

102/1
KISWAHILI
KARATASI YA 1
USAHIHISHO
INSHA

CHRISTIAN RELIGIOUS EDUCATION
K.C.S.E PAPER 1 2005
MARKING SCHEME

1. **Name the five books of the bible which are referred to as the Pentateuch**
 - ❖ Genesis
 - ❖ Exodus
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 - ❖ Numbers
 - ❖ Deuteronomy (5 x 1= 5 mks)

2. **Write down five teachings about marriage from the biblical stories of creation**
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 - ❖ Marriage is sacred/ ordained by God/ holy (5 x 1 = 5 mks)

3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
 - ❖ It was a place of worship
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 - ❖ It was a residence for priests

4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

OCT/NOV. 2005

SAA 1 ¾

SWALI LA KWANZA

Mtahiniwaanatarajiwa kuandik insha ya hotuba

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Azungumzie matatizo ya maji na suhihisbo

Matatizo l»ys ja gasp yawe ni yale yanayopatikana kijijini au kitongojini mwao mtahiniwa.

Astenqgnate matatizo ya maji kwa jmnla.

Hotaba hii itolewe wakati wa sherehe ya kuandhimisha siku y amaji duniani

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Maneno mengine yaaayaweza kitleia dhana ya kijiji mi kitongoji oi mlaa, hara, ebengo, kiambo, kariannkata,

Swali hili klina hoja za aina mbili; matatizo na masuluhisho yake. Matatizo si lazima yahusu ukosefu wa maji pekee

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Sura ya insha ya hatuba; ifuate utaratibu wa insha ya hotuba

- i. Kichwa kiwepo karika Insbn hii
- ii. Utangulizi wa hotuba uzingatie itifaki. Aanze kwa kuwatambua waliopo kwa kuwataja kulingana na hadhi zao
Miji ni rasilimali adimu inayotishiwa kuangamizwa

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- iii. Mwili wa hotuba au maelezo. Azungumzie matatizo na masuluhisho yake
- iv. Kuwe na hitimisho – neon aumaneno ya kuonyesha shukrani
- v. Nafsi ya kwanza (umoja) izingatiwe (msemu halisi_

TAZ.

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- Alama za kunukuu si lazima zitumiwe mwanzoni mwa insha
- Iwapo atatumia alama za kunukuu mwanzoni mwa insha ni sharti atumie alama za kunukuu mara to hotuba inapoanza na ahitimishe kwa alama hizo
- Maelezo haya yakitokeamwishoni mwa insha atakosolewa kimtindo
- Akiacha sehemu oyote ya sura inayokusudiwa aondolewe maki 4 sura

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- Azingatie joha angalau 5 za matatizo na5 za masuluhisho
- Atakayezungumiza jiji badal ayakijiji aukitongoji atanondolewa maki 2 ms

Midokezo; matatizo

1. Wengi hawapati maji safi

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2. Maji huchafulliwa
3. Maji hutumiwa
4. Mifereji hutoboka na hairekebishwi na wenigne hufungulia na kuyaacha maji yakimwagika k.m wapiga mswaki
5. Hatari za ukosefu wa maji ni kama magonjwa ya kipindupindu na homa ya matumbo

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6. Gharama y ajuu ya maji
7. Maji machafu kuelekezwa kwenye chemchemi za maji. Km maji yanayotoka majumbani na viwandani
8. Maendeleo ya viwanda kusababisha madini na sumu hatari jajini
9. Wizi wa maji

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10. Hiijunaa ya usambazaji wa maji
11. Mwendu mrefu kutafuta maji
12. Ukosefu wa maji kijijini
13. Visima kukauka

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Vidokczo: imiauluhisho

1. Watu kubatilitabiazakuchafuamaji
2. Watu kubadiH tabia za kutumia maji ovyovy.
3. Watu kubadili tabia za kuwmaga maji ovyo ovyo
4. Mifereji iliyotoboka irekebishwa mara moja unapowapigia ripoti wanaohusika

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5. Baraza is mji liwajibike / lijitolee kutoa huduma ya maji kwa wanakijiji
6. Serikali kujitotea kulifadhi chemchemi za maji
7. Wanakijiji kuwa waangalifu na kuhakikisha kuwa maji yanatumwa vizuri

NB * Masuluhisho yaone na matatizo ambayo yatakuwa yametajwa

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- matatizo kadhaa yanawez akuwa na suluhisho moja

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Jifya-figa, jiwe la
kupkia

Injika - teleka, weka mekono, weka juu ya moto
Chungu – chombo cha kupikia

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Maana ya nje

Mtu hawezi kukibandika cbujigu juu ya meko arnbayo ymia figa moja au jiwe moja. Lazima yawepo mafiga matatu ndipo chungu kiweze kukaa vizuri

Maana yn ndani (maelezo),

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

Hakuna Mtu yeyote aiaaKWKZa k«yafenya mambo yote na akafaulu bila kuwashirikisha watu wengine

Hutumiwa kuwashauri watu washirikiane katika shughuli zozote wasifanyazo.

- Mtahiniwa aandike kisa au visa kudhihirisha ukweli wa methali hii
- Anaweza kuandika kisa ambpao sehemu ya kwanza yaonyesha jinni jifya moja

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halikuweza kuinjika chungu na sehemuningine yaonyesha jinsi mafia matatu yalivyoweza kuinjika chungu

- Anaweza kuandika kisa kinachoonyesha tu jinsi moja halikuweza kuinjika chungu
- Anayeandika kisa kinachozungumzia umoja uliofaulu pekee amejitungia swali lake na kulijibu

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2. Methali nyingine arabayo ni sawa na hii ni

"Jifya moja balisimamishi chungu

“kidole kkiimoja hakivunji chawa”

"Mkona mmoja hauchinji ngombe”

TAZ

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- Si lazima mtahiniwa aandike kichwa.
- Maelezo y amaana ya nje au ya ndani yasipoafikiana katika utangulizi ni kosa
- Si lazima mtahiniwa atangulize iinsha kwa kueleza maanaya nje au ya ndani ya methali
- Anayenakifi kkhwa na kuktsa kushughuiika mada atachukuiiwa kuwa omejitungia swali lake na kulijibu.

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- Akijitungia kichwa chake na maudhui yaone na kichwa hicho baasi amejitungia swali lake na kulijivu.
- Ni sharti mtahini asome na kuhakikisha kuwa mtahiniwa amejibu swlai kulingana na mada

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SWALI LA TATU

Maneno muhimu

- Pendekeza • Toa rai, toa fikra; toa wazo; to amaoni; kwneye mkutani ili kufanyiwa uamuzi
- Kabitiana - Pambana na; pingana na; kuwa dhidi ya, cbegama; tokcta kwa ujosiri.

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- Umasfou – Ufukara; ulitima; uchohole
 - Hali ya kukoso raoli; ukata
- Elimu inayoondoa ujinga; yaani elimu, tekclezi wala sio eliinu tegemczi
- Biashara y.ijjnnriabwe k.m. taitoa imkopo^tufung<tt masoko; kulkda wafenyi biasbara,

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- Kuimarisha sekta ya Jua Kali k.v. kukuza na kujeleza ufundi wa kutengeneza vifan, vitu mbalimbali; uchuzaji; taahunaak,
- Kilimo komorishwe: utafiti wa mbegu na madawa
 - Njia za kisasa za kilimo
 - Soko na inalipo viziigatiwe.

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- Serikati ipange kuimaisba uchtuni
- Miundo msingi
- Mishahara iongezwe,
- Kodi zipuiiguzwe.
- Uwekezaji unaofoa / vitega uchumi

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- Kuimarisha amani nchini.
 - Serikali kuhamasisha wananchi kuhusu uwezo wao.
 - Kupambana na magonjwa yanayoleta: umaskini.
 - Magonjwa husababisha umaskini na kwa hivyo yakabiliwe.
- Tanababi: Insha iliyo bora iwe na hoja tano.

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SWALI LA NNE

Maneno muhimu

- Ukimwi - ukosefu wa kinga mwilini; pia hutumika kwa maana ya ugonjwa.
- Madhara — hasara, athari mbaya

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- Jamii -mkusaayiko W4.watu, jumuiya
- Fafanua - eleza, weka wazi, Mamisha vizuri, ianya dbabiri, fasilL

Vidokezo

1. Huzuni

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2. Vifo
3. Ukiwa
4. Utengano/kuvunjika kwa fettulia.
5. Umaskini — utegemezi
6. Hofu katika jamii / wasiwasi

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7. Kuzorota fewa uchumi.
8. Ongezeko la watoto mitaani.
9. Mayatima
10. Ongezeko la uhalifu.
11. Kutegwa kwa wagonjwa.

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KISWAHILI
KARATASI YA 1
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Muundo

1. Kichwa

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- Kiteuliwe kulingana na mada husika.
- Kitaje mada na tarehe.(muda ambao kamati ilifanya kazi).
- Kiandikwe kwa herufi kubwa na kipigiwe mstari.(Udhaifu ushughulikiwa ki-mtindo).

2. Utangulizi

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- Mwandishi atoe usuli mfupi au maelezo ya jumla kuhusu mada ya ripoti au historia fupi ya shughuli husika.
3. Mwili
- Uelezee maudhul, ripoti itumie nafsi ya tatu, kauli ya kutendewa na wakati uliopita.

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- Inaweza kuwa na visehemu vyenye vichwa vidogo vidogo.
4. Hitimisho
- Alipotumia wakati au nafsi aondolewe zw(wakati) hapo mwisho baada ya kutuza.
 - Aeleze japo kwa ufupi mambo muhimu katika ripoti. Aweza kutoa ushauri au

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mapendekezo kuhusu mada iliyoshughulikiwa kwa kuagiza mambo ya kufanywa au kukataza yasiyofaa kufanywa.

5. Jina la mtayarishi, sahihi na tarehe.(siku ya kuandika ripoti) Kwa mfano: Muundo wa ripoti uzingatie
a)Utangulizi: kichwa: kupambana na dawa za kulevya.

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b)Dawa za kulevya

- Dawa ambazo zina athari mbaya kwa afya.
- Dawa zinazotumiwa vibaya.
- Dawa zenye athari ya uraibu: mairungi, mihadarati, bangi, sigara, pombe.

c)Athari zake:

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- Huathiri afya ya mtumiaji.
- Hujenga uraibu mbaya.
- Huathiri utenda kazi wa mtumiaji.

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- Huwa chanzo cha mabadiliko ya kitabia.
- Huuharibu ubongo wa mtumiaji.
- Humzuga/humtawala mtumiaji kiasi cha kutoweza kufanya lolote bila kuzitumia.

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- Huwa na athari kwenye jamaa na jamii.
- Huwa chanzo cha maovu mengi ya kijamii.

Mapendekezo:

- Uelimishaji wa jamii kuhusu madhara yake.

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- Kutumia vyombo vya habari kama redio na runinga.
- Matumizi ya mabango katika maeneo rabalimbali.
- Kuhusishwa kwa elimu inayolenga madhara yake katika mtaala.
- " Kuandaliwa kwa semina za kuhamasisha umma.
- " Kusambazwa kwa maandisi ambayo yanalenga kuwaelimisha wanajamii.

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- Kutumiwa kwa vyombo vya sheria.
- Kupambana na watumiaji.
- Kuwepo kwa vituo vya kuwasaidia walioathirika na dawa za kulevya.
- Kuwahusisha wananchi wote kwenye harakati za kupambana.
- Kuhusishwa kwa asasi kama dini (makanisa, misikiti nk) kueneza habari hizi muhimu.

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- Kuwepo na nyenzo za kuchunguza na kupambana na dawa za kulevya.
- d) Hitimisho: Makubaliano ya kikao
- e) Kitambulisho sahihi, hina na terehe.

Swali la Pili

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Insha iakisi maana ya ndani ya methali kuwa cheo au mamlaka huwa ni kama mahali pa kutupa takataka. Maan'a ya ndani: mwenye cheo hulaumiwa au kushutumiwa mambo yanapoenda kombo. Wenye vyeo wasishangae wanapokumbwa na lawama kutokana na hali au matendo fulani. Mtahiniwa aandike kisa au visa kuthubitisha ukweli wa methali. Atakayeegemea upande mmoja atakuwa amepunguki - maudhui. Maelezo, ukubwa, cheo, mamlaka, umri, wadhifa,

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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

usimamizi, majukumu. JAA - kulaumiwa, kusingiziwa, kutumiwa, kutusiwa, kushutumiwa, kupigwa, kupigwa vita.

Swali la Tatu

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Insha ya kiubunifu ambayo inapima uwezo wa mwanafunzi wa kubuni na kutunga kisa ambacho kinaingiliana na vidokezo vilivyotolewa.

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Sifa za Kuchunguza:

Insha iakisi sifa zifuatazo: majuto, maonyo. Yalihusu nini, aliasi namna gani, kwa nini akapuuza maonyo.

Matokeo ya haya mapuuza. Athari za haya mapuuza.

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- i) AsiyemaHza kwa maneno aliyopwea amejitungia swali na kulijibu
- ii) Anayeongewa zk(kimalizio) baada ya kutuzwa.
- iii) Anayeanza kunakili kimalizio na asilamili aondelewe zk (kimalizo) baada ya kuuzu.

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Swali la Nne

Insha ya mjadala.

Utangulizi: Utandawazi au utandaridhi:

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Mahusiano ya kijamii, kisiasa na kiuchumi kwa teknolojia yanayokiuka mipaka ya kitaifa na kuufanya ulimwengu kuwa kama kitu kimoja/kijiji kitandaridhi/kitandawazi.

Faida za utandawazi

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- Kuhimiza maingiliano ya jamii mbalimbali ulimwenguni.
- Kusambaza maarifa kutokasehemumojahadinyingine. -
- Kuwa msingi wa elimu na uenezaji wa maarifa muhimu.
- Kuchangia katika kusambaza haki au maarifa ambayo hayapatikani kwingineko.
- Kuharakisha maendeleo katika sehemu mbalimbali za ulimwengu.

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- Kuwawezesha watu ulimwenguni kufaidika kutokana na teknolojia bora.
- Kuchangia katika maendeleo ya kiuchumi ya maeneo mbalimbali kutokana na biashara kama utalii.

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KISWAHILI
KARATASI YA 1
USAHIHISHO
INSHA

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OCT/NOV. 2007

SAA 1 ¾

1. Barua kwa mhariri

- Barua hii iandikwe ikizingatia mtindo wa uandishi wa barua rasmi Iwe na anwani ya mwandishi. Iwe na anwani ya mwandikiwa (mhariri)

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- Mtajo (kwa mhariri)
Kiini /lengo (kichwa cha maoni)
- Aya (zikiwa na maudhui ya barua)
- Hitimisho

Maudhui

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- Mwandishi alenge kiini cha habari anayoiandikia.
- Aweke hoja zake kwa njia inayodhihilika
- Jambo analolishughulikia mwandishi liwe na uzito wa kumfanyia mhariri alichapishe gazetini
- Lugha anayoitumia izingatie kiwango cha wasomaji wa gazet/ au

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jarida na atumie msamiati mwafaka

Vidokezo: sababu za watu kuhamia mataifa yanje.

- Wengi huenda kwa sababu ya kujiendeleza kielimu
- Wengine huenda kutafuta kazi sababu ya uhaba wa kazi nchini
- Mshahara duni kazini

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- Tamaa ya kutajirika haraka
- Wakimbizi wa kisiasa
- Umaskini

Masuluhisho; vidokezo

- Vyuo vikuu kuongezewa nchini

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- Serikali ipanue viwanda /kuwaajiri raia
- Wafanyakazi kulipwa mishahara kulingana na kazi wafanyayo /serikali kuboresha mishahara.
- Wananchi kuondoa tama ya kutajirika /kuridhika na kile wanacho/wanachopata

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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- Sera na mwdngozo mwafaka wa kisiasa kuimarishwa Demokrasia kuzingatiwa ili kuzuia tatizo la wakimbizi.
- Serikali na raia kuweka bidii kazini ili kuimarisha uchumi wa nchi kwa kuzalisha mali.

2. Vikokezo: matatizo ya uhaba wa maji nchini

**CHRISTIAN RELIGIOUS EDUCATION
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- Maji safi hayapatikani kwa wingi
- Maji hutumiwa vibaya
- Mifereji hutoboka na hairekebishwi na wengine hufunguria na kuyaacha maji yakitiririka.
- Gharama ya juu ya maji.

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- Huduma na usabasaji wa maji
- Ukosefu wa maji kijijini.
- Visima kukauka,
- Kuharibu chemichemi za maji

Masuluhisho: vodokezo

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- Watu kubadili tabia ya kuchafua maji
- Watu kubadili tabia ya kutumia maji ovyo ovyo.
- Mifereji iiyotoboka irekebishwe mara moja wahusika wanapofahamishwa
- Baraza la maji liwajibike /Ijitoiee kutoa huduma ya maji kwa wanakijiji.
- Serikali isaidie katika ujenzi wa mabwawa

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- Serikali na watu kuchimba vislma katika maeneo mbalimbali.
 - Serikali kujitolea kuhifadhi chemichemi za maji
3. Vidokezo: Mshikamano katika familia
- Maadiii mema /heshima/adabu
 - Uaminifu baina ya mke/mume

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- Mazungumzo ya wazi katika familia
- Mwongozo /mafunzo yanayohitajika katika imani ya dini
- Mapenzi kudhihirishwa kwa wote bila mapendeleo
- Matumizi mazuri ya raslimaii ya familia
- Mfano mzuri kutoka kwa wazazi hadi kwa watoto

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- Kula pamoja /kuomba pamoja
 - Kushauriana /kupeana nasaha kwa njia nzuri
 - Kukosoana /kurekebisha makosa kwa njia nzuri
 - Kuwakuza watoto kwa kuwapa mafunzo mwafaka
4. Bahati ya mwenzio usilalie mlango wazi Maneno muhimu

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- Bahati - neema/jambo jema
- Usiialie mlango wazi - usfiegemee

Maana va nje

-Huwezi acha kufunga mlango wako ukisubiri neema ya mtu eti inaweza kukupata.

Maana va ndani

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- Hakuna mtu ambaye anaweza kupata bahati (neema) ambayo imenuiwa mtu mwingine. Hutumiwa kuwashauri watu ambao hupenda kutegemea vitu vya watu wengine wakomeshe tabia hiyo na wajibidiishe kutafuta vyao.
- Mtahiniwa aandike kisa au visa kudhihirisha ukweli wa methali hii.

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KISWAHILI
KARATASI YA 1
USAHIHISHO
INSHA

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OCT/NOV. 2008

SAA 1 ¾

Tahariri Kwa Gazeti La Raia

a) Sura

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- Iwe na kichwa.
- Iwe na tarehe.
- Iwe na utangulizi.
- Iwe na mwili/maelezo kiaya.
- Yaweza kuwa na maoni au msimamo wa mhariri au msimamo wa gazeti.
- Iwe na hitimisho k.m. jina la mhariri na wadhifa wake.

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b) **Maudhui:Kuendeleza Msichana Kielimu**

- Kupiga vita ndoa za mapema.
- Kupiga marufuku ajira ya watoto.
- Wasichana wapewe nafasi ya kuendelea na masomo ya baada kujifungua.
- Alama za kujiunga na shule na vyuo vikuu kupunguzwe kwa wasichana.

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- Elimu bila malipo kwa watoto wa shule za msingi na za upili.
- Kutoa msaada wa karo kwa familia maskini.
- Kujenga shule zaidi za wasichana.
- Mashirika yasiyo ya kiserikali kujenga shule na vyuo.
- Kuhamasisha wazazi kuhusu umuhimu wa elimu ya mtoto msichana.
- Adhabu kali kwa wabakaji.

(Alama 20)

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Swali La Pili:

a) Ufisadi Kama Kikwazo

- Hii ni insha ya hoja.

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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- Hoja ziunge mkono kauli hii.
- Mtahiniwa akubaliane na kauli hii.
- Mtahiniwa ahusishe ufisadi unavyodumaza uchumi wa nchi.

b) Hoja

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- Watu kupewa kazi wasizoweza.
- Wanaostahili kazi hawapati.
- Biashara haramu huwapunja raia.
- Wawekezaji huvunjwa moyo.
- Miradi ya maendeleo kukwama/kutomalizwa.
- Baadhi ya maeneo ya nchi kupuuzwa kimaendelepo.

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- Nchi kukosa misaada.
- Taifa hutumia pesa nyingi kurekebisha ufisadi.
- Sifa za nchi kuharibika.
- uhalifu kuenea/kukosa usalama.

(Alama 20)

Swali La Tatu

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a) **Methali: “Matikiti Na Matango Ndiyo Maponya Njaa”**

- Hii ni methali.
- Mtahiniwa atunge kisa/visa kuonyesha ukweli wa methali hii.
- Kisa kionyeshe sehemu mbili za methali.

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- a) Upuuzaji/kudunisha kitu, jambo au mtu.
- b) Kitu, mtu au jambo hilo lije liwe ni la manufaa baadaye wakati wa shida.

b) Msamiati wa methali

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- Matikiti na matango = aina ya vyakula visivyothaminiwa sana.
- Maponya = yanayookoa/yanayofaa
- Njaa = shida

c) **Maana ya methali**

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Vitu tunavyodunisha/tunavyopuuza huweza kuwa na msaada mkubwa wakati wa shida. Kitu tulichonacho mkononi mwetu ndicho kinaweza kututoa taabani wakati wa shida, hivyo basi tusikidharau.

(Alama 20)

Swali La Nne

a) **Insha Ya Mdokezo**

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- Hii ni Insha ya mdokezo na mdokezo huu ni wa kumalizia.
- Mtahiniwa atunge kisa kinachomalizikia kwa dondoo hili.
- Mtahiniwa ajihusishe katika kisa hiki.
- Mtahiniwa atumie nafsi ya kwanza
- Kisa kiwe na tendo/jambo baya kisiri

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- Jambo hili linawekwa wazi
- Mhusika anakosa uso yaani anaaibika sana.

b) **Methali:** “Muungwana akivuliwa nguo huchutama”.

Maana: Uovu wa mtu anayedhaminiwa ni mwema unapofishuliwa yeye huaibika.
(Alama 20)

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1. Umuhimu wa michczo na sanaa

Insha ifuale kanuni zole za utoaji wa hotuba. Pawe na mwanzo ambao unawe/a kuwa ni salamu au wito wa kuhamasisha hadhira inayohulubiwa.

Walioflka watangulizwe kulingana na hadhi zao/vyeo vyao na utoaji wa lengo la hotuba ili kuvuta nadhari /a hadhira.

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Sehemu ya kati: Utoaji wa ujumbe kwa kina na mapana na u\\e ni wa k \\-eli wa!a si porojo.
Sehemu ya mvvisho: Hotuba itoe changamoto kvva hadhira na kuipa malumaini.
Hatimaye pawe na shukrani na kuaga/hitimisho.
Hoja:

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1. Michczo huwezesha wahusika kuimarisha afya/'siha na hivyo kuepukana na athari za magonjwa kama ule wa mshtuko wa moyo, shinikizo la damn nk.,
2. Huwaleta watu pamoja, wachezaji kwa hadhira. Mjutnuiko luui husaidia kuondoa hisia hasi miongoni mwa wanajamii na hivyo kuleta utangamano wa kijamii.
3. Hutoa nafasi ya kujiburudisha kwa wahusika na pia hadhira.

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4. Huloa nafasi ya ajira kwa baadhi ya \atn kama vile makocha, marc fa, \achczaji, waandishi wa habari n.k
5. Baadhi ya michezo kama vile michezo ya kuigiza, unyoshaji \a misuli iiiiv.e/.a kuendeleza utamaduni wajamii.

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

6. Huwa ni nafasi bora ya kutumia wakati vyema lias;! miony.oni iiv-au \ijana ambao wanaweza kujitumbukiza katika mam bo yanayoweza kuwadhuru.
7. Kuendeleza ubunifu baina ya wanamichezo/wasanii.

2. Madharaya utalii

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- Utalii huambatana na ongezeko la uasherati
- Maradhi ya kuambukiza nayo husagaa.
- Katika macenco ya utalii watoto huacha shule kwa wingi kutokana na biashara bii ya utalii.
- Afyuni na/o huongezeka kupitia kwa watalii k.m. dawa za kulcvya.

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- Bei ya baadhi ya bidhaa kupanda maradufu na hili jambo huwatatiza wengi.
- Wananchi huzuiliwa kwenda katika baadhi ya maeneo kutokana na biashara hii.
- Ongezeko la uhalifu/ughaidi
- Maadili huvurugika
- Utamaduni hnathiriwa vibaya.

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Fa ida

- Hutoa nafasi za ajira kwa wenyeji.
- Nchi hupala hela za kigeni ambazo hutumiwa kuiendeleza nchi
- Miundo msingi kama barabaraT viwanja vya ndege n.k. huimarika

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- Miji nayo hupanuka na kustawi.
- Wakulima na wenye biashara zinasohusiana na utalii hufaidika.
- Mtagusano hupanua utamaduni kwa njia nzuri.

3. Samaki huanza kuoza kichwani

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- Mtahiniwa aandike kisa kimoja ambacho kinadhihirisha kuwa asasi yoyote ya kijamii ambayo imepotoka, huanzia kwa viongozi wake. K.m. Iwapo watoto hawana maadili, wazazi ndio waliotangulia kuyakosa.

4.

- Hii ni insha ya mdokezo. Insha hii inarejlea kuonyesha namna vijana walivyotengwa

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- na kunyimwa nafasi ya kujiendeleza katika familia na jamii kwajumla. Vijana wengi
- wamepata elimu ya juu ilhali hawana nafasi za kupata riziki.
 - Wengine wamcingilia matumizi ya afyuni ilhali jamii haifanyi juhudi madhubuti za kukabiliana na suala hili.

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- Vijana wenginc nao wamekabwa na tamaduni kongwe ambazo zinawanyima nafasi za kujiendeleza na kujipatia riziki.
- Asasi za familia ambazo zinatakiwa kutoa nasaha kwa vijana nazo zimeporomoka na hawapati ushauri huu.

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- Mam bo haya yote yakijumuishwa kwa pamoja yanaleta hali ambapo vijana wanalinganishwa na bomu linaloweza kulipuka wakati wowote; kwa sababu wao wana nishatLambayo lazima itumike kwa njia ipasayo.
"Kulipuka kwake ni vijana kutumiwa kuzua na kuendeleza fujo na ghasia kama ilivyoonekana nchini Ufaransa na nchini Kenya baada ya uchaguzi wa Desemba 2007.

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KARATASI YA 1

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USAHIHISHO
INSHA
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1. Mtahiniwa azingatie muundo wa insha ya wasifu.

Mtahiniwa anahitajika kuandika mambo muhimu yanayohusiana na elimu. Ahakikishe kuwa yanayowasilishwa ni mambo chanya mfano.

- Mwaka wa kuzaliwa na alikozaliwa mhusika.
- Wazazi wake ni akina nani.

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- Juhudi za wazazi au wafadhili kumwelimisha.
- Alikisomea n ajuhudi zake katika elimu.
- Vikwazo/changamoto alizoweza kukabiliana nazo katika elimu yake.
- Ufanisi wake katika elimu ya juu katika Chuo Kikuu.

2. Mtahiniwa aeleze maana ya ufisadi.

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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 - ❖ It was an academic centre for the teachers of the law/ rabbis
 - ❖ It was a residence for priests

4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

Hii ni insha ya maelezo. Mtahiniwa azue hoja na kuziletea.

Hoja:

- Serikali kubuni asisi tekelezi ya kitaifa ya kampeni dhidi ya ufisadi ambayo huchunguza n akutoa mapendekezo dhidi ya ufisadi.

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- Wafisadi kuchukuliwa hatua. Wengi wamefikishwa mahakamani huku maofisa wa umma wanaohusishwa na ufisadi wakitafutwa kazi na kisha kufikishwa mahakamani.
- Kuimarisha taasisi za uongozi, haki, sheria na utangamano kupitia kwa mpango wa ufadhili GJLOS ambao umejumuisha makundi ya kijamii.

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- Kuanzisha halmashauri ya kitaifa ya kutoa ushauri kwa tume ya kupambana na ufiisadi ambayo imejuimuisha makundi ya kidini, vyama vya wataalamu, sekta ya kibinafsi na ile ya wafanyakazi.

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- Tume za Kisheria za kuchunguza Kashfa za ufisadi kutumiwa mara kwa mara inapohitajika mathalan tume ya Samwel Bosire kuchunguza kashfa ya Goldenberg ile ya Hotel ya Grand Regency n.k.
- Kuanzishwa kwa ofisi ya mchunguzi maalum wa kusikiliza malalamiko ya umma ambapo umma unaweza kuripoti kuhusu ufisadi.

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 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- Nafasi pana kutolewa kwa wanahabari na umma kuripoti kuhusu ufasidi.
- Elimu ya uraia.
- Kampeni zilizofadhiliwa na serikali zote zikiwa dhidi ya ufasidi kupitia kwa vyombo vya habari, mabango, vipeperushi.
- Sera ya serikali inayohitaji kila idara au usasi iunde kamati ya kupambana na ufasidi

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- Watumishi wa umma kuhitajika kutangaza utajiri wao.
- Kuhitaji watu wote nchini kutangaza ushuru waliolipa kila mwaka.

3. Hii ni maisha ya mjadala.

Mtahiniwa azue hoja za kuunga na pia kupinga kauli iliyotolewa. Kisha aonyeshe msimamo wake.

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Hoja za Kupinga

- Lugha zetu za kienyenji ni kielelezo cha utamaduni wetu. Umoja wa kitaifa hauwezi ukapatikana katika mazingira ambayo taifa linatukuza utamaduni wa kigeni.

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- Lugha zetu za kwanza ambazo ndizo lugha za kienyeji hutuwezesha kuwa na ukakamavu wa kujieleza, kuwa wabunifu wa kuingiliana na watu wengine kwa wepesi kuliko wale wanosema lugha ambazo si za awali.

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- Hazina ya maadili, ujuzi na hekima ya jamii imo katika utamaduni wao. Utamaduni huu hauwezi ukatenganishwa na lugha. Hivyo kudai kuwa hatupswi kusema kwa lugha zetu za kwanza ina maana kuwa hazina yote ya maadili yetu pamoja na hekima ya kiasili vitapotea.
- Lugha zetu asilia huwa na msingi bora wa kujifunzia lugha nyingine. Utafiti umedhihirisha kuwa wasemaji bora wa lugha za kigeni ni wale mahiri katika lugha zao asilia.

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- Utafiti umedhihirisha kuwa kikwazo kikuu cha umoja wa kitaifa ni mitazamo hasi ambayo inaendelezwa na baadhi ya watu ambao wanaogopa kuweko kwa umoja huu wala si lugha za kienyeji.

Hoja za kuunga mkono

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• Watu wanapoendelea kushikilia lugha zao za kwanza ina maana kuwa hawaachi desturi na tamaduni zao.

Twajua kuna migongano na tofauti kubwa kati ya tamaduni tofauti. Katika hali hii inakuwa vigumu kupata utamaduni mmoja unaoweza kuwa ugwe wa kuwaunganusha wakenya.

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- Lugha zetu asilia husheheni mitazamo hasi kuhusu majirani wetu ambao hawatumii lugha moja nasi. Kutupilia mbali lugha hizi na kuchukua lugha moja kama Kiswahili kutatuwezesha kutohoa hisia hasi kwa wenzetu. Katika hali hii, pana uwezakano mkubwa wa kuwa na umoja wa kitaifa.

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- Hivi sasa tuna ndoa za asili mbali mbali za lugha. Iwapo tutadai kila mwanandoa aendeleze lugha yake katika ndoa ile tutawakanganya watoto wetu. Wataibuka kukosa mieleko mizuri.

Msimamo

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Ili kuleta umoja wa kitaifa tunahitaji kuchota yaliyo bora kutoka kwa tamaduni zetu na kujenga utamaduni unaoweza kukuubalika na kila Mkenya. Kisha tuteu lugha moja ya Kiafrika kama Kiswahili na kufanya lugha ya maingiliano kati ya Wakenya wote.

4. Hii ni methali

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Mtahiwa aandike kisa kimoja tu kuthibitisha ukweli kwamba lolote mtu alifanyalo watu hawakosi kusema. Kwa hivyo mtu asijali mradi kile anachofanya ni halali.

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KISWAHILI

KARATASI YA 1

**CHRISTIAN RELIGIOUS EDUCATION
K.C.S.E PAPER 1 2005
MARKING SCHEME**

1. **Name the five books of the bible which are referred to as the Pentateuch**
 - ❖ Genesis
 - ❖ Exodus
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 - ❖ Numbers
 - ❖ Deuteronomy (5 x 1= 5 mks)

2. **Write down five teachings about marriage from the biblical stories of creation**
 - ❖ Marriage is monogamous
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 - ❖ Marriage is for love
 - ❖ Marriage is sacred/ ordained by God/ holy (5 x 1 = 5 mks)

3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
 - ❖ It was a place of worship
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 - ❖ It housed the treasures of the nation
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 - ❖ It was a residence for priests

4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

USAHIHISHO
INSHA
OCT/NOV. 2011
SAA 1 ¾

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1. Hii ni insha ya mahojiano. Mahojiano ni mojawapo ya tuhgo amilifu. Katika swali hili, mahojiano yanawashirikisha wahusika wawili. Mmoja, mwanafunzi (ambaye ndiye mwenye kuuliza maswali), na Mkurugenzi wa Habari ambaye ndiye anayejibu. Mhojiwa pia anaweza kuuliza maaswali ya kuchochea hoja/hisia za mhoji. Kwa mfano: Je, wewe

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kama kinara wa chama hiki, umechukua hatua zipi kuhakikisha kwamba wanafunzi wamenufaika kwa magazeti.

Muundo

Ufingo uchukua mtindo wa tamthilia/mazungumzo. Majina ya wazungumzaji yaandikwe pembene, kisha yatengwe na mazungumzo halisi kwa kutumiua nukta pacha.

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Sehemu tatu kuu zijitokeze

- (i) Utangulizi
- (ii) Mwili
- (iii) Hitimisho

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Katika utangulizi, mhoji na mhojiwa wasalimiane. Kisha mhoji ajitambulisha na kutambulisha mada wanayozingatia, amkaribishe mhojiwa na kumtaka kujitambulisha.

Katika sehemu ya mwili, mahojiano yasitawaliwe na mhusika mmoja sana. Mhoji aulize maswali ya kudadisisidadi. Mhojiwa pia anaweza kuuliza maswali ya kuchochea kuhusu mada. Tazama mfano:

Mwanafunzi: Hujambo Bwana/Bibi.

Mkurugenzi: Sijambo.

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Mwanafunzi: Karibu katika mahojiano yetu ya leo ambapo tutaangazia umuhimu wa magazeti kwa wanafunzi wa shule za sekondari. Mimi ni Bi. Kipanga, mwenyekiti wa Chama cha Uhariri wa Magazeti hapa shuleni.

Mkurugenzi: Nashukuru kukujua.

Mwanafunzi: Hebu tuanze kwa wewe kujitambulisha na kueleza kuhusu kazi yako.

Mkurugenzi:

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MAUDHUI

Magazeti ni nyenzo za kutolea mafunzo kwa wanafunzi. Kuna makala mengi ya kielimu yanayoweza kuwanufaisha wanafunzi.

- * Huweza kufahamisha kuhusu mambo na matukio hapa nchini na nje ya nchi.

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- Ni chombo cha kuburudisha na Icuondoa uchovu wa kiakili. Makala ya michezo kama vile kujaza mraba, na soduku huweza kuburudisha. Kwa mfano kupitia kwa tahariri na baarua kwa mhariri
Magazeti huwapa wanafunzi nafasi za kubadilishana mawazo, changamoto na tajriba zao, kwa mfano kupitia kwa tahariri na barua kwa mhariri.

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Hushirikisha makala kuhusu utamaduni na hivyo kuwapa vijana njia ya kuwasilisha au kujifunza kuhusu utamaduni wao. Matangazo ya kazi huwajua watu kuhusu nafasi za kazi,

- * Hurunza maadili
- Kukuza hamu ya kupenda kusoma

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Baadhi huwa na maswali ya mitihani ambayo huwasaidia wanafunzi kudurusu.

Kukuza hamu ya kuwa waandishi

- Kuna zawadi kwa wanaojibu maswali

Kukuza ubunifu makala kama vile tahariri huweza kuwaonyesha wanafunzi namna ya kutumia insha kwa upeo wa juu na kwa ukakamavu.

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Katika hitimisho, mhoji amwuulize mhojiwa kutoa ushauri wake kwa wanafunzi wa shule za sekondari kuhusiana na umuhimu wa magazeti kwao. Mahojiano yahitimishwe kwa mhoji kumshukuru mhojiwa na kuagana. Vipengele vikuu ambavyo laziraa vibainike Kichwa

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Utangulizi

Mwili

Muundo - Tamthilia/mtindo wa mazungumzo

Hitimisho :

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2. Insha hii ni yamjadala. Mtahiniwa aonyeshe hoja za kuunga mkono na kupinga. Hojaziweze kutetewa kwa ithibati. Kisha mtahiniwa ahitimishe kwa kuonyesha msimamo wake.

Muundo

Sehemu zifuatazo zijitokeze:

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Utangulizi

Sehemu hii ionyeshe hoja za kijumla kuhusu magari ya matatu.

Mwili

Hoja zijadiliwe hapa. Tazaina mifano.

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 - ❖ It was a residence for priests

4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

Hoja za Kuunga mkono

Husaidia watu wengi ambao hawajamiliki aina yoyote ya vyombo vya usafiri kusafiri kwa wepesi.

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- Yameweza kutoa nafasi nyingi za kazi; kuanzia kwa wawekezaji, madereva, utingo, manamba, wauza vipuri vya magari na hata wanaoyatengeneza yakiharibika.
- Huweza kujaa haraka yakilinganishwa na mabasi ambayo huchukua muda mrefu kujaa.
- Huweza kupatikana kwa urahisi katika sehemu nyingi nchini iwe mijini au mashambani.
- Wawekazaji wameweza kutajirika kutokana na uwekezaji wa biashara hii.

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- Ni biashara ambayo inaipa serikali kodi kubwa/mapato.

Hoja za kupinga

- Matatu husababisha ajali nyingi zaidi humu kuliko magari mengine.
- Ajali kutokana na matatu husababisha madhara mengi zaidi kama vile vifo vingi,

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majeruhi, kulemazwa kwa wingi, na hasara za kiuchumi.

- Mashirika mengi ya bima hupata hasara kubwa kutokana na magari ya matatu na mengi hufilisika na kufunga biashara.
- Biashara ya matatu huhimiza watu wengi kuwa wavivu, mathalani, mtu hawezi akatembea masafa mafupi hata kama aendako ni karibu kwa sababu magari ya matatu

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yako tele.

- Biashara ya matatu imehusishwa na uzorotaji wa maadili ya kijamii. Wahudumu katika sekta hii wamehusishwa na utumiaji na usafirishaji wa vileo kama afyuni, pombe haramu na kushiriki katika usherati.
- Magari ya matatu husababisha msongamano barabarani hasa katika sehemu za mijini.

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- Magari ya matatu yamechangia katika uchafuzi wa mazingira kutokana na kelele za utingo, manamba na upigaji wa honi pamoja na moshi.
- Biashara ya matatu imepotosha vijana wengi ambao wanavutiwa na kukimbilia biashara hii badala ya kuendelea na shuguli kama vile masomo yanayoweza kuwasaidia maishani pakubwa kuliko biashara hii.

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Hitimisho: Mtahiniwa aonyeshe msimamo wake kwa kueleza anaegemea katika kupinga au kuunga mkono.

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3. Hii ni insha ya methali. Methali hii ina maana kuwa upele hupewa mtu asiye na kucha kwa kuwa hana uwezo wa kujikuna. Maana ya ndani ya methali hii ni kwamba matatizo humkumba mtu ambaye hana ujuzi/uwezo /mbinu za kuyatatua. Pele - Matatizo yanayomkumba mtu akakosa namna ya kuyatatua.

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Kucha - uwezo /mbinu/njia za kutatua matatizo /ujuzi Mtahiniwa aandike kisa kinachodhihirisha:

Mtu asiye na ujuzi wa jambo akiwa amepatikana na jambo hilo na hajui namna ya kulitatua. Au

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- Mtu mwenye kitu ambacho hakihitaji ilihali anayekihitaji hakipati. Au Mtu ambaye ana uwezo na hali hapatwi na matatizo lakini yule asiye na uwezo anapatwa nayo.

4. Hii ni insha ya mdokezo. Mtahiniwa aandike insha yenye kisa ambacho kinaonyesha

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akihangaika kwa kiu ya maji. Baada ya mahangaiko haya na kupata bilauri moja ya maji ndipo anapotambua umuhimu wa maji.

Yafuatayo yafuatwe katika kutuza swali hili.

- Mtahiniwa aeleze hali ya kukosa maji.
- Aeleze kilichotendeka kabla ya kupata maji.

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- Ajihusishe katika kisa.
- Asiyejihusisha - amejitungia swali.
Ahusike katika hali ngumu ya kuhitaji maji.
- Asiponukuu maneno aliyopewa, amejitungia swali.
Akinukuu sehemu ya maneno amejitungia swali.

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Akiongeza sentensi moja, mbili au kifungu amejitungia swali.

- Akiongeza maneno hadi matano aondolewe alama 2 baada ya kutuzwa.

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INSHA

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OCT/NOV. 2012

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1. Hii ni kumbukumbu. Mtahiniwa azingatie vipengele viwili vya kimsingi vya utungo wa aina hii; yaani muundo/ sura na yaliyomo/ maudhui.

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 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

(a) **Sura ya kumbukumbu/ muundo wa kumbukumbu**

1. Kichwakikuu - kichwa hiki
kijumuishe: jina la mkutano/
kundi linalokutana mahali pa

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mkutano siku ya mkutano tarehe
ya mkutano saa

2. Mahudhurio
- (a) Waliohudhuria
 - (b) Waliotuma udhuru

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- (c) Waliokosa kuhudhuria
 - (d) Waalikwa/ waliokuwepo ila si wanabaraza kwa mfano, mkuu wa ushauri nasaha (Hii si lazima, ila yaweza kutuzwa kama upekee wa mtahiniwa)
3. Ajenda

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4. • Kufunguliwa kwa mkutano
5. Kumbukumbu zenyewe ziandikwe kwa utaratibu mwafaka
6. Kimalizio

(b) MwiW Maudhui

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Yaliyomo yashughulikiwe hapa:
Mtahiniwa ajibu swali aliloulizwa kwa kujadili suala la ukiukaji wa sheria za shule
Na kupendekeza namna ya kuukomesha.

Baadhi ya hoja za kuzingatia:

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(i) **Visa vya ukiukaji wa sheria**

- matumizi mabaya ya dawa
- matumizi mabaya ya mtandao wa intaneti
- mahusiano yasiyofaa, kwa nrfano, usagaji na ubasha
- matumizi ya simu tamba(rununu)

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- kutoroka shule
- kutowaheshimu wakuu
- baadhi kutozingatia usafi wa mwili na mazingira
- kuzorota kwa utenda kazi darasani. Kwa mfano baadhi kutofanya
- mazoezi/ kazi wanayopewa na walimu

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- udanganyifu katika mthani na majaribio endelevu
- kuwanyasya wanafunzi wenzao
- kujitenga katika makundi ya kijamii na kiuchurni

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- ukosefu wa mawasiliano kati ya wanafunzi na usimamizi wa shule
- sheria zisizowapa wanafunzi uhuru/ sheria kandamizi
- uongozi dhalimu
- ukosefu wa uwajibikaji wa uongozi
- athari za dawa za kulevya

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- shinikizo la marika
- matatizo ya wanafunzi kutoshughulikiwa/ wanafunzi kuhisi
- hawashughulikiwi
- vielelezo vibaya kutoka kwa waiiajamii kuhusu usuluhishaji wa migogoro.

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(ii) **Namna ya kukomesha hali hii**

- wanabaraza kuwa kiungo kati ya wanafunzi na uongozi wa shule
- kuimarishwa kwa mawasiliano kati ya wanafunzi na walimu/ uongozi

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- wa shule
- kuimarishwa kwa ushauri marika
- uongozi kumjali mwanafunzi
- wanabaraza kufanya mikutano mara kwa mara na wanafunzi ili
- kuwaelezea sera za shule

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- faaraza kushiriki katika vita dhidi ya matumizi ya dawa za kulevya
- sheria za shule kuchunguzwa upya mara kwa mara ili kubadilisha
- vipengele ambavyo huenda vikahisika kumnyanyasa mwanafunzi

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- kuwahusisha wanafunzi katika kutoa mapendekezo kuhusu utatuzi wa
- matatizo yao.

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Tanbihi

I Sehemu nne kuu za kumbukumbu zijitokeze kama ifuatavyo:

(a) **Kichwa/ an wan i**

(b) **Mahudhura/ mahudhurio**

Yaanze kwa walio na cheo, kama vile Mwenyekiti wa Baraza, Katibu wa Baraza

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 - ❖ It was a residence for priests

4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

(c) **Ajenda**

Ziorodheshwe kwa kufuata kielekezi kifuatacho:

1. Kufunguliwa kwa mkutano/ wasilisho la mwenyekiti
2. Kupitia kumbukumbu za mkutano uliotangulia/ kusomwa na kuidhinishwa kwa kumbukumbu za mkutano uliotangulia

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3. Yaliyoibuka/ yaliyotokana na kumbukumbu hizo (baadhi ya hoja zinaweza kujadiliwa hapa). Ubunifu wa mtahiniwa unaweza kuanza kukadiriwa hapa
4. Ripoti kuhusu shughuli za mwezi (hoja nyingine zijadiliwe pia/ visa vya ukiukaji wa sheria za shule)

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5. Visa vya ukiukaji wa sheria za shule
6. Mchango wa Baraza katika kukabiliana na visa hivi
7. Masuala mengineyo/ shughuli nyinginezo
(mtahiniwa ataibuka na ajenda yake, mradi ihusiane na swali)

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(d) **Kumbukumbu zenyewe**

Matukio yaandikwe kwa utaratibu wa nambari.

Kila hoja inayojadiliwa inakiliwe kama suala (kipengele kinachojitegemea). Mifano ifuatayo inaweza kukubaliwa:

1. Kumb. 1/10/2012: Kusomwa na kuidhinishwa kwa kumbukumbu

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 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- za mkutano uliotangulia
2. Kumb. 2/10/2012: Matumizi mabaya ya dawa
 3. Kumb. 10/1: Ripoti ya matukio ya mwezi uliopita n.k.

(e) **Kimalizio**

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Ataje saa za kumalizika kwa mkutano.
Nafasi ya sahihi na majina ya mwenyekiti na katibu ionyeshwe
nafasi ya tarehe iandikwe.
Kaida nyingine zote za usahihishaji wa karatasi hii zitumike.

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- Huenda mtahiniwa asiibuke na visa, sababu na namna ya kusuluhisha.
Akadiriwe kulingana na namna anavyojieleza, mradi hoja imekamilika.
2. Hii ni insha ambayo inamhitaji mtahiniwa kufafanua/ kujadili mawazo yake au mwelekeo wake kuhusu nafasi ya vijana katika utangamano wa kijamii.

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Baadhi ya hoja:

- Vijana ndio wengi hivyo wanaweza kuwafikia raia wengi.
- Vijana wanathamini na kuanimiani, kwa hivyo ni rahisi kuwashawishi wenzao kutangamana.

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- Ikiwa vijana watafunzwa maarifa/ mbinu ishi za kukabiliana na matatizo/ changamoto, wataweza kuziwasilisha mbinu hizi kwa wenzao.
- Ni muhimu vijana kuepuka kutumiwa na viongozi kama vyombo vya kuvulia na kupalilia uhasama miongoni mwa raia.
- Kwa kuwa kundi la vijana ndilo lenye nishati zaidi, linaweza kutumia nishati hii katika

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shughuli zinazoleta utangamano kama vile michezo.

- Vijana wanaweza kujisajili katika vyuo vilivyo katika maeneo mbalimbali nchini ili kutagusana na raia wa makabila tofauti tofauti.
- Vijana wanastahili/ wanaweza kutumia lugha yao (kwa mfano sheng) kama kiungo cha kuwaunganisha na kueneza hisia za kizalendo.

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- Vijana wanaosajiliwa katika vikosi vya ulinda usalama wanaweza kueneza siasa/ sera ya kudumisha usalama kwa njia ya amani badala ya vita.
- Vijana wanaweza kukomesha ubaguzi wa kikabila na kinasaba kwa kuhimizana kuchagua viongozi kutoka makabila mbalimbali ili kupalilia mwelekeo wa kitaifa badala ya ule wa kieneo, kikabila au kinasaba.

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- Kushiriki katika shughuli za kiusomi kama vile makongamano kunawawezesha vijana kuja pamoja na kujihisi kama raia wenye maazimio sawa, hivyo kuhimiza mshikamano.
- Mshikamano unaweza kudumishwa kupitia ndoa za mseto. Kwa vile vijana wengi si wahafidhina, wengine wao wanaoa na kuolewa na wenzi kutoka makabila tofauti.
- Uhusiano huu unaunga udugu na kupalilia mshikamano.

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- Mradi wa kazi kwa vijana kwa mfano, uliwaleta vijana wa usuli tofauti pamoja.

Tanbihi

- (i) Mtahiniwa anaweza kuchukua mwelekeo wa kuonyesha mambo ambayo vijana wanaweza kufanya ili kuleta mshikamano wa kitaifa.

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- (ii) Mtahiniwa anaweza pia kuonyesha/ kujadili hatua ambazo vijana wamechukua kuleta mshikamano wa kitaifa.
- (iii) Mtahiniwa anaweza pia kuchanganya mielekeo yote mivvili, akataja hoja na kuitolea ufafanuzi kwa kuonyesha hatua ambazo vijana tayari wamechukua kuhusiana na suala hili.

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3. Maana ya methali

Chombo ambacho kimepangiwa kuzama/ ambacho kina kasoro na kinaweza kuzama, hata kikiendeshwa na nahodha wa aina gani kitazama tu.

Jambo la kuharibika hata ukalishughulikia vipi litaharibika tu.

Jambo likiisha kuharibika hata ukajaribu kulirekebisha

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

haitawezekana. Ruwaza zifuatazo za masimulizi zinaweza kujitokeza.

- (i) - Mtahiniwa amsawiri msimulizi/ mhusika ambaye anapuuza jambo hadi pale linapoharibika kisha akaanza kulirekebisha. Msimulizi asidiriki kurekebisha jambo hilo. Kisa kibainishe athari mbaya za kutorekebisha jambo mapema.

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- (ii) Mtahiniwa abainishe hali ambapo licha ya juhudi za mhusika kurekebisha jambo/ kujiimarisha, hafanikiwi. Hapa ni kama jaala inampiga chenga. Mtahiniwa anaweza kuonyesha hiyo ndiyo jaala/ hayo ndiyo majaliwa ya mhusika.
- (iii) Mtahiniwa anaweza kuandika kisa kinacholenga kuonyesha umuhimu wa

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kuyarekebisha mambo kabla ya kuharibika kiasi cha kuzidi uwezo wa mhusika kuyarekebisha.

Tanbihi

Masharti ya usahihishaji wa insha za methali yazingatiwe.

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4. Mtahiniwa aandike kisa kinachofungamana na mwanzo aliopewa. Hali zifuatazo zinaweza kujitokeza katika kisa:

Mhusika/ msimulizi amesafiri kwa siku kadha, na ndio anapata fursa ya kupumzika.

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Anaamshwa na hawezi kuamka.

Msimulizi anaweza kuwa awali alikuwa katika hali ya hatari, pengine kutekwa nyara na sasa ameokolewa, anajaribu kuamka na hawezi.

Huenda mhusika/ msimulizi ni muwele hospitalini, anaamshwa na daktari kuhojiwa.

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Msimulizi anaweza kuwa awali alikabiliwa na mgogoro au changamoto iliyompa wasiwasi na kumkosesha usingizi kwa muda.

Kwa vyovyote vile, kisa **lazima** kionyeshe hali ambayo inasababisha **kulimbikiza** kwa usingizi na uchovu na **msukumo** au **kichocheo** cha kuyafumbua macho.

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Tanbihi

Masharti mengine yote ya utunzaji wa alama katika maswali yote yafuatwe kulingana na kielelezo cha usahihishaji wa insha (mwongozo wa kudumu).

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K1SWAHILI
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USAHIHISHO
INSHA

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OCT/NOV. 2013

SAA 1 ¾

1. Huu ni utungo amilifu. Vipengele viwili vikuu vya utungo wa aina hii vishughulikiwe:
(a) Maudhui;

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(b) Muundo.

(a) **Muundo wa memo**

Mtahiniwa azingatie muundo wa juu (sura) wa memo.
Vipengele vifuatavyo vya kimsingi vizingatiwe.

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- (i) **Nembo na anwani ya Kampuni ya Jitihada.** Iandikwe juu, katikati mwa karatasi wala si juu pambizoni kama ilivyo katika barua rasmi ya kawaida . Anwani inaweza kujumuisha mahali, mtaa, barabara au jengo ambamo kampuni ya Jitihada inapatikana.

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Kwa mfano: Mtaa wa Viwandani, Barabara ya Tungama, n.k; anwani ya barua pepe, tovuti na kipepesi (faksi).

(ii) **Nambari ya marejeleo/kumbukumbu ya marejeleo.** Kwa mfano:
Kumb./ Rej. JIT/ JUMLA/NIDHAMU/2013/2

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(iii) **Tarehe** - inaweza kuandikwa pambizoni kwenye mstari mmoja na nambari ya kumbukumbu.

(iv) **Mtajo**

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- (a) Kutoka Kwa: Meneja
(b) Kwa: Wafanyakazi wote

(v) **Mada/Kuhusu:** Ukiukaji wa maadili ya kikazi
Au

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

Mada: Onyo kuhusu ukiukaji wa maadili ya kikazi

(vi) **Utangulizi**

Mtahiniwa atangulize kiini cha memo. Kwa mfano: mtindo ufuatao unaweza kufuatwa:

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Ripoti zilizowasilishwa katika afisi hii na wakuu wa vitengo mbalimbali zimebainisha kudorora kwa maadili ya kikazi ..., n.k

- (vii) **Mwili:** Hapa ndipo hoja zitakapojadiliwa.
Hoja zipangwe ki - aya.

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(viii) **Hitimisho** (kimuundo)

Mtahiniwa ahitimishe utungo wake.

Hapa anaweza kujumuisha hatua ambazo zitachukuliwa kwa atakayeendelea kukiuka maadili ya kikazi.

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- (ix) **Kimalizio** Muundo wa mwisho wa memo udhihirike kama ifuatayo:
- (i) sahihi
 - (ii) jina
 - (iii) cheo (si lazima) kwa vile ametaja tayari.
 - (iv) Nakala kwa, kwa mfano,

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- (a) Mkurugenzi
- (b) Wakuu wa vitengo
(Nakala si lazima)

(b) Maudhui

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Mtahiniwa aibue hoja zinazohusiana na kutozingatia nidhamu kazini. Baadhi yazo ni:

- (i) Kuchelewa kazini
- (ii) Kuondoka mapema
- (iii) Kuzembea kazi/kutofikia malengo
- (iv) Matumizi mabaya ya rasilimali za kampuni

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- (v) Mahusiano yasiyoruhusiwa, kwa mfano ya kimapenzi
- (vi) Mawasiliano yasiyofaa, kwa mfano yanayoeneza kashfa dhidi ya wafanyakazi wengine au viongozi
- (vii) Mavazi yasiyo na staha
- (viii) Kudai malipo ghushi

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- (ix) Kutoa siri za kampuni
- (x) Kuhusika katika biashara/shughuli inayoendelezwa na kampuni ya Jitihada
- (xi) Mapendeleo kazini, kwa mfano kuhusiana na utoaji wa nafasi za kujiendeleza
- (xii) Utoaji na upokeaji wa rushwa
- (xiii) Kutoheshimu /kutozingatia haki za wafanyakazi wenye mahitaji maalum

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- (xiv) Kushusha hadhi ya kampuni kupitia mwenendo wako
- (xv) Kutumia muda wa kampuni kujiendeleza masomoni bila kufidia.
- (xvi) Matumizi mabaya ya vileo
- (xvii) Kutoa zabuni kwa njia ya mapendeleo
- (xviii) Kutowaheshimu wakuu wako/kudhalilisha hadhi ya wakuu

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- (xix) Kukosa kuwajibikia makosa pale yanapotokea
- (xx) Kuendeleza dhuluma ya kimapenzi
- (xxi) Kutumia mali ya kampuni bila idhini kujiendeleza

Hitimisho (kuhusiana na mada)

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Hitimisho inaweza kujumuisha hatua ya kinidhamu kulingana na sera za kampuni, k.v onyo, kusimamishwa kazi kwa muda na kufutwa. Mtahiniwa anaweza pia kuwahimiza wafanyakazi kuzingatia maadili ya kikazi (bila kutoa onyo) ili kufanikisha utendakazi na maendeleo ya kampuni.

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Tanbihi

- (i) Kwa vile hili ni onyo, mtahiniwa anahitajika kutumia lugha yenye toni kali au inayohimiza nidhamu kazini.
- (ii) Mtahiniwa anaweza kufafanua kosa na hapohapo akataja hatua ya kinidhamu.

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(iii) Kaida nyingine zote za usahihishaji wa karatasi hii zizingatiwe.

2. Hii ni insha ya mjadala. Ifuate kanuni za mjadala ambapo patakuwa na hoja za kuunga Mkono na za kupinga.

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Kuunga mkono

- (i) Hatari za kuangamia kwa lugha ambazo hazitumiki kwa wingi katika mawasiliano ya simu tamba
- (ii) Kupalilia uraibu wa matumizi ya rununu, vijana kujizika katika matumizi ya rununu kiasi cha kufifilisha utendaji wao kielimu

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- (iii) Kuchipuka na kustawi kwa aina mpya na nyeti za uhalifu kama vile utapeli
- (iv) Kuporomoka kwa misingi ya familia, ikiwa mume/mke atamdhiti mwenzake kwa kutaka kusoma ujumbe wake mfupi au kuchunguza nani wanaompigia mwenzake simu, mtafaruku unaweza kuzuka. Pia jamaa nyingi huhiari kupigania simu badala ya kuonana ana kwa ana, hivyo kupujua mshikamano wa kifamilia

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 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- (v) Kuvuruga lugha/sarufi. Watu wamezoea kuandika kwa ufupi.
- (vi) Kudanganya katika mtihani, hivyo kupujua thamani ya mitihani.
- (vii) Kuzorota kwa maadili, k.v kuharibia mtu sifa kupitia 'facebook', kudanganya moja kwa moja pale ulipo n.k.

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- (viii) Kudhalilisha ubunifu/wizi wa kiusomi. Baadhi ya watu hutumia simu kuiba mawazo ya wengine.
- (ix) Wizi wa ubunifu wa kazi za kisanii ambazo hazijapewa hakimiliki
- (x) Kurahisisha uporaji na unyakuzi wa malighafi za mataifa yanayoendelea kupitia kwa mtandao

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(xi) Upujufu wa maadili, vijana kutazama filamu chafu.

Hoja za kupinga

Rununu zina manufaa chungu nzima kama vile:

(i) Kuleta wanadamu pamoja duniani na hivyo kupunguza tuhuma zinazoelekea kuleta

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- vurugu kwa watu kutofahamiana
- (ii) Usambazaji wa teknolojia inayorahisisha maisha ya wanadamu kote duniani kupitia kwa huduma zinazotolewa na simu.
- (iii) Kuendeleza biashara - kubadilishana bidhaa na pesa kupitia mtandao kama vile MPESA.

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- (iv) Hurahisisha huduma za benki. Mtu anaweza kufikia akaunti yake kupitia kwenye rununu.
- (v) Huwa na vifaa kama vile vikokotoo vya kurahisisha kufanya hesabu.
- (vi) Ni chombo cha burudani - vijana hupata michezo mbalimbali.
- (vii) Huimarisha utafiti. Mtu anaweza kufanya utafiti kupitia kwenye rununu.

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- (viii) Huweza kutumiwa kupigia picha, hivyo kuokoa pesa ambazo zingenunulia kamera au video.
- (ix) Mtu anaweza kuwasiliana na familia yake kutoka mbali, hivyo kuokoa muda na fedha ambazo angetumia kusafiri.
- (x) Mtu anaweza kuhifadhi msahafu(Biblia au Korani) kwenye simu, hivyo kujikuza kiroho

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kila mara.

- (xi) Ni njia ya kupata habari kutoka kwenye mashirika ya usambazaji wa habari. Baadhi ya rununu zina redio na hata runinga. Mtu anaweza kusikiliza na kutazama habari hata akiwa safarini.
- (xii) Hufanikisha kuwanasa matapeli na magaidi. Baadhi ya rununu huonyesha simu

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- ilipopigiwa hivyo kusaidia kudhibiti mitandao ya uhalifu.
- (xiii) Huduma ya simu tamba ni njia ya kujipatia riziki. Wapo raia walioanzisha biashara ya MPESA, na wengine ukarabati wa rununu zilizoharibika. Hili limepunguza makali ya uhaba wa nafasi za kazi nchini.

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Tanbihi

- 1 Mtahiniwa anaweza kujadili upande mmoja, kwa mfano, hasara tu. Huyu atahitajika kufafanua kikamilifu angaa hoja 5 ili kukadiriwa vyema kimaudhui.
- 2 Wapo watakaosema moja kwa moja kuwa simu tamba imeleta faida tu. Hawa pia wajaadili angaa hoja 5 ili kukadiriwa vyema kimaudhui.

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- 3 Watakaojadili pande zote mbili sharti wafafanue angaa hoja 3 kuunga na 2 kupinga/au
3 kupinga na 2 kuunga, kisha waonyeshe msimamo wao.
- 4 Kuna yule atakayejadili pande zote mbili bila kuonyesha msimamo. Huyu ni mtu baki
- amepungukiwa kidogo
- 5 Kaida nyingine zote za usahihishaji wa karatasi hii zizingatiwe.

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3. Hii ni insha ya methali. Kisa kidhihirishe maana ifuatayo:
Usimpuuze mtu ambaye alikusaidia awali; au usimpuuze mtu ambaye unahitaji msaada
Wake ati kwa sababu amekufaa tayari na unahisi kwamba humhitaji tena. Huenda ukamhitaji mtu huyo baadaye.

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Au

Usivipuuze au usividharau vitu au hali ambayo ilikufaa awali. Huenda ukavihitaji baadaye.

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Kisa kinaweza kudhihirisha hali zifuatazo:

(i) Mhusika ambaye ameishi mahali kwa muda (labda amepewa hifadhi na ndugu au familia) kisha anapofanikiwa anawadharau.

Kisa kionyeshe hasara / tatizo linalotokana na kupuuza huku. Pengine mhusika anaweza kuhitaji msaada, japo kidogo, wa familia hii na kuona aibu kuomba.

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- (ii) Mwajiriwa ambaye amefanya kazi katika kampuni fulani kwa muda, kisha anapopata kazi kwingine anajiuzulu kwa dharau. Wakati fulani patokee jambo linalomhitaji kupata barua kutoka kwa wakuu wa kampuni hiyo, kisha ahasirike kwa kuona aibu kuomba.

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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 - ❖ It was a residence for priests

4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- (iii) Mwanafunzi ambaye baada ya kukamilisha masomo anatenda mambo kama vile kuwakosea walimu heshima, kuharibu mali ya shule, bila kuwazia kwamba atahitaji barua ya marejeleo kutoka kwa wakuu wa shule. n.k
- (iv) Mtu ambaye anakitelekeza kifaa chake kikuukuu kwa kununua kipya. Patokee wakati ambapo hicho kipya kimeharibika na hawezi kukitumia kile cha zamani kwa vile

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hakukitunza.

Tanbihi

1 Kisa kinahitajika kuonyesha hali mbili: kudharau na kuathirika.

2 Wale ambao wataonyesha kudharau bila kuathirika watakuwa **wamepungukiwa** tu

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kimaudhui, **hawajapotoka**. Wakadiriwe ipasavyo kulingana na vigezo vya kutathminia (mwongozo wa kudumu).

3 Wale ambao wataandika kisa **kisichohusiana** kabisa na methali ndio watakaokuwa **wamepotoka** kimaudhui. Hawa wawekwe katika kitengo kilichopendekezwa na vigezo vya kutathminia (mwongozo wa kudumu).

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4. Watahini **wawe makini** zaidi. Mtahiniwa anaweza kudokeza athari kwa **neni, kirai kimoja**, au **sentensi tu**.

Athari pia inaweza kudokezwa kama tahadhari na mhusika mwingine katika hadithi, akamwambia yule anayedharau vitu au watu waliomfaa.

4. Maneno kiini katika swali hili ni **kudunda** na **matarajio**. Hali inayodhihirika katika

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mdokezo
huu ni wasiwasi au taharuki.

Kisa kidhihirishe:

(a) Mhusika anayetarajia jambo.

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- (b) Jambo ambalo linatarajiwa - kwa mfano:
- (i) kutangazwa kwa matokeo ya mtihani
 - (ii) matokeo ya mashindano
 - (iii) uchunguzi wa kiafya
 - (iv) kukutana na rafiki ambaye mmetengana kwa muda

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- (v) majibu kwa rai au swali, kwa mfano: ombi la posa au ndoa
- (vi) tangazo la kizuizi cha ndoa kwenye harusi yake kanisani au msikitini
- (vii) kutawazwa kama kiongozi wa dini kama vile kasisi
- (viii) kuwasili katika nchi ngeni
- (ix) mwanzo wa safari kwenda nchi ngeni

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- (x) mwanzo wa mashindano au mbio fulani; mhusika anangojea kupulizwa kwa kipenga
- (xi) siku ya kwanza katika kidato cha kwanza, mhusika anangojea kuingia kwenye afisi kusajiliwa

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(c) Baada ya kuandika kauli hii ya mwanzo:

- (i) Mtahiniwa anaweza kurudi nyuma (kutumia mbinu rejeshi), akasimulia kisa hadi akafikia hali ambayo anatarajia jambo hili. Kwa mfano, mbinu rejeshi inaweza kuonyesha uchumba, pingamizi, kisha arusi ambapo anahofia kuwa huenda pakatokea mtu akaipinga ndoa hii. Anaweza pia kusimulia maisha yake

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shuleni, kufanya mtihani na sasa anatarajia kutangazwa kwa matokeo.

- (ii) Mtahiniwa anaweza kuandika kauli ya kuanzia, kisha akafululiza moja kwa moja kusimulia yaliyotokea baada ya jambo analotarajia msimulizi. Kwa mfano: anaweza kutangazwa kuwa mwanafunzi bora zaidi; kisha asimulie

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kuhusu maisha yake baada ya hayo.

- (iii) Msimulizi anaweza kuwa aliyohofia, kwa mfano, kupingwa kwa ndoa yake yametokea, upeo wa chini au mporomoko wa maisha yake ukatokea. Kisha asimulie masaibu yake hadi anapofikia hatua ya kujiokoa au kudidimia zaidi

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katika majonzi, n.k

Tanbihi

1. Mtahiniwa atakuwa **amepotoka** kimaudhui **pale tu** kitakosa kuoana na kianzio, hivyo kuandika yasiyohusiana na swali.

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2. Mtahiniwa akikosa kuanza kwa kauli aliyopewa **lakini** kisa chake kioane na kiini cha swali, atakuwa **hajapotoka** kimaudhui, **amepungukiwa** kimtindo. Akadiriwe kulingana na masimulizi yake.
3. Atakayekosa kuanza kwa kauli hii, na kisa kisioane na kiini cha swali atakuwa amejitungia swali.

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4. Kwa vyovyote vile **lazima** pawe na jambo linalotarajiwa, na ambalo linaweza kuathiri mkondo wa usimulizi, ukaelekea nyuma au mbele. **Mtahini asitarajie tu mbinu rejeshi.**
5. Kaida zote za usahihishaji wa karatasi hii zizingatiwe.

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OCT/NOV. 2014

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1. Hii ni hotuba. Vipengele viwili vikuu vya utungo wa aina hii; Maudhui na muundo vizingatiwe.

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(a) Muundo

Vipengele vifuatavyo vya kimuundo vijitokeze:

- i. **Utangulizi** - ambapo mtahiniwa atataja waliohudhuria kwa vyeo kulingana na hadhi. Pia kiini cha hotuba kishughulikiwe hapa.
- ii. **Mwili** – yaliyomo yajadiliwe na yatolewe ufafanuzi.

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- iii. **Hitimisho** – ionyeshe msimamo wa hatibu kuhusiana na suala la ushauri-nasaha. Aidha, atoe shukranikwa hadhira yake na kuiaga.

(b)Maudhui

Mtahiniwa afafanue hoja zinazoonyesha haja ya kuwepo na ushauri-nasaha shuleni.

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Baadhi ni;

- i. Huwasaidia wanafunzi kukabiliana na changamoto za kuzoea mazingira ya shuleni hasa endapo mazingira yale ni mageni. Hawa huelekezwa kuhusu namna ya kukubali na kufuata sheria za shule ili wasijihisi kuwa wananyanyaswa.

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- ii. Kushindwa kufikia shabaha alizojiwekea au alizowekewa huwafanya baadhi kuvunjika moyo na kukata tamaa, kabla hawajakata tamaa na kufanya uamuzi usiofaa, wanafunzi hawa wanahitaji msaada wa ushauri-nasaha.

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- iii. Wanafunzi kama wanajamii wengine, huweza kutatizika kihisia na kifikira, na wakati mwingine huchoshwa na maisha. Ni muhimu kuwapa huduma za ushauri nasaha ili kuwaanda kujidhibiti, na kukabiliana na hali hizi.

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- iv. Wanafunzi wengi,hasa wanaobaleghe hukabiliana na changamoto zinazotokana na mabadiliko ya mwili katika kukua kwao.Wengine huingiwa na wasiwasi kufehedheka,au kuhuzunika kutokana na hali hizi.Huduma za ushauri nasaha zitawasaidia sana kukabiliana na hali hizi kwa njia chanya.

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- v. Huwasaidia wanafunzi kukabiliana na shinikizo la marika,na shinikizo kutoka kwa wazazi na wanajamii wengine.
- vi. Wanafunzi waliotatizika kiakili na ambao hawawezi wakatatua migogoro inayowakabili kwa njia salama na chanya huwa na ushawishi mkubwa kwa wengine na wasiposaidiwa kwa ushauri nasaha,wanaweza kuwapotosha wengine.

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- vii. Huwaelekeza vijana kuhusu namna yakufaidika kwa njia za kisasa za mawasiliano bila kupotoshwa na tamaduni za kigeni zinazoandamana nazo.

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3. **Give five reasons why the temple in Jerusalem was important to the Israelite**
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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- viii. Ushauri nasaha huisaidia shule kudumisha nidhamu miongoni mwa wanafunzi, walimu na wafanyakazi.
- ix. Wanafunzi huhitaji kuelekezwa kuhusu namna ya kuuratibu muda wao shuleni.

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- x. Ushauri nasaha huwasaidia wazazi kukabiliana na adha za malezi. Mzazi aliye na matatizo ya kuhusiana vyema na mwanawe anweza kushauriwa kuhusu jinsi ya kumwelewa mwanawe.
- xi. Humwelekeza mwalimu kuhusu namna ya kuhusiana na wanafunzi.

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- xii. Ni njia ya kuwasaidia walimu na wanafunzi kukabiliana na majanga kama vile vifo, magonjwa hatari, na kufutwa kazi.

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- xiii. Ushauri nasaha,hasa ushauri marika,huwasaidia wanafunzi ambao wanawiwa vigumu kuwatolea wazazi au walezi undani wao, kuwaambia wanafunzi wenzao hivyo kusaidiwa.

(c)Tanbihi

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- i. Katika utangulizi, mtahiniwa lazima aonyeshe uelewa wa hadhira, awataje kwa mfuatano ufaao kulingana na vyeo.
- ii. Muktadha wa hotuba unaweza kuwa:
 - (a) Siku ya kuwatuza wanafunzi bora shuleni,
 - (b) Siku maalum ya kuwaaga wanafunzi wa kidato cha nne,

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- (c) Siku ya kuwaelimisha wazazi na jamii nzima ya shule kuhusu umuhimu wa ushauri-nasaha; pengine ili kamati ya wazazi iidhinishhe kuajiriwa kwa afisa wa utoaji nasaha.
- iii. Mtahiniwa anaweza kutoa hotuba kuhusu jinsi alivyofaidika kwa ushauri nasaha katika kipindi cha miaka minne aliyokuwa shuleni, bora tu yasiwe masimulizi bali mazungumzo ya moja kwa moja kwa hadhira lengwa.

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- iv. Anaweza pia kutoa hotuba, pengine kukashifu mielekeo hasi ya wazazi na wanafunzi kuhusu udumishaji wa nidhamu, akaonyesha kwamba tabia ya binadamu huimarishwa zaidi kupitia ushauri- nasaha kuliko matumizi ya nguvu au adhabu kali.
- v. Katika kutathmini, kumbuka kwamba mwanafunzi anaweza kutumia maswali ya balagha ili kuchochea hisia fulani, au kukashifu mwelekeo fulani. Huu unaweza

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kuhesabiwa kama upekee unaomtofautisha mtahiniwa na wengine wa kiwango cha chini.

- vi. Mtindo wa uwasilishaji wa hotuba uzingatiwe. Hatibu azungumze moja kwa moja na hadhira yake. Asitumie mtindo wa masimulizi ila pale tu, pengine anapotoa kisa kifupi

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kama kielelezo cha mtu aliyefaidika kwa ushauri-nasaha , au mzazi aliyehasirika kwa kutotumia ushauri-nasaha katika malezi.

2. Hii ni insha ya maoni.Inaweza pia kuwa insha ya maelezo.Vipengele vikuu vya insha ya aina hii:Muundo,maudhui vizingatiwe:

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(A)Muundo

Vipengele vifuatavyo vizingaatiwe

(a)Utangulizi – uangazie hali ya matumizi ya ardhi nchini

(b)Mwili

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Hapa ndipo yaliyomo /maudhui yanapojadiliwa.Mtahiniwa:

- (i) Ajadili hoja ambazo zinadhihirisha namna ambavyo rasilimali za inchi (zinazohusiana na ardhi) zinavyotumiwa vibaya huku akionyesha athari mbaya za hulka hizi.

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- (ii) Aonyeshe mchango wa raia katika uharibifu wa mazingira au matumizi mabaya ya ardhi.

(c)Hitimisho

Mtahiniwa:

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- I. Ajumuishe hoja alizojadili na kuonyesha mwelekeo,msimamo au falsafa yake kuhusiana na matumizi ya ardhi.
- II. Anaweza kutoa wito kwa raia kuepuka mazoea ya kutumia ardhi vibaya.
- III. Anaweza pia kupendekeza njia bora za kutumia ardhi kwa njia endelevu.

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(B) Maudhui

Baadhi ya hoja ni:

- i. Kulima kandokando ya mito,hivyo kusababisha mmomonyoko wa udongo.
- ii. Kupanda zao hilo hilo,hivyo kupujua (kudhoofisha) uwezo wa udongo kuzalisha mazao bora.

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4. **State five qualities of God from the teaching of Prophet Hosea**
 - ❖ Just
 - ❖ Forgiving/ compassionate
 - ❖ Patient/ tolerant
 - ❖ Loving
 - ❖ Saviour

- iii. Ardhi ambayo imetengewa kilimo kutumiwa kwa ujenzi,hivyo kusababisha kutojitosheleza kwa chakula.
- iv. Kufuga mifugo wengi ambao wanaishia kufa wakati wa ukame ,au kusababisha mmomonyoko wa udongo

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- v. Kutotumia sehemu zenye vinamasi kwa njia endelevu, badala yake wanajenga huko na kusababisha hata kuporomoka kwa majengo.
- vi. Kunyakua ardhi na kutenga katika sehemu zilizotengewa matumizi maalum kama vile maziara namadhabahu.

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- vii. Wakulima kutumia kemikali ambazo zinaishia kuua wadudu ambao huchangia kuboresha udongo.
- viii. Wenye viwanda kuelekeza taka zenye kemikali kwenye mashamba na mito na kusababisha vifo vya wanyama na kuharibika kwa mimea.

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- ix. Kufyeka misitu kwa ajili ya majengo na kusababisha kuenea kwa jangwa au kupalilia ukame.
- x. Uwindaji wa wanyama ambao unatishia kupunguza aina za wanyama kama vile ndovu na kifaru.

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- xi. Kujenga kwenye sehemu zilizotengewa ujenzi wa barabara hivyo kuathiri ustawishaji wa miundomsingi.
- xii. Kujenga majengo mengi kwenye sehemu ndogo ya ardhi,hivyo kusababisha kusongamana kwa watu.

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- xiii. Wawindaji haramu kuchimba vidimbwi vya kuwatilia wanyama sumu.Hili linasababisha vifo vya wanyama na kuzagaa ovyo kwa mizogo.Binadamu wanaweza pia kuumia kwa kutumbukia kwenye vidimbwi hivi.
- xiv. Binadamu kukata miti kwa ajili ya samani na nishati,kutopanda mingine,na kusababisha kukosekana kwa aina muhimu za miti.

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Tanbihi

Suala la matumizi mabaya ya ardhi liangaziwe katika upana wake. Mtahiniwa asitarajiwe tu kuzungumzia kilimo, anaweza kujadili aina nyingine za matumizi mabaya ya ardhi au mazingira.

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3. Hii ni insha ya methali.

Mtahiniwa abuni kisa kinachodhihirisha maana ifuatayo:

Mtu anayetia bidii katika jambo gumu huja kupata faida, hiyo ni kidogo. Kisa kinaweza kudhihirisha hali zifuatazo:

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- i. Mhusika, kama vile mwanafunzi, aliyejikuta katika mazingira magumu (kwa mfano kusoma, licha ya kufukuziwa karo), akajibidiisha, asikate tamaa, na hatimaye akaja kufaidika.
- ii. Mhusika anayejaribu kwa hali na mali kubadilisha mitazamo hasi ya wanakijiji, na kuinua hali zao za maisha na baadaye kufanikiwa.

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- iii. Mhusika aliyepata pingamizi nyingi kazini, akataka kukata tamaa na kujiuzulu, lakini akajiasa au akaaswa na mwingine, akaamua kufanya kazi kwa ustahimilivu, na hatimaye juhudi zake zikatambuliwa, akapandishwa cheo.
- iv. Mhusika kijana aliyehitimu chuoni, akatafuta kazi ya ajira asipate. Baadaye apate mtaji wa kuanzisha biashara ndogo (pengine kupitia Hazina ya Uwezo), apate

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changamoto nyingi mwanzoni,lakini ajikakamue .Hatimaye mradi wake ufanikiwe, aweze hata kubuni nafasi za kazi kwa vijana wenzake.

- v. Mhusika anaweza kuwa mwenye mahitaji maalum yanayomzuia kujiendeleza, kwa mfano,asiwe na mikono,lakini ajibidiishe, asiuone ulemavu kama kikwazo, na mwishowe kufanikiwa.

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- vi. Mzazi au mlezi anaweza kuwa na mtoto aliyepotoka, ajaribu kumrekebisha na baadaye mtoto huyu abadilike na hata kumfaa mzazi au jamii pana.

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- i. Kwa vyovyote vile, **lazima** kuchanika (kujibidiisha, kuteseka) kujitokeze. Mhusika aonekane akikabiliana na kizingiti fulani, pengine cha kimaumbile au kinachotokana na mazingira anamoishi.
- ii. Katika kuchanika huku, tuone juhudi anazotumia kukabiliana na vikwazo vinavyomkabili.

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- iii. Hatimaye **shart**ifaida ijitokeze.Hapa tunaweza kuona manufaa ya kazi aliyofanya,au namna alivyojitoa kwenye hali ngumu iliyomkabili.
4. Hii ni insha ya mdokezo inayomhitaji mtahiniwa kuyasanisi mawazo yake na kubuni hadithi inayoafikiana na mwanzo huu.

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Mdokezo unafumbata hali zifuatazo:

- a) Msimulizi anaondoka katika mazingira aliyo zoea(kuvuka kizingiti cha lango).
- b) Msimulizi anaanza safari fulani/anaingia katika hali nyingine(maisha kuchukua mkondo mpya).

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c) Msimulizi ana hakika kuwa mustakabali wa maisha yake umebadilika(nilijua).

Kisa kinaweza kudhihirisha hali kama vile:

(i) Msimulizi amepita mtihani wa darasa la nane na anaelekea shule ya upili ambamo anatarajia maisha yake kuwa tofauti. Aonyeshe mkondo huo mpya wa maisha yake.

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- (ii) Msimulizi amekuwa mjane au mseja kwa muda, ni siku yake ya arusi, anatarajia maisha mapya ya ndoa.
- (iii) Msimulizi amehitimu masomo ya kidato cha nne, amepata fursa ya kwenda ng'ambo kwa masomo ya chuo kikuu, anajua kuwa maisha yatakuwa

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tofauti. Anaweza pia kusimulia maisha yake huko ng'ambo ili kuonyesha mabadiliko haya.

(iv) Msimulizi amepata kazi ya ajira anaondoka kwao alikozoea na kutarajia mabadiliko.

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- (v) Msimulizi, baada ya kauli hii, anaweza kuturudisha nyuma, akatumia mbinu rejeshi kuonyesha hali ya maisha yake hapo awali, pengine amekuwa akiishi kwenye mazingira yenye udhalimu, kisha akafikia uamuzi wa kujinasua kwa kuondoka humu.

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(vi) Msimulizi anaweza pia, baada ya kauli hii, asiturejeshe nyuma, asimulie kisa chake moja kwa moja, aonyeshe namna alivyokuwa ameingojea siku hii kwa hamu, asimulie kuhusu safari yake, adha, furaha ya safari hii hadi anapofika alikoondoka kwenda.

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- (vii) Msimulizi anaweza kuwa kijana mtoro anayaona maisha ya kwao nyumbanikuwa ya kudhibitiwa. Aamue kuondoka kwao. Hapa tunatarajia msimulizi asimulie, ama maisha yake ya awali, au aonyeshe namna alivyosafiri, na namna hali haikuwa alivyotarajia pengine hapati uhuru aliotarajia, aadhibiwe kwa utoro wake.

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- (viii) Anaweza pia kuwa mwanariadha mashuhuri anayeondoka kwao kwa kinyang'anyiro, pengine mbio, kisha asimulie kuhusu shindano, na jinsi alivyoimbuka mshindi, akapata pato kubwa na kutoka kwenye hali ya umaskini.

Tanbihi

- i. Mdokezo unaelekeza kwamba kisa kitasimuliwa kwa nafasi ya kwanza.

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- ii. Hata hivyo, kwa vile msimulizi huenda akakumbana na wahusika wengine, anaweza pia kuchanganya nafsi ya kwanza na pili.
- iii. Mazungumzo au dayalojia za wahusika zinaweza kujitokeza kulingana na ukomavu wa lugha ya mtahiniwa.

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- iv. Si lazima mtahiniwa ataje mkondo mpya moja kwa moja bali mtahini aelewe mabadiliko na kukisia hali inayojitokeza au inayosimuliwa.
- v. Si lazima mtahiniwa afafanue mabadiliko kwa mapana na marefu. Mtahini atambue mabadiliko yanayojitokeza kisha amkadirie mtahiniwa kwa mujibu wa mwongozo wa kudumu.

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- vi. Ambaye ataandika mdokezo na asionyeshe akitoka mahali fulani kwenda pengine(kukiuka kizingiti)lakini ahadithie kisa au tukio linaloonyesha mabadiliko maishani mwake,atakuwa amelijibu swali.
- vii. Yule ambaye hakuwa amevuka kizingiti lakini maisha yake yamebadilika,atakuwa amejibu swali lakini amepungukiwa.

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*Asipoanza kwa maneno au amalizie-amepungukiwa kimawazo.

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