni njia zinazowapa mwelekeo mwafaka kuhusu wahalifu.
- Ushirikiano baina yao na majasusi uwepo.
- Maafisa wa usalama kupata habari muhimu kutoka kwa raia.

Hoja zozote $6 \times 1 = 1$, alama 1 ya utiritiko.

Ondoa $\frac{1}{2}$ alama kwa kila kosa la hijai hadi makosa sita kila litokeapo mara ya kwanza.

MWONGOZO (SARUFI)

a) i) (e)

ii) (gh) $2 \times \frac{1}{2}$ Al 1

b) Wa – O – a – o
Nafsi ya mzizi kiishio O rejeshi Al. 2

Tatu wingi

c) “Hivyo ndivyo tunavyoweza kufikia ‘Vision 2030’ Wewe waonaje?” $6 \times \frac{1}{2}$
Al. 3

d) M-mi mfano; mti – miti
(2×1) Al 2
Mw – mi mfano; mwavuli – miavuli

e) i) Choka – chokea 2×1 Al 2

ii) Ja – Jiwa

f) Mtoto wa Kamau alikuwa anapenda matunda
Kadiria sentensi ya mwanafunzi Al. 3
 $6 \times \frac{1}{2}$

g)

S				
KN		KT		
N	V	T	N	V
Mkufunzi	hodari	Amepita	Mtihani	rahisi
$6 \times \frac{1}{2}$				(al 3)

TB: hakikisha jedwali limefungwa.

h) Kusiko na njaa hakuhitaji msaada. (al 2)

i) i) Mkarara; ukariri

ii) Faraja; mfariji (2×1) Al. 2

j) wafanyakazi wote watatathminiwa ili kusuluhisha tusuluhishe matatizo hayo (Al. 2)

k) “Mimi ndiye mwizi ninayewatatanisha wanakijiji,” Amina alikiri

l) Madudu / majidudu haya yameyauma matoto / majitoto kwenye majuso. Al 2

m) Mama amejika sufuria Al 1

MTIHANI WA MWISHO WA MUHULA WA PILI 2019

102/3

KIDATO CHA TATU

KISWAHILI

KARATASI YA TATU

FASIHI

MWONGOZO WA KUSAHIHISHA

1. a) i) Tarbia - lina mishono minne kila ubeti
ii) Ukara – vina vya mwisho vinatiririka
iii) Mathnawi – Lina migao miwili
- b) Toni ya mshairi ni ya masuto na maonyo $2 \times 1 = \text{Al } 2$
- c) Dhamira ya shairi kukashifu/kusuta walionavyo wasiothamini wengine wenzao $2 \times 1 = \text{al. } 2$
- d) Una mishororo minne
- Una vipande 2 (ukwapi na utao) = katika kila mshororo.
- Kila mshororo una mizani 16 (8,8).
Vina na vu
 na vu
 na vu
 vu we
 $4 \times 1 = \text{al } 4$
- e) Jazanda – ‘kisu gutu’ $1 \times 2 = \text{al. } 2$
- f) Inkisari – Km ‘meonekana, megeuka’nk
Lahaja – km. Ndiya – jia
Maivu-yaloiva
Mazda KM. muwervevu
Tabidila. Km-ujuwe, waliyo, akajinyowa mwervevu $3 \times 1 = \text{al. } 3$
- g) Kutajirika kusipumbaze ukafikiri kuwa una maarifa sana, kuringa kwako ndiko kutakuangamiza.
- Wakati utafika ambapo utapatwo na hali ngumu usioweza kujinsua
- Hat mtu awe na maarifa au uwezo hajitoshelezi kwa kila kitu. $\text{Al. } 4$

RIWAYA – CHOZI LA HERI

2. “Nimeonja shubiri ya kuwa mtegemezi kihali na mali. Lakini katika yote hayo, nimejifunza mengi”
- a) Eleza muktadha wa dondoo hili $\text{Al } 4$
- Haya ni maneno ya Ridhaa
- Anamwambia Mwangeka
- Wamo katika ganjo la nyumba yao iliyochomwa.
- Anamweleza dhiki ambazo amepitia tangu ghasia za baada ya kutawazwa kiongozi mpya.
 $(4 \times 1 = 4)$
- b) Bainisha tamathali ya usemi inayojitokeza katika kauli hii (alama 21)
Msemu / nahau – onja shubiri
- c) Thibitisha ukweli wa kauli iliyopigiwa mstari kwa kuyarejelea maisha ya mzungumzaji.
i. Kubomolewa nyumba
ii. Kutupeliwa – Anauziwa ardhi iliyotengewa ujenzi wa barabara
iii. Jengo lake la kibiashara linachomeka kutokana na hitilafu ya umeme.

- iv. Mzee Kendi anaichoma familia yake
- v. Nduguye Makaa anachomeka katika mkasa wa moto
- vi. Kuitwa mfuata mvua akiwa shuleni na wanafunzi wenzako
- vii. Kutengwa mchezoni – anatengwa mchezoni wakiwa shuleni.
- viii. Kusimangwa – wanafunzi wenzake kumdhihaki na kumsimanga
- ix. Kusingiziwa wizi – wanafunzi wenzake wanamsingizia kuwaibia
- x. Kubakwa kwa wapwewe – Lime na Mwanaheri wanabakwa
- xi. Kukatwa kwa dadake – subira anakatwa na wahuni
- xii. Kula mzizi mwitu – anakosa chakula kambini na kulala mizizi mwitu
- xiii. Kuugua – anaugua shirikizo la damu
- xiv. Anaishi maisha ya upweke baada ya mkewe kuaga
- xv. Kitindamimba wake Dede alifariki akiwa na umri wa miaka sita.
- xvi. Alizaliwa katika ndoa ya mitora – babake alikuwa na wake kumi na wawili.

(14x1)

3) Wanawake katika “chozi la heri” ni mawakala wakuu wa ukiukaji wa haki za binadamu”.

Thibitisha.

Alama 20

- i. Mama Pete onamkatiza mwanawe pete masomo kwa kumuoza kwa mzee fungo. Akiwa darasa la saba
- ii. Mama Pete anamtelekeza pete kwa nyanyake bila kutuma mahitaji muhimu.
- iii. Mama Sauna anadhulumu mwanawe Sauna kwa kumuonya dhidi ya kumwambia yeyote jinsi babake amekuwa akimbaka.
- iv. Mama Sauna anakiavya kijusi cha Sauna baada ya kupachikwa mimba na babake.
- v. Sauna anawaiba Dick na Mwaliko na kuwapeleka kwa Bi Kangora anayefanya biashara haramu ya kuwauza watoto.
- vi. Bi Kangara anawauza wasichana walioibwa na mawakala wake madanguroni ili watumike kama vyombo mapenzi.
- vii. Mama Kaizari anamdhulumu Subira kwa sababu ya tofauti zao za kiusuli. Wanamwita Muki.
- viii. Tuama anayeunga mkono upashaji tohara wa wasichana licha ya tohara hiyo kuwaua wasichana wengi.
- ix. Satua anamdhulumu Chandachema baada ya kuhamia nyumbani kwake.
- x. Annete anawaita wanawake waliofanya kazi nyumbani mwake vimodo wa mumewe kiriri.
- xi. Tindi anampeleka nduguye Lemi klabuni na kucheza densi hadi alfariji bila kuwazia kwamba Lemi anahitaji kula kutokana na uchovu.
- xii. Zohali anakataa kumfahamisha mwanawe Nasibu kwamba ana babu na nyonya kwa sababu ya dhuluma walizomtendea wazazi wake.
- xiii. Wanawake wanafanya ukahaba na Tenge Bi. Kimai anapoenda kazini.
- xiv. Wanawake wanajifungua watoto na kuwatupa jaani kama motto aliyeokotwa na neema.
- xv. Rehema anamzaa Chandachema na kumwacha na babake fumba na kutowahi kurudi kumjulia hali.
- xvi. Kiongozi katili – visakale vya majirani
- xvii. Mamake zohali anadhulumu mwanawe akiwa mja mzito.
- xviii. Annete, Subira na Naomi kuacha familia zao bila kujali.
- xix. Wanawake huwapiga waume – Mamia ya wanaume wanapigwa bila ya kupata wa kuwatetea.
- xx. Wanawake huwanyima waume zao haki za unyumba. Hii inaedelea dhiki za kisaikolojia

(zozote 20 x 1 = 20)

TAMTHILIA – KIGOGO

- 4) "...kwa tamaa mtu....amepanda kufikia kilele cha ufanisi kwa kukanyaga migongo ya wenziwe."
- a) Eleza muktadha wa dondoo hili alama 4
ni maneno ya Babu
Anamwambia Majoka
Wamo kwenye chumba cha wagonjwa
Babu anazunguza na majoka akiwa usingizini akimsuta kwa kuwadhulumu raia anaowaongoza.
 $4 \times 1 = 4$
- b) Bainisha tamathali ya usemi iliyotumika katika dondoo hili. (alama 4)
- i. Jazanda – kukanyaga migongo ya wenziwe.
ii. Taswira – picha ya mtu anayeikanyaga migongo ya wenziwe
 $(2 \times 2 = 4)$
- c) Huku ukitumia hoja kumi na mbili onyesha jinsi anayeambiwa maneno haya alivyowakanyaga wenzake migongo katika kufikia kilele cha ufunisi wake. Al 12
- i. Mauaji – anamuua Jabali kiongozi wa chama cha mwenge ili kupunguza upinzani wa kisiasa dhidi yake, hivyo kuendelea kuongoza jimbo la sogamoyo.
ii. Kupandisha bei. Anapandisha bei ya chakula maradufu ili kupata faida bila kufikiria maisha ya raia maskini aliowaongoza.
iii. Kodi – anapandisha kodi hivyo kuwasababisha wafanyakazi kama vile walimu na wauguzi hulipwa mshahara duni na serikali kupata kodi kubea.
iv. Mshahara duni. Anawalipa walimu na wauguzi mshahara duni.
v. Kemikali – anamwaga kemikali na taka za kiwanda chake katika soko la chapakazi.
vi. Hongo – serikali yake inaitisha hongo kutoka kwa wanabiashara inapokusanya kodi sokoni chapakazi.
vii. Ukame – amefungulia biashara ya ukataji miti hali inayofanya mvua kutonyesha.
viii. Kuwavamia raia – anawatuma wahuni kumvamia Tunu na kuumumiza mguu kupinga uongozi wake dhalimu.
ix. Deni – Anatumia ufadhili kutoka mataifa ya nje kugharimia uchongoji wa kinyago cha babuye na kisha raia kulipa deni hilo miaka mia moja.
x. Kufunga soko – analifunga soko lililokuwa tegemeo la raia ili kujenga hoteli yake hivyo kuwasababishia raia kutoabika.
xi. Ukabila – anasambaratisha umoja wa jamii za sagamoyo kwa kusambaza vikaratasi kabila moja kuhama.
xii. Kugunga raia. Anamfunga Ashua ili amlazimishe mumewe Sudi kumchongea kinyongo.
xiii. Kufunga runinga. Anafunga runinga ya mzalendo ili raia wasiopata kuona maandamano yanayoendelea.
xiv. Kubomoa vibanda – anabomoa vioski vya wanabiashara sokoni chapakazi ili ajenge hotel yako.

(Za kwanza $12 \times 1 = 12$)

- 5) "Majoka anatumia mbinu namna kwa namna kujizatiti uongozini" Thibitisha.
- i. Mauaji – Majoka alimuua Jabali
ii. Vitisho – uk. 11 Kenga anamtisha Sudi.
iii. Kutoa misaada mf. Ya chakula kwa wale wasiojiweza uk.6
iv. Kuangamiza upinzani – Tunu anaumizwa
v. Maskinisha raia – Majoka kufunga soko.
vi. Hongo – atakayechonga kinyongo cha majoka atatunukiwa uk.11

- vii. Kuvunja sheria – kumkubali Asiya kuuza pombe
- Ukataji wa miti.
- viii. Kudhibiti vyombo vya habari – runinga ya mzalendo inafungwa.
- ix) Vyombo vya dola – polisi wanatumia kutimua waandamanaji.
- x. Wapinzani kutiwa mbaroni – Ashua.
- xi. Raia kufurushwa katika maeneo Fulani ya nchi.
- xii. Kuharamisha maandamano – Ashua
- xiii. Propaganda – Majoka kusifu sagamoyo redioni.
- xiv. Tuzo/vishawishi – Sudi anaahidiwa tuzo na zawadi nyinginezo ili kuchonga kinyago.
- xv. Vikaragosi – mshauri mkuu Kenga, askari.
- xvi. Unsaba – uongozi unarithishwa kifamilia. Majoka ni mwanawe wa kiongozi Ngao Junior.
- xvii. Jela – intumiwa kulipiza kisasi na kuwatisha wazalendo K.V Ashua.
- xviii. Uchochezi – Wanaopinga mrengo tawala wanatupiiwa vijikaratasi vya kuwataka waondoke wanakoishi.
- xix. Hofu – Hashima anasema wanaishi kwa hofu.
- xx. Kuidhinisha shughuli haramu – upikaji wa pombe haramu na ukataji wa miti.
- xxi. Matumizi ya misimbo – majoka na Kenga wantumia lugha ya kitamathali au msimbo k.m kuvunja mguu – kuua.
- xxii. Kutoa ajira kwa watu wao – kenga ni binamu wa majoka.
- xxiii. Ukiritimba – lengo la majoka ni kuwa na chama kimoja cha kisiasa, kampuni zinazotajwa kwa majina.

(Zozote 20 x 1 = 20)

HADITHI FUPI

A. CHOKOCHO NA KAYANDA” TUMBO LISILOSHIBA NA HADITHI NYINGINE

6.Kile kile ambacho kuta zake zilishuhudia kwa macho yake ndoa yake ndoa yetu ikifungwa.

...Kazi yetu kubwa ni ya kijungu meko, kazi ya kupigaia tumbo....

a) Eleza muktadha wa dondoo hili al.4

- Mzungumzaji ni mashaka
- Anarejelea makazi duni anamoishi na familia yake.
- Ndoa anayorejelea kwa urejeshi ni kati yake na waridi aliyeshurutishwa kuoa.
- Amezungukwa na (yeye na aila yake) umaskini wa kila nui.
- Hali yao ya sasa imesababisha na kulazimishwa kuoa waridi bila mpango kama huo.
- Hali hii inasababisha kutoka katika familia/kuondoka kwa wandi pamoja na watoto wake.

4x1

b) Onyesha tamathali mbili zinazojitokeza katika mukuzi huu Al. 2

uhushi – kuta zilishuhudia

usemi – kazi ya kijungu meko 2x1

c) Fafanua sifa sita za mhusika anayezungumza katika muktadha huu. (ataje mzungumzaji) Taabiri

mpenda amani

makunifu

mvumilivu

msalihina

mwenye majuto

mkulima

yatima

mfanyakazi

Hoja sita na maelezo (al.1)

6x1

d) Kwa ufafanuzi onyesha dhiki anazopitia msimulizi wa hadithi hii (a15)

- Yatima / uyatima baada ya kufa kwa wazazi wake
- Kufa kwa mamake mlezi Biti Kidebe.
- Maradhi kwa Biti kidebe yaliulazimu kumlea mama yake akiwa na umri mdogo.
- Kulazimishwa na mzee Rubeya Waridi – akiwa hajapanga.
- Kuzaa watoto wengi (saba) kwa kipindi kifupi kwani walizaliwa pacha mara tatu kasha moja
- Okesefu wa ajira mwafaka ambayo ingemwezesha mashaka kuikimu familia yake.
- Chumba kidogo ambapo ilimbidi kunyenyekea kwa chakupewa ili wavulana wapate pa kulala jikoni mwake.
- Kazi ya ulinzi katika kampuni ya zuia wizi security (ZWS) ili mnyima fursa ya kutangamana na familia usiku.
- Kutoweka / kuondoka kwa Waridi na watoto kulimletea dhiki zaidi
- Kukosa pesa kunamfanya ahisi kuwa hana uwezo wa kumkabili mkewe Waridi kwani pesa ni kila kitu kwa jamii ya kisasa.

(mwalimu akidirie hoja)

(8x1)

7) (i) Safia – Shogake dada ana ndefu

Alijiingiza katika mapenzi kiholela akawa mjamzito

Aliavya mimba akaaga

ii. Bi. Hajmida na Bw. Masudi

Walimruhusu safia asaidiwe kudurusu na

kimwana, akaringwa – wakaainika

iii. Oti – Nizikeneni papa hapa

Alijuana na Wanjiru akaambukizwa ukimwi akafa

iv. Mkubwa – mkubwa

Ndotoni aliwaona wanawe wa kiume wakitumia dawa za kulevya – alizokuwa akiuza.

v. Dadi – Masharti ya kisiasa

Analalamikia masharti ambayo lazima ayatimize

Ilhali aliyakubali ili amuo kidawa

vi. Dennis – mapenzi ya kifaurongo

Amebukuzwa na Penina ilhali alimkubali awe mpenziwe.

vii. Samueli – Mtihani wa maisha

Alifeli mtihani kwa kuwa hakutilia masomo maanani

viii. Mkumbukwa – mkubwa

Alifungwa kwa kuuza dawa za kulevya.

ix. Penina – mapenzi ya kifaurongo

Mapenzi yake na Dennis hayakudumu

x. Wanjiru – nizikeneni papa hapa

Aliambukizwa ukimwi

xi. Jairo – Mwalimu mstaafu

Alimpokeza mke na wanawe Mosi halafu analalamika kuwa bintiye ameolewa na Mosi.

xii. Wanakamati wa chama cha nyumbani –

Nizikeneni papa hapa

Walikataa ushauri wa Oti – baada ya ajali walimzika alipotaka

Tanbihi – Mtahiniwa lazima afanye hadithi.

(10 x 2)

8) FASIHI SIMULIZI**(SEHEMU YA E)**

- (a) Malumbano ya utani. Babu anamtania mjukuu wake kwamba angemtaliki kana kwamba alikiwa mke wake. (2x1)
- (b) (i) Hufanyika kati ya watu wenye uhusiano mzuri kama vile mababu.
ii) Husheheni mizaha ambayo hailengi kuudhi
iii) Utani huwa na mipaka Fulani
iv) Mbinu ya chuku hutumiwa kwa mapana
v) Hufanyika baina ya watu wawili au makundi mawili.
vi) Hutumia lugha ya kisanii ama kiufundi
(5 x 1)
- c) Huimarisha uhusiano mwema baina ya watani
hupunguza urasmi ambao huwepo baina ya wanajamii wengi.
Hukosoa hueka zisizofaa kwa kuzidhihaki
Hutumika kupitisha muda
Hutambulisha jamii
Huzua burudani
(5 x 1)
- d) Mitindo mipya ya maisha hivi kwamba wanajamii huhamia kwingineko na kutangamana na wanajamii wengine.
- Baadhi ya vijana hupuuza mababu na mabibi kwa kuwaona kama wasioelimika.
- Ukosefu wa utafiti wa kutosha hivi kwamba ni machache sana yanayofahamika katika jamii ya sasa.
- Maendeleo ya kiteknolojia na sayansi
- Sera na uchochezi wa kisiasa.
4x1
- e) Kengele shuleni
Kipenga uwanjani
Honi za magari
Binja
Ving'ora
Milio ya Abulensi
4x1