**MTIHANI WA MWISHO WA MUHULA WA KWANZA 2024**

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

**KIDATO CHA 3**

**102/2**

**KISWAHILI**

**Karatasi ya 2**

**LUGHA**

**Februari/Machi 2024**

**MUDA: SAA 2 ½**

**Jina………………………………………… Nambari ya mtahiniwa………………….**

**Sahihi ya Mtahiniwa…………………………Tarehe…………………………**

**Mkondo………………..**

**Maagizo**

1. Jibu maswali **yote**
2. Majibu yote yaandikwe katika nafasi ulizoachiwa katika karatasi hii ya maswali
3. Majibu yote **lazima** yaandikwe kwa lugha ya Kiswahili
4. Karatasi hii ina kurasa 10 zilizopigwa chapa
5. **Watahiniwa ni lazima wahakikishe kuwa 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

**Soma makala yafuatayo kisha ujibu maswali.**

Ulimwengu mzima ulisimama ghafla na shughuli za kawaida zikakwama katika mataifa yote duniani. Walimwengu walipata kibarua kigumu mno huku shughuli za uchukuzi wa kimataifa zikitatizika kwa njia zisizomithilika. Ikumbukwe pia kuwa masomo yalitatizika pakubwa huku viwango vyote vya shule vikifungwa.

Vituo vya afya navyo vilifurika kwa msongamano mkubwa wa watu huku wahudumu wa afya wakilemewa na idadi kubwa ya wagonjwa. Wahudumu hao walijipata kwenye wadi na vyumba wa wagonjwa mahututi na wengine wengi walifariki . Wengineo walikosa nafasi ya matibabu au ya kulazwa katika hospitali wanazohudumu.

Uchumi uliathirika pakubwa. Watu wengi walipoteza kazi zao. Wengine walitumwa nyumbani kwa likizo bila malipo nao wengine wakikatwa mishahara kwa asilimia kubwa. Biashara nazo hazikusazwa na gonjwa hili kwani nyingi zilifungwa wengine wakipata hasara chungu nzima. Benki zilijipata kwa njia panda kwa wateja kushindwa kulipa mikopo.

Usisahau kuwa maelfu ya watu walipoteza maisha yao huku wengine wengi wakiendelea kukabiliana na makali ya ugonjwa wa Covid-19 ambayo kwa sasa ni uhakika kuwa umejua kuwa ndio ninaozungumzia. Kenya, kama mataifa mengine ulimwenguni ililazimika kukabiliana na janga hili.

Miongoni mwa dalili za mapema za maambukizi ya gonjwa hili zilikuwa kukohoa, kushindwa kupumua au ugumu wa kupumua, joto jingi au baridi kali mwilini, maumivu ya misuli au mwili, kutapika au kuendesha, kupoteza hisia za kuonja na kunusa miongoni mwa mengine. Yeyote aliyeonyesha dalili hizi alishauriwa kujitenga na kwenda hospitalini mara moja.

Ilikuwa muhimu kujilinda dhidi ya virusi hivi. Watu walivaa barakoa kila wakati walipoenda kwenye watu. Walikumbushwa kuosha mikono yako kwa maji yaliyotiririka na sabuni au kuitakasa. Waliepuka mikusanyiko ya watu na kuzingatia umbali wa mita moja walipokumbana na wenzao. Watu walishauriwa kukaa nyumbani kama iliwezekana. Wenye magonjwa mengine kama shinikizo la damu, ukimwi, saratani, kisukari miongoni mwa mengine na pia watu wa umri wa juu walishauriwa na wataalamu wa afya kuwa makini zaidi kwani walikuwa hatarini zaidi.

Hebu tugeukie mikakati mbali mbali iliyowekwa na serikali ya Kenya tangu kuliporipotiwa kisa cha kwanza nchini. Serikali ilitangaza kufungwa kwa shule. Kando na kufungwa huko, kafyu ya saa moja usiku hadi saa kumi na moja asubuhi iliwekwa hapo awali, hatua iliyolegezwa baadaye. Kufungwa kwa uchukuzi wa kimataifa kulitangazwa huku uchukuzi nchini ukidhibitiwa kwa kupunguzwa kwa idadi ya watu kwenye uchukuzi wa uma. Mikusanyiko ya watu ilipigwa marufuku nazo kanisa zikifungwa japo kwa muda. Idadi ya watu katika arusi na mazishi ilipunguzwa mno. Maeneo ya burudani pia yalifungwa kwa muda nayo maeneo ya maabadini yalifungwa miongoni mwa mikakati mingine.

Baada ya miezi kadhaa, makali ya janga hili tandavu yalizidi kuwakumba wakenya huku kufungwa wa nchi kukiendelea kuathiri shughuli ya kawaida za kujikimu. Serikali iliweka mikakati ya kuinua uchumi. Wakenya wa viwango vya chini walitumiwa pesa za kujikimu huku wafanyibiashara wadogo wakiinuliwa kwa mikopo. Serikali pia **ilizirai** benki kuzungumza na wadeni wao na kuwasogezea nyakati za kulipa. Ikumbukwe pia serikali ilipunguza au ushuru kwa Wakenya wenye kipato cha chini. Serikali pia ililazimika kulegeza mikakati kadhaa ili kuwapa Wakenya nafasi ya kujichumia. Saa za Kafyu zilipunguzwa huku uchukuzi wa kitaifa na kimataifa ukifunguliwa upya. Shule pia zilianza kufunguliwa japo kwa watahiniwa. Wamiliki wa maeneo ya burudani walinufaika na kufunguliwa kwa maeneo hayo. Viongozi wa kidini na wafuasi wao walikuwa na kila sababu ya kutabasamu baada ya serikali kuwafungulia maeneo ya kuabudu.

Wakenya waliendelea kuhimizwa kufuata kanuni za wizara ya Afya dhidi ya Covid -19. Hii iliendelea huku Wakenya wakilaumiwa kwa kutovaa barakoa, kuendelea kutangamana katika mikutano ya kisiasa, kutoosha wala kutakasa mikono,kutozingatia saa za kafyu miongoni mwa mengine.

Ulimwengu uliendeleza mchakato wa kutafiti na kutafuta chanjo ya korona huku baadhi ya mataifa wakitangaza kupiga hatua kubwa na kwamba binadamu wangekwamuliwa baada ya kipindi kifupi. Kujilinda kulibaki kuwa chanjo kuu.

**Maswali**

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

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b. Je, ni kwa njia gani ambayo Covid-19 ilizuia utangamano wa kimataifa. (alama 2)

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c. Eleza kinaya inayojitokeza kwa Covid-19 na wahudumu wa afya. (alama 2)

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d. Tambua madhara mawili ya kiuchumi yaliyosababishwa na Covid -19 (alama 2)

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e. Taja dalili yoyote moja ya maambukizi ya virusi vya korona. (alama 1)

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f.Wakenya walikuwa kizingiti katika vita dhidi ya korona. Thibitisha. (Alama 3)

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g. Taja mikakati miwili iliyowekwa na serikali ya Kenya kukabiliana na virusi hivi. (alama 2)

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h. Eleza maana ya maneno yafutayo jinsi yalivyotumika kifunguni (Alama 2)

i) Kafyu

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ii) Ilizirai

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1. **MUHTASARI**

***Soma kifungu kifuatacho cha habari kisha ujibu maswali yanayofuatia.***

Ukiwa mtoto unadhani ulimwengu ni kipande kimoja cha keki kilicho kitamu mithili ya asali. Hakuna dhiki, hakuna mateso, hakuna kuhuzunika kwa aina yoyote. Neno huzuni linasikika masikioni kama neno lisiloelekea kwenye uhalisia wowote. Kwa watoto, dunia imejaa raha, starehe na vicheko visivyoisha. Maisha ni ahadi njema, yenye matokeo ya kufurahisha na kustarehesha tu, sio kudhikisha na kuhuzunisha.

Huyu tunayemzungumzia hapa ni mtoto ambaye hajajua kubainisha kitendekacho mkono wake kwa kushoto na kile kinachofanyika hasa katika mkono wake wa kulia. Hata hivyo, jinsi mtoto anavyoendelea kukua na kufahamikiwa na mambo, vigambo na kadhia zinazoendelea katika mazingira yake, anabainikiwa na mengi machungu ambayo huleta huzuni, sio raha.

Hebu tuanze na nyumbani kwao mtoto. Aghalabu, watoto wote hupendwa kwao nyumbani, iwapo wazazi wao ni watu waungwana, na wana nafasi ya kulea watoto wao bila taabu. Hata hivyo watoto huchapwa pale wanapokuwa watundu, jambo ambalo huwahuzunisha sana, japo ni wajibu wa wazazi kwasababu, kama isemwavyo, mcha mwana kulia hulia yeye. Pili, inajulikana wazi kwamba watoto wengi siku hizi huenda shule. Huko shule, wao hupendelea sana kucheza kuliko kusoma. Ili wasome kama inavyotakikana, ni sharti waelekezwe barabara katika njia hiyo na walimu wao. Katika kuelekezwa huku, walimu wanaweza kulazimika kuwaadhibu, hasa wale watoto ambao huzembea na kutofanya kazi zao wanazopewa kufanya nyumbani kama kawaida ya mfumo wa shule ilivyo. Watoto wa aina hii wanapatiwa adabu raha hujitenga na huzuni kuwatawala.

Huzuni, hivyo basi, inaonekana ya kuwa ni uso wa pili katika maisha ya mwanadamu, uso wa kwanza ukiwa raha. Na kwa hakika wakati mmoja au mwingine, azongwe na huzuni. Inajulikana wazi kwamba wanadamu wote hawapendi huzuni asilani na hakika kabisa kila binadamu huchukia huzuni na kustahabu raha. Hata hivyo, raha humjia binadmu kwa nadra sana, ilhali huzuni humvamia wakati wowote, hata akiwa yumo katikati ya kustarehe. Si tu, inajulikana dhahiri shahiri kwamba hakuna mtu asiyewahi kuonja huzuni, japo wapo watu wengi kwelikweli wasiowahi kuonja raha maishani mwao.

Zingatia mtoto anayezaliwa, halafu wazazi wake wanaaga dunia, pengine katika ajali, kabla mtoto mwenyewe hajaweza kujikimu. Mtoto huyu anaishi kutegemea jamaa za wazazi wake. Watu hawa wasipokuwa na nafasi wao wenyewe kimaisha pamoja na ukarimu unaohitajika basi mtoto anateseka na kuhuzunika sana katika maisha yake yote. Ama zingatia mtoto anayetupwa na mamake kijana, aliyempata bila kupanga. Hata mtoto huyu akiokotwa na kulelewa na wahisani, maisha yake yatakuwa ya taabu, dhiki na huzuni. Au zingatia mtoto anayelelewa na mama wa kambo anayeondokea kuwa mwovu. Mtoto huyu atakayoijua ni kurudi nyumbani usiku akiimba nyimbo za kilevi, kuita mkewe kwa sauti kubwa, kuitisha chakula na kufurahia kupiga watoto wote na mama yao ndipo apate usingizi mnono. Mtoto mwenye baba wa aina hiyo atakayeijua ni huzuni tu, si raha asilani.

(a) Fupisha aya nne za mwanzo (maneno 90 – 100) (alama 8)

Matayarisho.

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(b) Ukizingatia aya ya mwisho, eleza hali mbalimbali zinazowatia watoto huzuni. (alama 5 )

(Maneno 40 – 45)

Matayarisho

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MATUMIZIYALUGHA.

(a) Andika sifa za sauti zifuatazo kwa kuzingatia kigezo ulichopewa (alama 2)

(i) /a/ (mwinuko wa ulimi)

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(ii) /i/ (sehemu ya ulimi)

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(iii) /l/ (namna hewa inavyozuiliwa)

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(iv) /r/ (ala ya kutamkia)

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(b) i) silabi ni nini? (alama 1)

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ii) Huku ukitoa mifano eleza maana ya silabi funge na silabi wazi. (alama 2)

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(c) Tunga sentensi za aina zifuatazo: (alama 3)

i) rai

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ii) masharti

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iii) amrishi

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(d) Bainisha mofimu katika maneno yafuatayo. (alama 2)

(i) mti

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(ii) darasani

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(e) Tunga sentensi yenye vipashio vifuatavyo (alama 2)

Nomino ya kitenzijina + kihusishi + nomino ambatani + kitenzi + kiwakilishi

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(f) Tumia kivumishi kiashiria kiradidi kiashiria kutunga sentensi katika udogo (alama 2)

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(g) Tunga sentensi **moja** kuonyesha matumizi ya alama za mshazari na ritifaa (alama 2)

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(h) Onyesha miundo miwili ya nomino katika ngeli ya (A-WA) (alama2)

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(i) Kanusha sentensi ifuatayo katika wingi (alama 2)

Mtahiniwa angesoma kwa bidii angeenda chuo kikuu.

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(j)Andika sentensi ifuatayo upya kwa kubadilisha maneno yaliyopigiwa mstari kuwa kinyume. (alama 2)

Sara alimkashifu Asna kwa kudai kuwa Bunju alikuwa bahili.

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(k)Andika katika usemi halisi. (alama 3)

Majoka alifoka kwamba hakutaka kazi chafu hapo Sagamoyo.

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(m) Andika sentensi ifuatayo upya ukizingatia maagizo. (alama 2)

Mtoto alikunywa uji kwa kikombe .

Anza: Uji………………………………………………………………………………

(n)Tunga sentensi moja ukitumia maneno yafuatayo. (alama 2)

Vuta/futa

……………………………………………………………………………………………………………………………………………………………………………………………………

(o) Changanua kwa kutumia mishale (alama.4)

Asiyesikia la mkuu huvunjika guu

……………………………………………………………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………………………

(p)Tunga sentensi kuonyesha matumizi ya **na** kama (alama 2)

i) Kiunganishi

…………………………………………………………………………………………………..

ii) kihusishi

…………………………………………………………………………………………………..

(q)Tunga sentensi yenye muundo ufuatao. (alama 2)

S-S1[KN(N+RV)+KT(T+N)]+U+ S2[KN(W+V)+KT(T+E)]

……………………………………………………………………………………………………………………………………………………………………………………………………..

(r)Ainisha yambwa katika sentensi ifuatayo. (alama 2)

Mkulima stadi alimnunulia mwanawe wa pili baiskeli.

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

(s) Mlolongo ni kwa magari………………..ni kwa leso (alama 1)

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

(a) Fafanua namna kaida zifuatazo zinavyoathiri matumizi ya lugha katika jamii yako. (alama 10)

i) umri

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ii) elimu

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iii) mada

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iv) uhusiano

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v) Hali ya mzungumzaji

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