**MTIHANI WA PAMOJA WA MOKASA – 2020**

**Machi/Aprili 2020**

**102/1: KISWAHILI – INSHA- Karatasi ya 1**

**Jina: ………………………………………………Nambari ya usajili: ……………………………..**

**Sahihi ya mtahiniwa: …………………………… Tarehe: ……………………..Darasa: …...............**

**Kwa matumizi ya mtahini pekee**

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| **SWALI** | **UPEO** | **ALAMA** |
|  | **20** |  |
|  | **20** |  |
|  | **20** |  |
|  | **20** |  |
| **JUMLA** | **40** |  |

1. Wewe ni mwandishi wa habari katika gazeti la Mzalendo. Umetembelewa na profesa wa masuala ya Historia na Serikali kwa minajili ya kumhoji kuhusu namna ya kuimarisha mshikamano wa kitaifa katika taifa lenu la Utengano. Andika mahojiano yenu.
2. Kufaulu kwa Mfumo Mpya wa Elimu ya Umilisi hakutegemei juhudi za serikali tu, bali pia jamii kwa ujumla. Jadili
3. Andika kisa kitakachodhihirisha maana ya methali: Atafutaye hachoki na akichoka keshapata.
4. Tunga kisa kitakachomalizika kwa maneno haya: Ingawa sikuwa ninamwamini, sikutarajia angetenda kitendo cha kiuhayawani kama hicho.

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**MTIHANI WA PAMOJA WA MOKASA – 2020**

**Machi/Aprili 2020**

**Mwongozo wa usahihishaji**

**102/1**

**Swali la kwanza**

1. Hili ni swali la mahojiano. Mtahiniwa atimize vigezo vifuatavyo vya sura.
2. Kichwa – kionyeshe ni mahojiano baina ya fulani na fulani (vyeo) na au mahojiano kuhusu mshikamano wa kitaifa.
3. Wahusika waweze kutambuliwa na kushiriki katika mazungumzo ya kimapokezano. Usemi halisi utumiwe.
4. Mwandishi wa habari ndiye mhoji ; aulize maswali, profesa wa Historia ndiye mhojiwa; ajibu maswali.

Baadhi ya hoja:

1. Matumizi ya lugha ya taifa kuimarishwa/ kusisitizwa.
2. Kupiga vita ukabila na unasaba.
3. Kuhusisha tamasha za kitaifa katika uimbaji na uigizaji.
4. Kuwashirikisha Wanautengano katika mashindano nas michezo ya aina mbalimbali.
5. Kuwahusisha wanafunzi kutoka maeneo mbalimbali ya Utengano katika mfumo wa aina moja ya elimu.
6. Kuimarisha uzalendo wa Wanautengano kupitia uimbaji na wimbo wa taifa na nyimbo nyingine za kizalendo.
7. Kuhimiza ndoa za mseto zinazohusisha Wanautengano kutoka maeneo mbalimbali na makabila mbalimbali.
8. Kuhimiza usawa katika ugavi wa rasilimali za nchi pasi na kuzingatia umenke, tofauti za kitabaka, rangi au kabila la mhusika.
9. Wanautengano kuhimizwa kuwekeza, kuishi na kufanya kazi katika maeneo mbalimbali ya Utengano mbali na kule iliko asilia yao/kitovu chao.
10. Kuwepo na siku maalum ambapo Wanautengano wanaonyesha tamaduni zao kwa wengine ili kuwafanya kuthamini tofauti hizo na kujiepusha kuzidunisha.
11. Kuwashirikisha Wanautengano wote katika uongozi wa nchi kama vile katika uchaguzi wa kiongozi wa nchi na waandamizi wake.

 **Tanbihi:**

1. Hoja zozote tano zilizoelezwa kikamilifu zinaafiki.
2. Hoja zote ziibuliwe na kuelezwa na mhojiwa. Hoja zinazotoka kwa mhoji zisikubaliwe.
3. Mkwaju wa wima utolewe kwa mtahiniwa pembezoni kushoto mwa karatasi ya majibu hoja inapokamilikia.
4. Atakayeandika mahojiano lakini akose maudhui (hoja) atuzwe alama 4 za sura.
5. Atakayeandika insha yenye maudhui lengwa lakini akose sura ya mahojiano akadiriwe vilivyo na kuondolewa alama 4S (za sura) baada ya kutuzwa.
6. Kaida nyingine za utahini wa insha kama vile urefu, sarufi, hijai, mtindo na msamiati zizingatiwe kikamilifu.

 **Swali la pili**

1. Hili ni swali la mjadala.
2. Mtahiniwa ajadili pande zote; juhudi za serikali na vilevile juhudi za jamii kwa ujumla.
3. Atakayezingatia upande mmoja atakuwa amepungukiwa kimaudhui hivyo basi asipite C+ 10/20

Baadhi ya hoja za kuunga mada (juhudi za jamii)

1. Wazazi kuwahimiza wanao kuenda shule.
2. Wanafunzi kuwa na ari / moyo wa kusoma – kujitolea
3. Wazazi kuchangia katika ufadhili wa masomo.
4. Wazazi kuwahimiza wanao kuenda shule.
5. Viongozi kuhakikisha watoto kutoka maeneo yao wanahudhuria masomo.
6. Walimu kujibidiisha na kuwajibikia kazi zao.

Juhudi za serikali

1. Mafunzo kwa walimu kuhusu mfumo mpya.
2. Serikali kuchapisha vitabu vya kutosha vinavyoafikiana na mfumo mpya.
3. Vifaa vinavyohitajika kufanikisha shughuli ya mafunzo.
4. Kuongeza idadi ya walimu wenye ujuzi
5. Kupiga kampeni (kupigia debe) za kuufanikisha mfumo huu.

 6 Kueleza umuhimu/ manufaa ya mfumo huu wa elimu kwa jamii.

**Swali la tatu**

Hili ni swali la methali. Mtahiniwa asimulie kisa kitakachothibitisha uamilifu wa methali hii. Mtahiniwa anaweza kuzingatia taswira zifuatazo;

 a. Mtoto ambaye anatoka katika familia ya kichochole anakosa karo lakini kwa bahati nzuri akampata mfadhili anayempa ruzuku ya masomo. Anajibidiisha kimasomo na anafaulu kujiunga na chuo kikuu.

b. Mtoto ambaye anapoteza wazazi wake analazimika kukatiza masomo yake kwa ukosefu wa karo. Baada ya muda mrefu wa kukaa nyumbani, anapata mhisani anayejitolea kumlipia karo yake baada ya masaibu yake kuangaziwa katika vyombo vya habari. Anasoma kwa kujituma na hatimaye anafaulu.

c. Mtu aliyekuwa na maono ya kuwa pengine daktari, mwalimu au rubani anajikakamua kimasomo na kufaulu kusomea taaluma aliyokuwa akiitamani.

d. Mfanyikazi fulani ambaye alitaka atambuliwe kazini, anafanya kazi yake kwa juhudi kuu na hatimaye anafaulu kupandishwa cheo pengine kuwa meneja mkurugenzi au mkurugenzi msimamizi wa masuala ya wafanyikazi.

e. Mkulima ambaye alijituma katika shughuli za kilimo. Licha ya vizingiti vingi alivyokumbana navyo ikiwemo ukosefu wa pembejeo na hata halianga isiyotabirika, hatimaye jitihada zake kuzaa matunda.

f. Kijana kutoka familia iliyolemazwa na ukata anadhamiria kuoa kutoka katika familia fulani inayojiweza. Posa yake inakataliwa kutokana na hali yake ya kiuchumi. Anajikakamua kwa kufanya vibarua vya hapa na pale na kutunduiza fedha kiasi cha haja. Anapopeleka posa kwa mara ya pili inakubaliwa na hivyo anapata barafu ya moyo wake.

**Tanbihi ~** Sharti kisa cha mtahiniwa kionyeshe hali zote mbili: yaani mhusika ambaye alikuwa katika hali fulani ya uhitaji na namna avyofanya ili kijiopoa kutokana na hali hii tete. **AU** Mhusika anayewania kitu fulani maishani na mbinu anazotumia kufikia tamanio lake.

 **Swali la nne**

Hii ni insha ya mdokezo. Mtahiniwa ahitimishe kwa maneno aliyopewa. Usimulizi ujitokeze katika nafsi ya kwanza hali ya umoja. Msimulizi anaweza kuwa alishuhudia maovu yaliyotendwa na mnenwa yaliyomfanya asimwamini na hatimaye huyu mhusika kutenda jambo baya zaidi ambalo linamshtua msimilizi. Mnenwa amekuwa akitenda maovu kwa kiasi fulani ingawa kwa sasa ametenda jambo baya zaidi ambalo linamwajabisha msimulizi. Kitendo hiki cha kiuhayawani kinaweza kumwathiri msimulizi moja kwa moja au wahusika wengine. Kuna uwezekano wa mhusika (mnenwa) kutenda mambo yanayomdhuru yeye mwenyewe na hata tujitendea hiki kitendo cha kiuhayawani.

 **Baadhi ya mikondo**

a) Mhusika (mnenwa) awe mtumizi wa mihadarati kwa muda mrefu na mwishowe kujitia kitanzi. b) Mhusika amekuwa kibaka kwa muda mrefu. Anapindukia kuwa mwizi/jambazi sugu. Anaenda kuiba kwenye benki na kuwapiga risasi walinzi wote. c) Mhusika kufanya mambo akiwa mlevi, kwa mfano, kuwatusi watu, kuwapiga na hata kuwajeruhi. Katika hali yake ya ulevi, anaendesha gari vibaya na kusababisha ajali mbaya. d) Mhusika kuwa laghai. Kuwasingizia wenzake shuleni/kazini kila wakati. Aendeleze ulaghai huo kwa kuwasingizia wenzake jambo baya zaidi linalowasababishia maafa kama kufukuzwa shule, kufutwa kazi au hata kufungwa jela.

 **TANBIHI**  a) Jambo/tendo analolitenda mwishowe liwe baya zaidi kuliko matendo yake ya awali. b) Asipoonyesha jambo/tendo baya zaidi (la kiuhayawani), atakuwa amepungukiwa kimaudhui. Asipite **C** 08/20 c) Asipoonyesha kilichomfanya msimulizi kutomwamini atakuwa ameshughulikia swali upande mmoja. Asipite **C+**10/20