

English - Grade 10 (RSA)



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AND

QUESTION 2: PRESCRIBED POETRY – CONTEXTUAL QUESTION

Hope is the thing with feathers - Emily Dickinson (1830-1886)

- 1 "Hope" is the thing with feathers
- 2 That perches in the soul,
- 3 And sings the tune without the words,
- 4 And never stops at all,

- 5 And sweetest in the gale is heard;
- 6 And sore must be the storm
- 7 That could abash the little bird
- 8 That kept so many warm.

- 9 I've heard it in the chilliest land,
- 10 And on the strangest sea;
- 11 Yet, never, in extremity,
- 12 It asked a crumb of me

- 2.1 Choose the correct answer (A-D) and only write the alphabet letter next to the number (2.1).

The speaker uses an extended ... to describe 'hope.'

- A. Simile.
B. Hyperbole.
C. Metaphor.
D. Personification.

(1)

C - Metaphor ✓

- 2.2 As what animal is 'hope' described?

(1)

A bird. ✓

- 2.3.1 Refer to line 3, the speaker suggests that 'hope sings the tune without words'. Identify the figure of speech used in this line.

(1)

universally understood tune ✓

- 2.3.2 Discuss the effectiveness of this figure of speech.

(2)

This personification is effective because it **brings hope to life**, making it seem like a living entity that can comfort us—a **bird that sings incessantly**. ✓ It underscores hope's **constant and universal presence**, as the "tune without words" symbolizes an **inner, wordless reassurance** that transcends language and remains persistent even through adversity. ✓

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ENGLISH HL

LITERATURE PROJECT – JULY 2025 (MG)

- 2.5 Refer to line 5: 'And sweetest in the gale is heard;' Explain what this line reveals about hope? (2)

The 'gale' refers metaphorically to the challenges/ troubles of life. ✓ The speaker has found hope in the most dire/ extreme/desperate circumstances of life, as is described in the use of the word "sweetest". ✓

- 2.6 Refer to lines 11-12: 'Yet, never, in extremity/ It asked a crumb of me.' Discuss the significance of this description in the context of the poem. (3)

Hope is a constant. ✓ It is always present in the human psyche. ✓ It does what it needs to do/ perform its duty to make humanity desire/ expect to obtain fulfillment in the worst conditions of life. Hope is in perpetuity. It never asks for anything in return. ✓

[10]

AND

SECTION B: DRAMA

Answer **ONLY** on the play/ drama you have studied.

Answer EITHER QUESTION 10 (4 questions) OR QUESTION 11 (essay question).

QUESTION 3: ROMEO AND JULIET – ESSAY

In the William Shakespeare's play, "*Romeo and Juliet*" the playwright presents conflict—both internal and external—as the driving force of the tragedy.

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SECTION A: PRESCRIBED POETRY

PRESCRIBED POETRY

Answer any ONE of the following questions.

QUESTION 1: PRESCRIBED POETRY – POETRY ESSAY QUESTION

Read the poem below and answer the essay question which follows.

Limerick – Gus Ferguson

- 1 There once was a poet called: Gus
- 2 Who made an ecological fuss,
- 3 He'd rant and he'd rail
- 4 On the rights of the snail
- 5 'Til his lettuce cried: 'What about us?!

1.1 How does the poet express his concern for environmental issues? (1)

Through the speaker, Gus. ✓

1.2 Write down the rhyme scheme of this limerick. (1)

AABBA ✓

1.3.1 Identify the tone of the poem. ✓ (1)

The tone of the poem is humorous/ light-hearted/ satirical. ✓

1.3.2 Discuss the appropriateness of this tone. (2)

The poet gently mocks the speaker's extreme ecological activism while introducing the idea that even plants have a voice and should be considered. ✓ The comic element comes from the absurdity of the lettuce speaking up and the contrast between the human-world concern for snails and the unexpected plea from the vegetable. ✓

1.4 Refer to line 5: 'Til the lettuce cried: "What about us?!" Discuss the effectiveness of the personification used in this line. (2)

The "lettuce" are given human-like qualities through the "rights" they are said to have. ✓ The lettuce speaking is an example of anthropomorphism—attributing human traits to non-human things. This creates a whimsical and somewhat surreal scene. ✓

1.5 Comment on how the structure of this poem supports the message of the poem. (3)

A "Limerick" is a specific type of humorous verse that typically follows a strict meter and rhyme scheme (AABBA). ✓ Lines 1, 2, and 5 have three stressed syllables (often referred to as "anapestic" meter). Lines 3 and 4 are shorter, with two stressed syllables. Limericks are often comedic, with quirky or nonsensical elements. ✓ The message of the poem seems to be a playful critique of extreme ecological activism. While it addresses important environmental concerns, it humorously suggests that sometimes these concerns can become exaggerated or over-the-top. ✓

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QUESTION 2: PRESCRIBED POETRY – CONTEXTUAL QUESTION

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- 9 I've heard it Page 3 / 10
- 10 And on the strangest sea,
- 11 Yet, never, in extremity,
- 12 It asked a crumb of me

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GRADE 10

ENGLISH HL

LITERATURE PROJECT – JULY 2025 (MG)

1. Introduction – Thesis statement

- Shakespeare's *Romeo and Juliet* is set against the backdrop of a bitter and violent feud between the Montague and Capulet families.
- The theme of conflict is deeply embedded in both the personal and public spheres of the play, affecting characters, relationships, and the trajectory of the plot.
- Shakespeare uses conflict not merely as a backdrop, but as a driving force that shapes character motivations, escalates tensions, and ultimately delivers the play's tragic outcome.

2. Body Paragraphs**Opening street brawl & societal conflict**

- The play opens with a street brawl between the servants of the Montagues and Capulets, immediately introducing the audience to the public nature of the feud (Act I.i).
- The line "From ancient grudge break to new mutiny" shows that the conflict is long-standing, deeply rooted, and has been passed down through generations.
- Through this irrational, inherited hatred, Shakespeare criticizes the destructive nature of feuds that are maintained out of pride and tradition rather than reason.

Family honour and loyalty versus personal desire

- Juliet faces internal conflict as she is torn between her loyalty to her family and her love for Romeo, a Montague.
- Her famous question, "What's in a name? That which we call a rose..." (Act II.ii), reflects her struggle to separate love from the social identity tied to family names.
- Romeo also experiences conflict when he is pressured by honour to avenge Mercutio by killing Tybalt—despite being secretly married to Juliet, Tybalt's cousin.
- Shakespeare uses these internal battles to explore how rigid codes of honour and loyalty can come into direct opposition with personal values and desires.

Conflict between youth and authority

- A key conflict in the play is between the younger generation and the authority figures meant to guide them, especially seen in Lord Capulet's attempt to force Juliet into marriage.
- In Act III.v, Capulet exclaims, "Speak not; reply not; do not answer me... hang, starve, die in the streets," displaying his authoritarian and emotionally abusive stance.
- This aggressive conflict between Juliet and her father pushes her to reject her parents' control and take extreme action, such as faking her death.
- Shakespeare emphasizes how generational conflict and lack of understanding can isolate young people and drive them to desperate decisions.

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Internal conflict & tragedy escalation

- Romeo frequently experiences emotional turmoil, torn between his love for Juliet and the violent world around him—particularly after the death of Mercutio.
- After killing Tybalt, Romeo cries, "O, I am fortune's fool!" (Act III.i), revealing his sense of helplessness in the face of fate and conflict.
- Similarly, Mercutio's dying words, "A plague o' both your houses!" highlight how innocent lives are lost in the crossfire of family hatred.
- Shakespeare structures the play so that each act of conflict leads to another, creating a fatal chain reaction that spirals beyond any character's control.

Resolution through mutual loss

- The final, climactic conflict takes place in the tomb, where Romeo and Juliet both die, believing the other has perished.
- Prince Escalus's line, "For never was a story of more woe than this of Juliet and her Romeo" (Act V.iii), underscores the tragic cost of the feud.
- Shakespeare uses this ending to deliver a powerful message: unchecked conflict not only destroys the lovers but also causes immense suffering for both families and the wider community.
- However, the Page 6 forces / e Cap 10 and Montagues to reconcile, suggesting that even the most bitter conflict can yield peace—but at a devastating price.

Possible Conclusion

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- 2.1 Choose the correct answer (A-D) and only write the alphabet letter next to the number (2.1).
The speaker uses an extended ... to describe 'hope.'
- A. Simile.
B. Hyperbole.
C. Metaphor.
D. Personification. (1)
- C - Metaphor ✓
- 2.2 As what animal is 'hope' described? (1)
- A bird. ✓
- 2.3.1 Refer to line 3, the speaker suggests that 'hope sings the tune without words'. Identify the figure of speech used in this line. (1)
- universally understood tune ✓
- 2.3.2 Discuss the effectiveness of this figure of speech. (2)
- This personification is effective because it **brings hope to life**, making it seem like a living entity that can comfort us—a **bird that sings incessantly**. ✓ It underscores hope's **constant and universal presence**, as the "tune without words" symbolizes an **inner, wordless reassurance** that transcends language and remains persistent even through adversity. ✓

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- GRADE 10 ENGLISH HL LITERATURE PROJECT – JULY 2025 (MG)
- 2.5 Refer to line 5: 'And sweetest in the gale is heard;' (2)
Explain what this line reveals about hope?
- The 'gale' refers metaphorically to the challenges/ troubles of life. ✓ The speaker has found hope in the most dire/ extreme/desperate circumstances of life, as is described in the use of the word "sweetest". ✓
- 2.6 Refer to lines 11-12: 'Yet, never, in extremity/ It asked a crumb of me.' (3)
Discuss the significance of this description in the context of the poem.
- Hope is a constant. ✓ It is always present in the human psyche. ✓ It does what it needs to do/ perform its duty to make humanity desire/ expect to obtain fulfillment in the worst conditions of life. Hope is in perpetuity. It never asks for anything in return. ✓
- [10]

AND

SECTION B: DRAMA

Answer **ONLY** on the play/ drama you have studied.

Answer EITHER QUESTION 10 (essay question) OR QUESTION 11 (essay question).

QUESTION 3: ROMEO AND JULIET – ESSAY

In the William Shakespeare's play, "*Romeo and Juliet*" the playwright presents conflict—both internal and external—as the driving force of the tragedy.

Critically argue the validity of this statement.

Your response must take the form of a well-constructed essay of 300 – 350 words (1-1½ pages in length).

In your essay, you may focus on the following:

- Introduction: A clear contextualisation of conflict within the play and a thesis statement
- Family honour and loyalty versus personal desire.
- Conflict between youth and authority.
- Internal conflict & tragedy escalation.
- Resolution through mutual loss.
- Conclusion: Restate thesis, summary and reflection.

[25]

Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation. A range of examples should be used by the candidates to support their arguments. Refer to page 10 for the rubric to assess this question.

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Lamprecht's Jealousy

- Lamprecht is emotionally imprisoned by his intense jealousy, bitterness, and fear of losing control.
- His obsessive need to monitor and control Stella reveals his insecurity and inability to form a genuine emotional bond.
- He is also isolated by his ideological rigidity and his inability to change in the face of a shifting political landscape.
- His internal prison, like Plaatjies' physical one, distances him from true connection and growth.

Stella's Relationship with Barney

- Stella turns to Barney in an attempt to escape her loneliness and seek affection.
- However, this relationship is shallow and does not fulfil her deeper emotional needs.
- Instead of bringing her freedom or comfort, it reinforces her sense of emptiness and detachment.
- This failed attempt at intimacy underscores the emotional isolation that pervades her life.

Stella's Relationship with Plaatjies

- Stella's relationship with Plaatjies develops slowly but becomes emotionally significant.
- Despite being from different backgrounds and circumstances, they begin to understand each other's pain and confinement.
- Plaatjies, though literally imprisoned, offers Stella a glimpse of empathy and mutual recognition.
- Their shared experiences highlight how emotional and ideological walls can mirror physical ones.

Conclusion

- In *The Lighthouse Keeper's Wife*, Plaatjies' literal imprisonment is a powerful metaphor for the emotional isolation experienced by Stella, Lamprecht, and others.
- Each character is trapped in their own way—by societal expectations, personal flaws, or emotional neglect.
- Charles Fourie uses these forms of isolation to reflect on broader issues such as gender, race, and the legacy of apartheid.
- Ultimately, the play suggests that isolation—whether physical or emotional—is one of the most painful forms of human suffering, and only empathy and self-awareness can begin to break those walls.

GRAND TOTAL [10+25=35]

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This is the rubric which will be used to assess your Literary Essay. Please make reference to it.



SC/NSC – Marking Guidelines

SECTIONS B AND C: Assessment rubric for literary essay: Novel and Drama (25 Marks)

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT	12-15	9-11	6-8	4-5	2-3
18 MARKS	Outstanding response: 14-15 Excellent response: 12-13 In-depth interpretation of topic Range of striking arguments extensively supported from text Excellent understanding of genre and text	Shows understanding and has interpreted topic well Fairly detailed response Some sound arguments given, but not all of them as well motivated as they could be Understanding of genre and text evident	Mediocre interpretation of topic, not all aspects explored in detail Some good points in support of topic Some arguments supported, but evidence is not always convincing Partial understanding of genre and text	Scant interpretation of topic, hardly any aspects explored in detail Few points in support of topic Very little relevant argument Little understanding of genre and text	Very little understanding of the topic Break attempt to answer the question Arguments not convincing Learner has not come to grips with genre or text
STRUCTURE AND LANGUAGE	8-10	6-7	4-5	2-3	1-1
10 MARKS	Coherent structure Excellent introduction and conclusion Arguments well structured and fully developed Language, tone and style used in the essay	Clear structure and logical flow of argument Introduction and conclusion Arguments and supporting paragraphs coherently organized	Some evidence of structure Logic and coherence Arguments not fully developed Some language errors, tone and style needs improvement Paragraphing faulty	Structure shows faulty planning Arguments not logically arranged Language errors make this an unsuccessful piece of writing Inappropriate tone and style Paragraphing faulty	Lack of planned structure impedes flow of argument Language errors and incorrect style make this an unsuccessful piece of writing Inappropriate tone and style Paragraphing faulty
MARK RANGE	20-25	15-18	10-14	5-8	1-4

NOTE: If a candidate has ignored the content completely and written a creative response instead, award a 0 mark for both Content and Structure and Language. There must not be more than two categories' variation between the Structure and Language mark and the Content mark.



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- However, the mutual loss finally forces the Capulets and Montagues to reconcile, suggesting that even the most bitter conflict can yield peace—but at a devastating price.

Possible Conclusion

- In *Romeo and Juliet*, Shakespeare presents conflict as a destructive force that shapes character decisions and propels the plot toward its tragic end. From public feuds to private struggles, every layer of conflict deepens the emotional stakes and highlights the consequences of pride, loyalty, and miscommunication. The deaths of Romeo and Juliet serve as a stark warning about the cost of unresolved tension and generational hatred. Ultimately, Shakespeare suggests that only through profound loss can reconciliation and understanding be achieved.

OR

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ENGLISH HL

LITERATURE PROJECT – JULY 2025 (MG)

QUESTION 4: THE LIGHTHOUSE KEEPER'S WIFE - ESSAY

In Charles Fourie's play, *The Lighthouse keeper's wife*, Plaatjes' imprisonment on Robben Island serves as a metaphor for the isolation experienced by each of the other four characters.

Evaluate the extent to which you would agree with this statement.

Your response should take the form of a well-constructed essay of 300-350 (1-1½ pages) words.

In your essay, you may focus on the following:

- Introduction: Thesis statement and contextualisation of imprisonment of characters on the island.
- Stella's isolation.
- Lamprecht's jealousy.
- Stella's relationship with Barney.
- Stella's relationship with Plaatjes.
- Conclusion: Restate thesis, summary and reflection.

[25]

Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation. A range of examples should be used by the candidates to support their arguments. Refer to page 10 for the rubric to assess this question.

Introduction – Possible Thesis Statement

- Charles Fourie's play *The Lighthouse Keeper's Wife* is set on Robben Island, a symbol of apartheid-era oppression and literal imprisonment.
- The character Plaatjes, who is physically imprisoned on the island, represents more than just a political prisoner—his condition becomes a metaphor for the emotional and psychological isolation suffered by the other characters.
- Through Stella, Lamprecht, and their strained relationships, Fourie explores various forms of isolation—emotional, relational, and ideological.
- I strongly agree that Plaatjes' imprisonment mirrors the internal confinement experienced by the others, making isolation a dominant theme throughout the play.

Stella's Isolation

- Although Stella is not physically imprisoned, she is emotionally trapped in a controlling and loveless marriage to Lamprecht.
- Her life on Robben Island is marked by loneliness, distance from society, and emotional neglect.
- Stella's inability to express herself freely or find companionship reflects a deeper spiritual isolation.
- Her suffering represents the broader silence and suppression of women's voices during the apartheid era.