

SMARTWIZ

GRADE10 ENGLISH LITERATURE EXAM

MARKS: 100

MARKS

TIME: 2 hours

SCHOOL _____

CLASS (e.g. 4A) _____

SURNAME _____

NAME _____

Instructions for Learners:

- Read all the instructions carefully before you begin the exam.
- Write your name and learner number clearly on the answer sheet/booklet.
- Answer all the questions unless otherwise instructed.
- Show all your work/calculations where applicable.
- Write neatly and legibly.
- Use only blue or black ink. *Do not use correction fluid or tape.*
- No electronic devices (calculators, phones, etc.) are allowed unless explicitly permitted.
- Raise your hand if you have any questions.
- Do not talk to other learners during the exam.
- Any form of cheating will lead to disqualification.

This test consists of 6 pages including the cover page.

Section A: Unseen Comprehension (20 marks)

Read the following passage and answer the questions that follow:

The sun dipped below the horizon, casting a golden glow over the city. The streets, once bustling with activity, now lay silent, save for the occasional rustle of leaves in the evening breeze. In the distance, the faint sound of a bell tolled, marking the end of another day.

Questions:

1. What mood does the author create in the opening lines? (3 marks)

2. Identify and explain one example of personification in the passage. (3 marks)

3. How does the imagery contribute to the tone of the scene? (4 marks)

4. In your own words, describe the setting of the passage. (2 marks)

5. What do you think the tolling bell symbolizes? Explain. (4 marks)

6. Suggest a suitable title for this passage and justify your choice. (4 marks)

Section B: Poetry (20 marks)

Read the following poem and answer the questions that follow:

"Caged Bird" by Maya Angelou

*A free bird leaps on the back of the wind
and floats downstream till the current ends
and dips his wing in the orange sun rays
and dares to claim the sky.
But a bird that stalks down his narrow cage
can seldom see through his bars of rage
his wings are clipped and his feet are tied
so he opens his throat to sing.
The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.
The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own.
But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.
The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.*

Questions:

1. What is the central theme of the poem? (3 marks)

2. Explain the metaphor of the "caged bird." (4 marks)

3. How does the poet contrast the free bird and the caged bird? (4 marks)

4. What role does the "throat" play in the poem? (3 marks)

5. Discuss the significance of the bird's song. (6 marks)

Section C: Drama (30 marks)

Answer the following questions based on the play *Romeo and Juliet* by William Shakespeare:

1. Contextual Question:

Read the following lines from Act 2, Scene 2:

JULIET:

'Tis almost morning; I would have thee gone:

And yet no further than a wanton's bird,

That lets it hop a little from his hand,

Like a poor prisoner in his twisted gyves,

And with a silken thread plucks it back again,

So loving-jealous of his liberty.

(Act 2, Scene 2)

Question:

What does Juliet mean by comparing Romeo to a "wanton's bird"? (5 marks)

2. Character Analysis:

Read the following lines from Act 2, Scene 2:

ROMEO:

I would I were thy bird.

(Act 2, Scene 2)

Question:

Analyze Romeo's desire to be Juliet's bird. What does this reveal about his character? (5 marks)

3. Theme Exploration:

Read the following lines from Act 2, Scene 2:

JULIET:

My bounty is as boundless as the sea,

My love as deep; the more I give to thee,

The more I have, for both are infinite.

(Act 2, Scene 2)

Question:

Discuss the theme of love as portrayed in Juliet's words. How does this reflect the nature of love in the play? (5 marks)

4. Literary Devices:

Read the following lines from Act 2, Scene 2:

ROMEO:

It is my soul that calls upon my name:

How silver-sweet sound lovers' tongues by night,

Like softest music to attending ears!

(Act 2, Scene 2)

Question:

Identify and explain the literary devices used in these lines. (5 marks)

5. Plot Development:

Read the following lines from Act 2, Scene 2:

JULIET:

*Three words, dear Romeo, and good night indeed.
If that thy bent of love be honourable,
Thy purpose marriage, send me word to-morrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite;
And all my fortunes at thy foot I'll lay
And follow thee my lord throughout the world.
(Act 2, Scene 2)*

Question:

How does this scene advance the plot of the play? (10 marks)

Section D: Essay (30 marks)

Instructions:

- Choose **ONE** of the following essay topics.
- Write a literary essay of **300–400 words**.
- Your essay must have an **introduction**, **body paragraphs**, and a **conclusion**.
- Support your arguments with **specific references and quotations** from the text.

Topic 1: Romeo and Juliet – Love and Conflict

“The intense love between Romeo and Juliet exists alongside intense family hatred. This contrast leads to

tragedy.”

Discuss how William Shakespeare presents the relationship between love and conflict in *Romeo and Juliet*. Use specific lines and examples from the play to support your answer.

Topic 2: Caged Bird – Freedom and Oppression

“The caged bird sings not because it is free, but because it longs to be.”

In your view, how does Maya Angelou use contrast between the free and caged birds to explore themes of freedom, oppression, and resilience? Refer to specific stanzas and lines from the poem to support your response.

Topic 3: Choices and Consequences – Comparative Essay

Both Romeo in *Romeo and Juliet* and the caged bird in Angelou’s poem face limits on their freedom — one by fate and family, the other by captivity.

Write an essay comparing how the two texts present the impact of limitations (social, emotional, or physical) on individuals. Focus on how each character responds to these constraints.

[illegible]

End of Exam

TOTAL : 100



MEMO**Section A: Unseen Comprehension (20 marks)**

Passage: The sun dipped below the horizon...

1. Mood created in the opening lines (3 marks)

Expected answers:

- Calm, peaceful, reflective, or serene mood.
- The setting sun and quiet streets evoke a sense of winding down.
- The mood could also be slightly melancholic or nostalgic.

Marking:

- 1 mark for identifying a mood.
 - 2 marks for explanation/examples from the text.
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2. Example of personification (3 marks)

Expected answer:

- “The sun dipped below the horizon” (the sun is given human action — “dipped”).
- “The streets... now lay silent” (streets are described as if they can be silent).
- Explanation of how this gives life or human qualities to non-human things.

Marking:

- 1 mark for identifying personification.
 - 2 marks for explanation.
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3. Imagery’s contribution to tone (4 marks)

Expected answers:

- Visual imagery (“golden glow,” “rustle of leaves”) creates a peaceful, calm tone.
- Auditory imagery (bell tolling) adds solemnity or finality.
- Overall tone is tranquil but possibly thoughtful.

Marking:

- 2 marks for identifying types of imagery.
 - 2 marks for explaining their effect on tone.
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4. Description of setting (2 marks)

Expected answer:

- City at dusk/evening.
- Quiet streets with natural elements (leaves, breeze).
- Contrast between busy day and calm evening.

Marking:

- 1 mark for setting identification.
 - 1 mark for details.
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5. Symbolism of the tolling bell (4 marks)

Expected answers:

- Symbolizes the end of the day.
- Could symbolize the passage of time, mortality, or closure.
- May suggest a reminder to reflect or rest.

Marking:

- 2 marks for identifying symbolism.
 - 2 marks for explanation.
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6. Suitable title and justification (4 marks)

Example answers:

- “Evening Calm” — because it describes the peaceful ending of the day.
- “The Last Bell” — because the tolling bell marks the day’s end.
- Justification should relate title to mood, setting, or symbolism.

Marking:

- 2 marks for an appropriate title.
- 2 marks for a clear, logical justification.

Section B: Poetry (20 marks)

1. Central theme (3 marks)

Expected answers:

- Freedom vs oppression.
- Hope and resilience despite captivity.
- Desire for liberty.

Marking:

- 1 mark for naming a theme.
 - 2 marks for explanation or example.
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2. Metaphor of the “caged bird” (4 marks)

Expected answers:

- The caged bird represents oppressed or imprisoned individuals.
- It symbolizes limitation, lack of freedom.
- The bird’s clipped wings and tied feet show physical/emotional captivity.

Marking:

- 2 marks for explaining metaphor.
 - 2 marks for examples or further clarification.
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3. Contrast between free and caged birds (4 marks)

Expected answers:

- Free bird has liberty, can “claim the sky.”
- Caged bird is trapped, restricted (“bars of rage,” “clipped wings”).
- Free bird is carefree; caged bird is fearful but still sings.

Marking:

- 2 marks for identifying contrasts.
- 2 marks for explanation with examples.

4. Role of the “throat” (3 marks)

Expected answers:

- The throat symbolizes the voice or expression.
- Despite captivity, the caged bird “opens his throat to sing” — shows resilience.
- Singing is a form of hope or protest.

Marking:

- 1 mark for identifying throat as voice.
 - 2 marks for explaining symbolic role.
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5. Significance of the bird’s song (6 marks)

Expected answers:

- The song represents hope, resistance, or longing for freedom.
- It expresses feelings the bird cannot escape.
- The fearful trill shows courage in the face of oppression.
- The song reaches “distant hills,” symbolizing the spread of hope.

Marking:

- Up to 3 marks for meaning of the song.
 - Up to 3 marks for textual evidence and explanation.
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Section C: Drama (30 marks)

1. Juliet’s “wanton’s bird” (5 marks)

Expected answers:

- Romeo is like a bird allowed to fly only a little before being pulled back.
- Juliet is protective but controlling (“silken thread”).
- Shows her fear of losing Romeo or jealousy.
- The metaphor highlights tension between love and control.

Marking:

- 2 marks for explaining “wanton’s bird.”
 - 3 marks for linking metaphor to Juliet’s feelings.
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2. Romeo’s desire to be Juliet’s bird (5 marks)

Expected answers:

- Romeo wants to be close, safe, and cherished by Juliet.
- Shows his devotion and romantic idealism.
- Reveals vulnerability and willingness to submit to love.

Marking:

- 2 marks for interpretation of desire.
 - 3 marks for character insight.
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3. Theme of love in Juliet’s words (5 marks)

Expected answers:

- Love is limitless and ever-growing (“boundless,” “infinite”).
- Love is generous and self-replenishing.
- Reflects idealistic, passionate nature of their love.

Marking:

- 3 marks for theme explanation.
 - 2 marks for connection to the play’s portrayal of love.
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4. Literary devices in Romeo’s lines (5 marks)

Expected answers:

- Personification: “my soul calls upon my name.”
- Simile: “like softest music.”
- Alliteration: “silver-sweet sound.”
- Imagery: auditory imagery to evoke romance.

Marking:

- 1 mark per literary device identified (max 3).
- 2 marks for explanation of effect.

5. How the scene advances the plot (10 marks)

Expected answers:

- Juliet requests Romeo to confirm his intentions (marriage).
- Shows commitment and seriousness of their love.
- Sets up the secret marriage plot.
- Moves the story toward climax and tragedy.
- Highlights risks they take for love.

Marking:

- Up to 5 marks for points about plot advancement.
- Up to 5 marks for explanation and text support.

Section D: Essay (30 marks)

Marking Criteria:

- **Introduction (5 marks):** Clear thesis, overview of argument.
- **Content and analysis (15 marks):** Relevant points, detailed discussion, use of quotations and examples.
- **Organization and coherence (5 marks):** Logical flow, clear paragraphs.
- **Language and expression (5 marks):** Appropriate vocabulary, grammar, and style.

Suggested content for each topic:

Topic 1 (Love and Conflict):

- Examples: Juliet's line "My only love sprung from my only hate."
- Family feud as backdrop causing tension.
- Tragic consequences due to conflict.

Topic 2 (Freedom and Oppression):

- Contrast of free bird and caged bird.
- The bird's song as hope despite oppression.
- Metaphor for social/political imprisonment.

Topic 3 (Comparative):

- Romeo constrained by family feud, fate.

- Caged bird constrained physically.
- Both respond with hope/love/singing (resilience).
- Discuss consequences of these limits.

TOTAL : 100

