

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: ROMEO AND JULIET (40 marks)

Question 1: Answer the following questions based on your study of Romeo and Juliet.

a) Describe the role of the Prince of Verona in the play.

b) How does Juliet's character change from the beginning to the end of the play?

c) Explain the significance of Friar Laurence's plans throughout the play.

d) Discuss how Shakespeare presents the theme of love as both beautiful and dangerous in the play.

SECTION B: POETRY (40 marks)

Question 2: Read the poem excerpts below and answer the questions.

Poem 1: "A Dream Deferred" by Langston Hughes

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

a) What is the central theme of this poem?

b) Identify two images Hughes uses to describe a deferred dream and explain their effect.

Poem 2: “If I Can Stop One Heart From Breaking” by Emily Dickinson

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

c) What message does this poem convey about life’s purpose?

d) How does Dickinson use simple language to express a powerful idea?

SECTION C: LITERARY TECHNIQUES (20 marks)

Question 3: Define the following literary devices and provide an example for each from any text you have studied.

a) Personification

b) Symbolism

c) Irony

d) Alliteration

e) Imagery

END OF EXAM

TOTAL : 100

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SECTION A: ROMEO AND JULIET (40 MARKS)

a) Role of the Prince of Verona:

- He acts as the law enforcer and peacekeeper in Verona.
 - Tries to stop the feud between the Montagues and Capulets.
 - Represents authority and attempts to maintain order.
- (3 marks)**

b) Juliet's character development:

- Starts as an obedient and innocent young girl.
 - Becomes independent and defies her parents by marrying Romeo.
 - Demonstrates strength and bravery in the face of tragedy.
- (4 marks)**

c) Significance of Friar Laurence's plans:

- He marries Romeo and Juliet in hopes of ending the feud.
 - His secretive strategies contribute to miscommunication.
 - Though well-intentioned, his actions lead to unintended tragedy.
- (4 marks)**

d) Theme of love as beautiful and dangerous:

- Romeo and Juliet's love is passionate and idealistic (beautiful).
 - But it leads to secrecy, disobedience, and ultimately death (dangerous).
 - Shakespeare shows both the joy and destruction of intense love.
- (4 marks)**

SECTION B: POETRY (40 MARKS)

Poem 1: "A Dream Deferred" by Langston Hughes

a) Central theme:

- The consequences of unfulfilled dreams or ambitions.
 - Suppressing aspirations can cause emotional or social decay.
- (3 marks)**

b) Two images and their effect:

- "Like a raisin in the sun": Dreams wither or lose vitality.

- “Like rotten meat”: Dreams may become destructive or harmful.
- These images emphasize neglect and decay.
(2 marks per image × 2 = 4 marks)

Poem 2: “If I Can Stop One Heart From Breaking” by Emily Dickinson

c) Message about life’s purpose:

- True purpose is found in kindness and helping others.
- Even small acts of compassion make life meaningful.
(3 marks)

d) Use of simple language:

- Short, direct phrases.
- Everyday language (“cool one pain,” “fainting robin”) shows deep meaning in small acts.
- Makes the poem relatable and powerful.
(3 marks)

SECTION C: LITERARY TECHNIQUES (20 MARKS)

a) Personification

- Definition: Giving human qualities to non-human things.
- Example: “The wind whispered secrets through the trees.”
(2 marks)

b) Symbolism

- Definition: Using objects or actions to represent larger ideas.
- Example: A rose representing love.
(2 marks)

c) Irony

- Definition: A contrast between expectation and reality.
- Example: A fire station burns down.
(2 marks)

d) Alliteration

- Definition: Repetition of consonant sounds at the start of words.
- Example: “She sells sea shells by the sea shore.”
(2 marks)

e) Imagery

- Definition: Descriptive language that appeals to the senses.
 - Example: “The golden sunset painted the sky in fire.”
(2 marks)
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TOTAL: 100 MARKS 

