

# Romeo and Juliet: William Shakespeare

## Revision Guide

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Session No	Session focus	Completed
<b>1</b>	Scene cards & Structure, Setting, Audience engagement, Structural Devices and Language Techniques	
<b>2</b>	Character Cards – quotes and notes	
<b>3</b>	Themes Cards / quotes and notes / Language	
<b>4</b>	Mark Scheme and Question Types	
<b>5</b>	Essay Planning	
<b>6</b>	Exemplar Essays and Practice Papers	

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# Session Guide

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Session	Activities
<b>1</b>	<ul style="list-style-type: none"><li>• Outline Learning Checklist to keep track of as students work through booklet</li><li>• Complete Scene cards</li><li>• Complete Structure Table</li><li>• Complete Structure Table</li><li>• Identify different Audience engagement techniques in the play</li><li>• Complete Setting Table</li><li>• Identify Structural Devices</li><li>• Identify Language techniques in the play</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Character Map</li><li>• Complete Character Cards using quotes</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Complete Theme Cards</li><li>• Complete Language Motifs Cards</li><li>• Complete Language Symbol Cards</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Outline Mark schemes (Foundation or Higher)</li><li>• Complete Mark Scheme Prompt Cards</li><li>• Identify Question Types (Foundation or Higher)</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Introduce Essay Planning Templates and Paragraph Structures</li><li>• Plan Essay 1 (Foundation or Higher)</li><li>• Examine Example Essay Plan 1</li><li>• Complete Essay Plans for remaining questions (Foundation or Higher)</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>• Mark Exemplar Answer 1 (Foundation or Higher)</li><li>• Complete Other Questions based on their essay plans from Session 5 (Foundation or Higher)</li></ul>

# Session 1 – Question Topics Types

You will need to be prepared to answer a question on the following areas of *Romeo and Juliet*:

<b>Setting</b>	Where the play is set and particular scenes and their significance to the themes, character, audience response and writer's viewpoint
<b>Characters</b>	The main people in the play, key quotes and key actions and what those actions signify or mean for the whole story
<b>Themes</b>	The big ideas and issues of the play, such as love and violence, how they represent Shakespeare's ideas/attitudes, how they are presented and how they engage the audience
<b>Structure and Form and Narrative</b>	The structure of the story and how this engages the audience through rising tension and dramatic irony
<b>Language</b>	The use of poetic language techniques such as metaphors, personification and other techniques to make the language interesting, engaging and thoughtful for the audience
<b>Audience Response</b>	Discuss how Shakespeare engages the audience in the story, language, characters and themes of the play and what emotions he generates in the audience to keep them intrigued into how the play will end
<b>Writer's Viewpoint</b>	What is Shakespeare trying to say about life in the 1600s and also issues of gender, class and families What is Shakespeare's views on issues of love and family politics
<b>Wider Context</b>	How does the play link to the world of 1600s and also how it links to today's society and issues of forbidden love and family ties and politics

You will get a question that will focus on one of the following, or there could be a combination, or a wild card that might come up. You need to be prepared.

1. A key character (E.G. Romeo)
2. A key scene (e.g. Act 1 Scene 5)
3. A key extract from a scene in the play (The Queen Mab speech by Mercutio)
4. A key theme in the play (Death and Violence)
5. How the play engages the audience
6. The structure of the play (How the ending is significant)

<b>Foundation Questions</b>	<b>Higher Questions</b>
<p>These will be split into a) and b) Will focus on a key character / theme / scene / passage audience engagement in a particular focal point Will get you to look at that key character / theme / scene / passage / audience throughout the whole play</p>	<p>You will get a choice of 2 questions that will focus on key character / theme / scene / passage / audience engagement You will choose one question and write you essay style response. The <i>Romeo and Juliet</i> questions are usually questions 8 and 9 on the exam paper.</p>
<p>Answer Part (a) and Part (b) Part (a) How does Shakespeare present the Nurse as a comic character in Act 1 Scene 3?  and then  Part (b) What do you learn about the Nurse's character and role in the play as a whole? (40 marks)</p>	<p>8. 'Mercutio's main purpose in the play is comic. He offers the audience light relief from the tragedy of the play.' How do you respond to this view of Mercutio? How does Shakespeare shape your response by the methods he uses?  9. How are ideas about honour presented in <i>Romeo and Juliet</i>?</p>

# Learning Checklist - Knowing the Play

Tick the tasks as you go through

	<b>AQA iGCSE Literature – Romeo and Juliet</b>	<b>Tick if you have it</b>
	<b>Knowing the play</b>	
1	I know the general storyline of the play	
2	I have completed my scene cards and know all the scenes and what generally happens	
3	I know all the characters' names and what they do	
4	I have completed all my character cards with key events, quotes and notes about them	
5	I know the key themes of the play	
6	I have completed my Theme cards and know the key issues of each theme and the key quotes	
7	I know the main language motifs and symbols	
8	I have completed the language motif and symbols cards	
9	I know the key skills needed in the mark scheme	
10	I have read exemplar material and seen what makes a good grade	

# Learning Checklist - Exam Practice

	AQA iGCSE Literature – Romeo and Juliet	Tick if you have it
	<b>Exam Practice</b>	
11	I have planned a response to a practice question	
12	I have quotes in my answer	
13	I have tackled the question and task clearly in my answer	
14	I have talked about the deeper meanings and interpretations of the play linked to the question / task	
15	I have talked about Shakespeare’s ideas and attitudes	
16	I have talked about language and structure features linked to the questions / task	
17	I have written my 1 <sup>st</sup> practice answer in 45 minutes	
18	I have revised all the scene cards	
19	I have revised all the character cards	
20	I have revised all the theme cards	
21	I have revised all the language motifs and symbols cards	
22	I have revised the essay planning structure	
23	I have written a 2 <sup>nd</sup> practice answer in 45 minutes	
24	I have written a 3 <sup>rd</sup> practice answer in 45 minutes	
25	I have written a 4 <sup>th</sup> practice answer in 45 minutes	

# Session 1 - Scene Cards

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You are to create short scene cards to know how the whole play is structured  
 Use the short summary below of each scene to write your scene cards for each scene so you  
 get a map of the whole play.

<b>Act 1 Scene 1</b>	<b>Act 1 Scene 2</b>	<b>Act 1 Scene 3</b>	<b>Act 1 Scene 4</b>	<b>Act 1 Scene 5</b>	
<b>Act 2 Scene 1</b>	<b>Act 2 Scene 2</b>	<b>Act 2 Scene 3</b>	<b>Act 2 Scene 4</b>	<b>Act 2 Scene 5</b>	<b>Act 2 Scene 6</b>
<b>Act 3 Scene 1</b>	<b>Act 3 Scene 2</b>	<b>Act 3 Scene 3</b>	<b>Act 3 Scene 4</b>	<b>Act 3 Scene 5</b>	
<b>Act 4 Scene 1</b>	<b>Act 4 Scene 2</b>	<b>Act 4 Scene 3</b>	<b>Act 4 Scene 4</b>	<b>Act 4 Scene 5</b>	
<b>Act 5 Scene 1</b>		<b>Act 5 Scene 2</b>		<b>Act 5 Scene 3</b>	

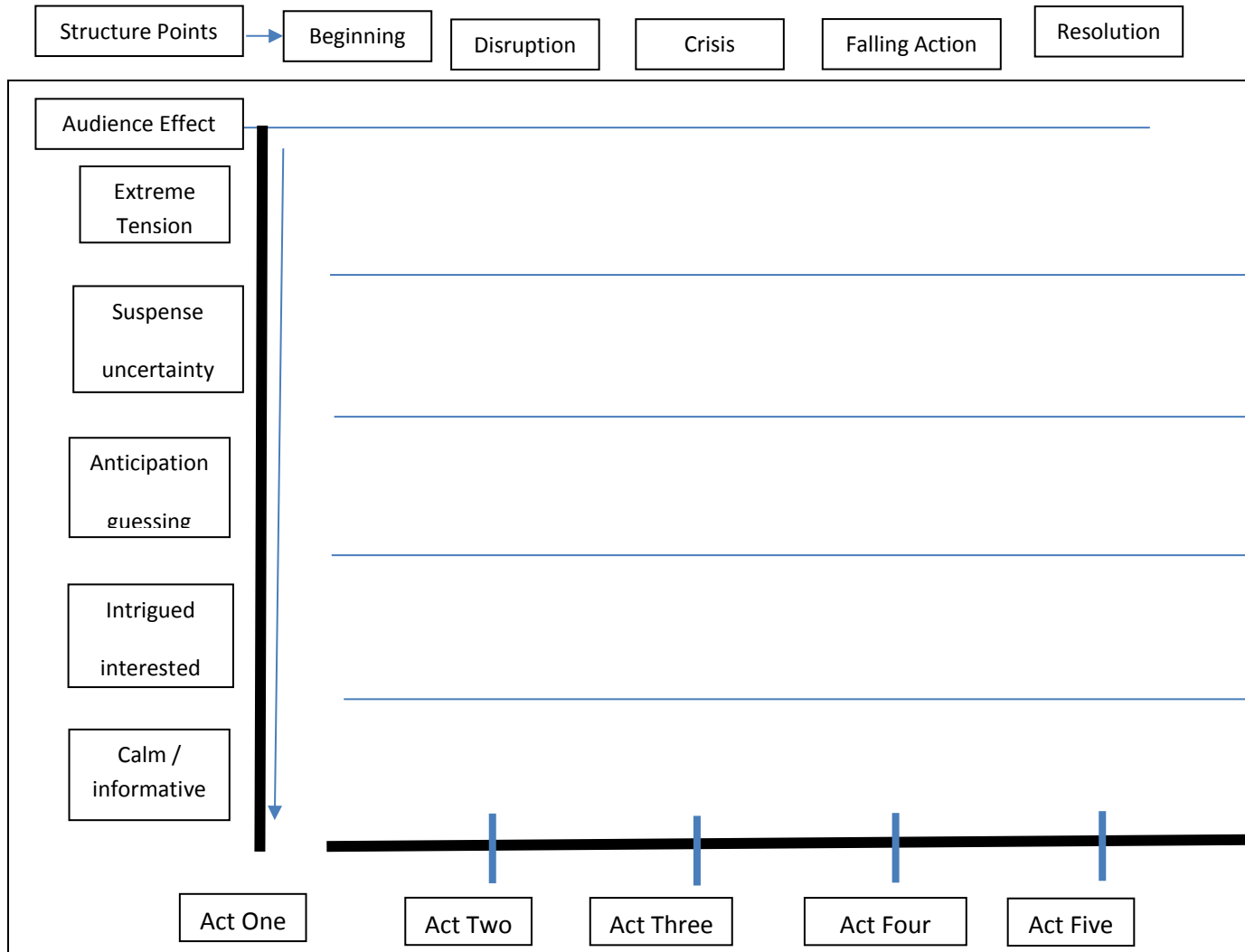


# Session 1 - Scene Cards (Exemplar)

<b>Act 1 Scene 1</b> Fight between Montagues and Capulets; Romeo in love with Rosaline	<b>Act 1 Scene 2</b> Paris wants to marry Juliet	<b>Act 1 Scene 3</b> Lady Capulet tells Juliet / Nurse about Paris proposal	<b>Act 1 Scene 4</b> Benvolio / Mercutio get Romeo to join in masquerade	<b>Act 1 Scene 5</b> Romeo meets Juliet and they fall in love Tybalt wants to fight Romeo, but is stopped	
<b>Act 2 Scene 1</b> Romeo hides from friends; they joke about his love for Rosaline	<b>Act 2 Scene 2</b> Romeo and Juliet arrange for the Nurse to be their go-between	<b>Act 2 Scene 3</b> Friar Lawrence agrees to marry R and J	<b>Act 2 Scene 4</b> Ben / Merc joke about Tybalt's challenge; The Nurse sees Romeo	<b>Act 2 Scene 5</b> The Nurse tells Juliet about the marriage	<b>Act 2 Scene 6</b> R and J get married
<b>Act 3 Scene 1</b> Romeo refuses to fight with Tybalt, Merc is killed by Tybalt; Romeo kills Tybalt and is banished	<b>Act 3 Scene 2</b> Juliet eagerly awaits Romeo, but Nurse tells her of Tybalt's death	<b>Act 3 Scene 3</b> Friar Lawrence tries to console Romeo and sort out a solution	<b>Act 3 Scene 4</b> Juliet's father makes plan for Paris to marry Juliet	<b>Act 3 Scene 5</b> Romeo and Juliet spend the night together; Romeo leaves; Lady Capulet brings news of Juliet's marriage to Paris	
<b>Act 4 Scene 1</b> Friar Lawrence cooks up a plan to sort it out	<b>Act 4 Scene 2</b> Capulets prepare for wedding; Juliet says she will obey her father	<b>Act 4 Scene 3</b> Juliet takes the drug to pretend to be dead	<b>Act 4 Scene 4</b> The wedding day; Juliet is found "dead"	<b>Act 4 Scene 5</b> Juliet cannot be woken; the whole family go into mourning	
<b>Act 5 Scene 1</b> In Mantua, Romeo finds out about Juliet's "death" but doesn't know the truth		<b>Act 5 Scene 2</b> Friar Lawrence learns that Romeo did not get the letter about the plan		<b>Act 5 Scene 3</b> Romeo kills Paris in the tomb, kills himself, Juliet wakes and kills herself; the families end their feud and make peace	

# Session 1 - Structure Chart

Task: Look at the structure graph below that Shakespeare used in most of his plays. Can you plot the key events of the play from your scene cards?



## Structure Techniques (Drama - Tragedy)

1. **Tragedy** – this is a type of play where we are introduced to the main characters, who make some very bad choices which lead to their downfall – there will be a moral lesson to be learned by the end
2. **Beginning** – the set-up of the play introducing the main characters and dramatic situation
3. **Disruption** – this is the event that sets the events in the wrong direction for the characters
4. **The Crisis** – this is the worst possible event for the main characters that sets them on the downward spiral towards tragedy – it's the point of no return
5. **The falling action** – this is when each event makes the main characters' situation worse and worse and . . . even worse!
6. **The resolution** – the main characters' are killed or destroyed by themselves or by another evil force – then the moral lesson is explained – the tragic element of the play is things could have been different, but it may seem the characters' were cursed from the start

# Session 1 – Structure Table

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**Task:** Complete the table below with your key scenes from each act – this has a lot to do with your choice and not a wrong answer, so be positive and pick a key scene. Use your structure chart choices to help you.

<b>Act</b>	<b>Key Event</b>	<b>How does this scene / event engage the audience?</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

# Session 1 – Structure Table – Example

Below is an example of a play structure table. You can use this to help guide you in your own choices.

Act	Key Event	How does this scene / event engage the audience?
<b>1</b>	<i>1.v – when Romeo meets Juliet</i>	This creates tension as they come from feuding families
<b>2</b>	<i>2.vi – R and J get married</i>	Audience will feel happy because two people have put aside the family feud to marry Creates tension because of the feud – anticipation = they are excited about the possible conflict that will happen
<b>3</b>	<i>3.i – Romeo is banished</i>	Feel upset as the lovers have been separated Romeo was provoked by Tybalt to kill him But, they may see as Romeo is to blame
<b>4</b>	<i>4.vi – Juliet is found “dead”</i>	The audience can feel positive as they the plan to fake Juliet’s death may well help the young lovers escape, but the Chorus at the beginning of the play does predict they will take their lives, so the audience will be intrigued to see how it will all go wrong
<b>5</b>	<i>5.iii the suicides</i>	Audience feel sad at the deaths of the lovers

# Session 1 – Audience Engagement

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When you analyse the play, always try and think of how each scene, character, event engages the audience using the responses below.

Task: Identify your key scenes from your Structure Table and identify which audience responses the event creates.

<b>Reader / Audience Response</b>
How the reader / audience is engaged, made to feel by the technique / language used
1. <b>Enjoyment of character and narrative</b> – the reader enjoys the characters and storyline of the text and the way it uses language
2. <b>Enjoyment of stereotypes</b> – some readers may like to see certain groups presented in a stereotypical way, positively or negatively
3. <b>Enjoyment of conflict and negative events</b> – the reader enjoys to see character struggle against the problems and conflicts they face and either overcome them (heroes), or be defeated by them (villains or unlikeable character) Negative events keep the narrative moving forward and readers find them enjoyable too
4. <b>Entertainment</b> – the reader enjoys the text and the way it uses language to put its ideas forward
5. <b>Sympathy / Empathy</b> – the audience feel sorry for the character, or may also be able to understand their situation and have an emotional engagement with the character's dilemma
6. <b>Dramatic Irony</b> – the reader enjoys having more knowledge than the characters in the text – this makes them feel empowered and important for having privileged information
7. <b>Debate</b> – the text raising an issue that begs for a discussion and has clear for and against sides
8. <b>Personal Identity</b> – the reader sees their lifestyle reflected in the characters and can engage at a deeper level
9. <b>Preferred Meaning</b> – the reader agrees with the viewpoint of the text and supports its ideas
10. <b>Negotiated Meaning</b> – the reader agrees with some of the text, but disagrees with the rest
11. <b>Oppositional Meaning</b> – the reader disagrees with the text and rejects its ideas

# Session 1 – Setting

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Task: How does the setting of 1600s, Verona, in Italy have a significant role to play in the play.

## **Setting**

1. **Time Period** (is the text set in the past, present or in the future) 1600s – Elizabethan – Tudor – First Major Female monarch – Links to issues of gender – marriage
2. **Time of day** (what time of day does a scene or chapter take place - sunrise, morning, midday, afternoon, dusk, evening, night, early hours)
3. **Place** (where does the action take place – think about where the characters are and its deeper meanings)
4. **Interior or Exterior** – is the setting indoors or outdoors and what is the significance?
5. **Geographical settings** – what is the climate like in the setting – is it hot and humid, is it cold and bleak – what is the significance?
6. **Regional Settings** – is the text set in a particular area of a country – what is the significance?
7. **National Settings** – what country is the text set in and what is the significance?
8. **Continent Settings** – which continent is the text set – e.g. The Americas, Africa, Europe, Asia etc.)

# Session 1 – Setting Table

**Task:** Identify the different setting aspects and analyse their significance and meaning throughout the play.

<b>Setting Aspect</b>	<b>Example</b>	<b>Analysis / Notes</b>
<b>Time Period</b>	Elizabethan late 1500s	
<b>Times of Day</b>	Opening Scene = day time  Romeo and Juliet meet at night in the orchard	
<b>Places Interiors / Exteriors</b>	Exterior on street in opening scene  The Capulet Orchard	
<b>Geographical / Climate settings for scenes</b>		
<b>Regional settings –</b>	Verona as a city State in the North	
<b>National Settings</b>	Italy	
<b>Continental Setting</b>	Europe – the centre of the known civilised world	

# Session 1 – Structural Devices

## Structural Devices

Playwrights use a wide variety of structural devices to engage the audience in their story and also to help organise the play's ideas, characters and events.

Many older plays use different devices compared to modern dramas, but the basic structure of three acts are mostly used.

The main aim of structural devices is to engage the audience in the conflict between character and the events that they are involved in – the experience is meant to make the enjoy the process of watching the play and feel entertained and also different by the end of the play

**Task: Identify as many of the different Structure techniques below that appear in the play.**

### FOUNDATION LEVEL

1. **Three Act Structure** – this is where a play is usually split into three major parts, the beginning, middle and end – the audience are able to enjoy the set-up, then the development of the plot and the climax of the story
2. **Conflict** - A struggle between opposing forces in a story or play, usually resolved by the end of the work. The conflict may occur within a character as well as between characters.
3. **Antagonist** - this character is usually the villain or the character who is against the protagonist or the hero – the audience will dislike this character and want them to fail against the hero /protagonist.
4. **Protagonist** – a term for the main character or hero of the plot – they might not always be the nicest character, but they are the one the writer wants the audience to support
5. **Character** – this is an imaginary person in the story. Characters can be major or minor or static and do not change or dynamic, who can change throughout the story - also characters have two types of conflict – they will have **external conflicts** which are events and character that are against them, but they will also have **internal conflicts** – which are emotional conflicts and problems within themselves that they struggle with – the writers combine these conflicts for maximum tension and engagement between the audience and character (*e.g. a character who has a fear of heights having to rescue their loved one from the edge of a tall building* )
6. **Props** - any object or article that appear on stage during a play – some articles and objects can have a deeper meaning for the audience and also for the characters
7. **Exposition** – this is a scene or event where the audience get some background information about the story, usually about events before the play began – this helps the audience start to fill in any narrate gaps
8. **Reversal** – this is the event in the play when the plot takes a turn in an unexpected direction – it is usually when character learn something that makes things worse for them – the audience are engaged as they see the story take an unexpected turn
9. **Rising action** – this describe the events after the reversal and as it builds towards the climax – these events engage the audience as they see the tension rise and are anticipating exciting events and action
10. **Complication** – these are events and scene where the play makes the conflict more intense – this engages the audience as each complication raises the level of tension and suspense.
11. **Climax** – this is the major event in the play where the play reaches its highest point of tension for the audience
12. **Falling action** – this is the section of the play after the climax that moves towards the denouement and the ending – it usually involves the tragic hero becoming worse or in a comedy the action gets more complicated
13. **Catastrophe** – the major negative event in a tragedy that leads to all the problems and falling action or denouement
14. **Catharsis** – this is where the audience lose all sense of pity and fear at the end of the play – it can be seen as a sense of relief after a long tie of tension and suspense – this usually takes place after the catastrophe
15. **Denouement** - this device appears at the end of a play where all the problems are sorted out – this will give the audience a sense of relief and completion that the story has been wrapped up neatly – a play that does not have a denouement tends to leave the audience in an uncomfortable state, but it does reflect real life more



#### CORE LEVEL

16. **Soliloquy** – this is a speech that is meant to be heard by the audience but not by other characters on the stage – this engages the audience in the inner thoughts and feelings and they feel empowered to hear their speech
17. **Characterization** – this the process of how writer reveal their character – this is usually done through their speech, dress, manner, and actions as well as through the conflicts they have and how they deal with them - the audience engages in the development of the character as they develop over time
18. **Conflict** – this is vital technique in any story as the main character struggles against forces against them and usually resolves the problem in the end – the audience engages in the struggle and enjoys the twists and turns as they conflict gets more tense and more difficult as the story progresses.
19. **Dramatic Irony** – a device where the audience are aware of more than the character - the audience feels empowered and are anxious to see if the characters' discover the truth that the audience are aware of
20. **Dramatic monologue** – this is a speech given by a character that the audience overhear and are privileged to hear - the character is usually talking to themselves about their thoughts and feelings – this makes the audience feel empowered and closer to the character as we hear their inner thoughts and feelings
21. **Flashback** – this technique breaks the flow of the story and moves back in time to fill in more narrative information for the audience – the engages the audience as they are getting special information that they can use to try and work how the story will develop and possible end – this can make the audiences work harder as they have more information to organise in their heads
22. **Flash-forward** – this is the same of a flashback put the event is in the future of the story and so the audience has a clue as to the ending of the story and has to use the jigsaw piece to help work out how the story will get to this point
23. **Foreshadowing** - this technique hints about what will happen in the story or with a character (*e.g. Jackie was always going to have a dreadful end, it was just a matter of where and when* – this tells the audience the character will die, but the details of how and when and why are left for the audience to try and work out)
24. **Subplot** – a technique where there is a smaller or parallel story form the main one – this makes the audience engage in another storyline and try see the links – it also gives the chance for a break from the main story and adds more depth to the whole story and experience for the audience

#### EXTENDED LEVEL

25. **Chorus** – this technique is usually used in old plays where a group of characters or one character introduce the play and in each act and make comments on the events in the play without actually being in it – this usually used in Greek tragedies and some Shakespeare plays – this engages the audience as the chorus is telling them of what has happened and what may happen in the play so the audience have some dramatic irony and feel empowered
26. **Comic relief** – this technique introduce humour during a serious situation or event to relieve the tension – the audience will enjoy this as it will come a sense of relief from the intense emotions – a character or event will be used for comic relief.
27. **Convention** – this describes a typical device or feature of a play, such as the use of a chorus, dramatic irony, soliloquys etc. – writer use a combination of different conventions in their plays to engage the audience and keep them focused on the play and its characters
28. **Deus ex machina** – this device involves a physical or emotional events where a 'god' of some sort intervenes in the play and comes down from above and sorts all the problems in the play or gives the character some power or information that enables them overcome their problems – it usually refers to some sort of supernatural element – audience can see it is a fantastical event or may see it as a very contrived way of resolving the problems of the characters
29. **Foil** – this is a character who is used by the writer who is there for the main character to use for humour or comic relief, or to share their thoughts and feelings with
30. **Fourth wall** – this describes the imaginary wall that the audience are seeing all the action through
31. **Gesture** –the writers will describe the physical movement of a character during a play to help reveal character – this will include facial expressions and movements.
32. **Stage direction** – the playwright will describe the stage and also how actors will act and how to deliver some of their lines and covers information about the dialogue, setting, and action of a play – the audience will see these directions in the performance of the play – Shakespeare used very limited directions, other playwrights used detailed direction
33. **Staging** – this is the way the play is performed including where the actors are on stage, the background, props and costumes, and the lighting and sound effects
34. **Props** - any object or article that appear on stage during a play – some articles and objects can have a deeper meaning for the audience and also for the characters

# Session 1 - Language Techniques

Playwrights use a wide range of language techniques to gain the attention and interest of the audience and put across their ideas in an original and exciting way. The list below has a range of language techniques split into 3 levels of difficulty from Foundation, to Core to Extended. When you analyse the play try and identify these techniques and how they create an effect on the audience, develop the character, link to themes and present the ideas/attitudes of Shakespeare.

**Task: Identify as many of the different Language techniques below that appear in the play.**

## FOUNDATION LEVEL

1. **Denotation** –this is the literal meaning of words used in the play. Most play use deeper meanings or connotations, but sometimes they want to audience to take the straightforward denotation of the words used for simple understanding
2. **Connotation** – Playwrights use words that have many connotations or different meanings to make their work are interesting for the audience to work out these deeper meanings.
3. **Dramatic monologue** – this is a speech by a character to a silent listener and is not meant for the audience, but they are allowed to listen – this gives them an insight into the character thoughts and makes the audience feel empowered and privileged
4. **Simile** - compares one object to another - *He smokes like a chimney.* – the use of these direct comparisons are a straightforward use of language and easier for the reader to understand
5. **Metaphor** - compares two things by stating one is the other – e.g. *the lion's roar thundered across the desert towards me* –the use of metaphors makes the meaning more indirect and complicated and gets the reader to work harder with the text to engage with the deeper meaning of the metaphors; this should engage the reader further
6. **Alliteration** – this uses similar constant sounds together to emphasise the words (e.g. *bouncing baby boy*) the words that are emphasised will key for the writer to create a certain effect on the reader – in the above case, the image of the boy is positive using the verb *bouncing* and the way it alliterates with baby boy – the 'b' sound is a fun and strong sound to get the reader's attention
7. **Repetition** – this technique repeats one word for emphasis so the reader will pick on the importance of the word and the meanings - *The amusement park was fun, fun, fun.* - this technique will make the repeated words key to the deeper meaning the writer wants the audience to take
8. **Figurative language** – this is a term to label all the clever language techniques used to make the language rich in the play, such as similes, metaphors, hyperbole etc. – the use of figurative enriches the language and ideas of the play and make it deeper goes beyond just the words and audiences enjoy working out the deeper meanings

## CORE LEVEL

9. **Aside** - Words spoken by an actor directly to the audience, which are not "heard" by the other characters on stage during a play.
10. **Allusion** – this technique refers to a famous event, story or person to help make links with other texts (e.g. *He was wheezing like Darth Vader after 40 Marlboro!*) The reference of the famous Star Wars villain and smoking makes the allusion comical and have a humorous effect for the reader, as long as they know who Darth Vader is and also that Marlboro are cigarettes – however, if the reader do not know the allusion, then it becomes **Exclusive allusion** and can be seen as only for special readers who can make the link
11. **Amplification** – this technique repeats a word or phrase for emphasis – *That exam was really, really hard.* The reader gets the idea of how difficult the exam was
12. **Analogy** – these use similes and metaphors to create comparison between two things, but they tend to be about big ideas and thoughts or summing up (e.g. *that was about as useful as a chocolate fireguard*) this is saying that something is useless, as if you put a fireguard made of chocolate in from of the fire it will melt, therefore not guarding the fire from the kids – the analogies help make the reader see comparisons between two things for a comic or serious effect.
13. **Antithesis** - this technique makes connections between two things for a clever effect on the reader (e.g. *It was the best of times, it was the worst of times*) the writer uses it to make a clear link between two opposing ideas / thoughts / feelings to interest the reader – the example makes the reader question how you can have the best and worst time at the same time
14. **Assonance** – this technique uses similar vowels sounds, but different consonants to emphasise the sounds (e.g. *go and grow your own*) this helps the reader focus on the sounds, which is pleasing to hear the rhyme, but also makes the words more important
15. **Epithet** - using an adjective or adjective phrase to describe something in more detail and lead the reader to see that thing in a certain way, whether it be positive or negative - *mesmerizing eyes = positive view of the eyes*
16. **Hyperbole** – a technique that uses exaggeration to make something seem funny, exciting or to intensify the feelings in the text (e.g. *it was so hot that you could fry an egg on my head and some bacon rashers on my chest*) this technique aims for a comic effect on the audience (e.g. *I am so hungry I could eat a horse* –this hyperbole emphasises the hunger feels, but makes it so extreme it can make the character into a humorous and comedic character that the audience will tend to like)

## EXTENDED LEVEL

17. **Metanoia** – this technique uses an extra phrase to correct or emphasise a statement – *This was the best night I had this year, no, actually, this was the best night...ever!* – this emphasises the importance of the event to the reader and will also get the writer’s perspective across clearly
18. **Oxymoron** – this technique places two words together that create an irony – (e.g. *It’s an open secret they are going out together*) the use of the two opposing words ‘open’ and ‘secret’ make the reader see the irony
19. **Parallelism** – the use of balanced phrases that give the sentence a clear structure which is pleasing for the reader to hear and makes the text seem clever and interesting; it also helps emphasise the words and phrases for the writer that they want the reader to focus on (e.g. *like father, like son* or *easy go, easy go*)
20. **Periphrasis** – the overuse of complicated words to express something simple, which can make the writer and topic seem more complicated than it is – it can be used for humorous effect, but also to make the text appeal to more intelligent and academic audience and exclude those with a smaller vocabulary (e.g. *This detailed, thorough and comprehensive document gives an excellent, first-rate compendium of all the necessary, essential and crucial items needed for the explanation, clarification and elucidation of the meanings, connotation and implications of the word ‘periphrasis’*)
21. **Sibilance** – use of s, sh, z, x, f, soft c sounds that emphasise the words and create a soft effect on the language e.g. *Sweet sleep with soft sweeps of silence = four instances of sibilance*
22. **Understatement** – this technique usually makes a thought or idea seem less important than it is and it usually is used for comic effect on the reader – (e.g. *the earthquake just moved the earth a little bit.*)
23. **Aside** - Words spoken by an actor directly to the audience, which are not "heard" by the other characters on stage during a play.
24. **Diction** – this is range of words used in the play, which reveal what the characters are like, the underlying messages or themes – the diction can be very advanced and complicated, or very simple depending on the characters, ideas and when the play was written

# Session 1 – Shakespeare ‘s Viewpoint

## Writer Perspectives

The viewpoint of the writer and what they are trying to achieve and how they do it.

Analyse how Shakespeare presents his ideas/attitudes using the

**Task: Identify Shakespeare’s Viewpoint through the different points below.**

### FOUNDATION

1. **Writer’s context** – explore the age, gender, social class, ethnic and cultural background of the writer and how it links to the text they have written (e.g. a 50-year-old male, middle white writer...)

*You will need to consider the Writer’s perspectives on:*

<i>Males</i>	<i>Females</i>	<i>Adults</i>	<i>The old</i>	<i>The young</i>
<i>The poor</i>	<i>Class</i>	<i>Religion</i>	<i>Authority</i>	<i>The rich</i>
<i>Violence</i>	<i>Justice / injustice</i>	<i>morality / immorality</i>	<i>Good / evil</i>	<i>Power</i>

### CORE

2. **Objective view** – the writer presents the facts and enables the reader to create their own response
3. **Subjective View** – the writer clearly presents their ideas on the issue and wants the reader to agree – *What do you think is Shakespeare’s actual beliefs about the young lovers and their parents?*
4. **Bias / Partial** – the writer only looks at one side fairly – *Which side is Shakespeare on? Is he on the side of the lovers, or the parents?*
5. **Unbiased / Impartial** – the writer looks at both sides fairly – *Do you think Shakespeare presents a balanced view of family, power and gender and lets the audience decide what they think?*
6. **Covert Persuasion** – the writer appears to present an objective view, but cleverly tries to persuade the reader to think a certain way – *Is Shakespeare covertly supporting the young lovers over the powerful and domineering parents? Or is he showing that the young are reckless and self-destructive compared to their sensible and measured parents?*

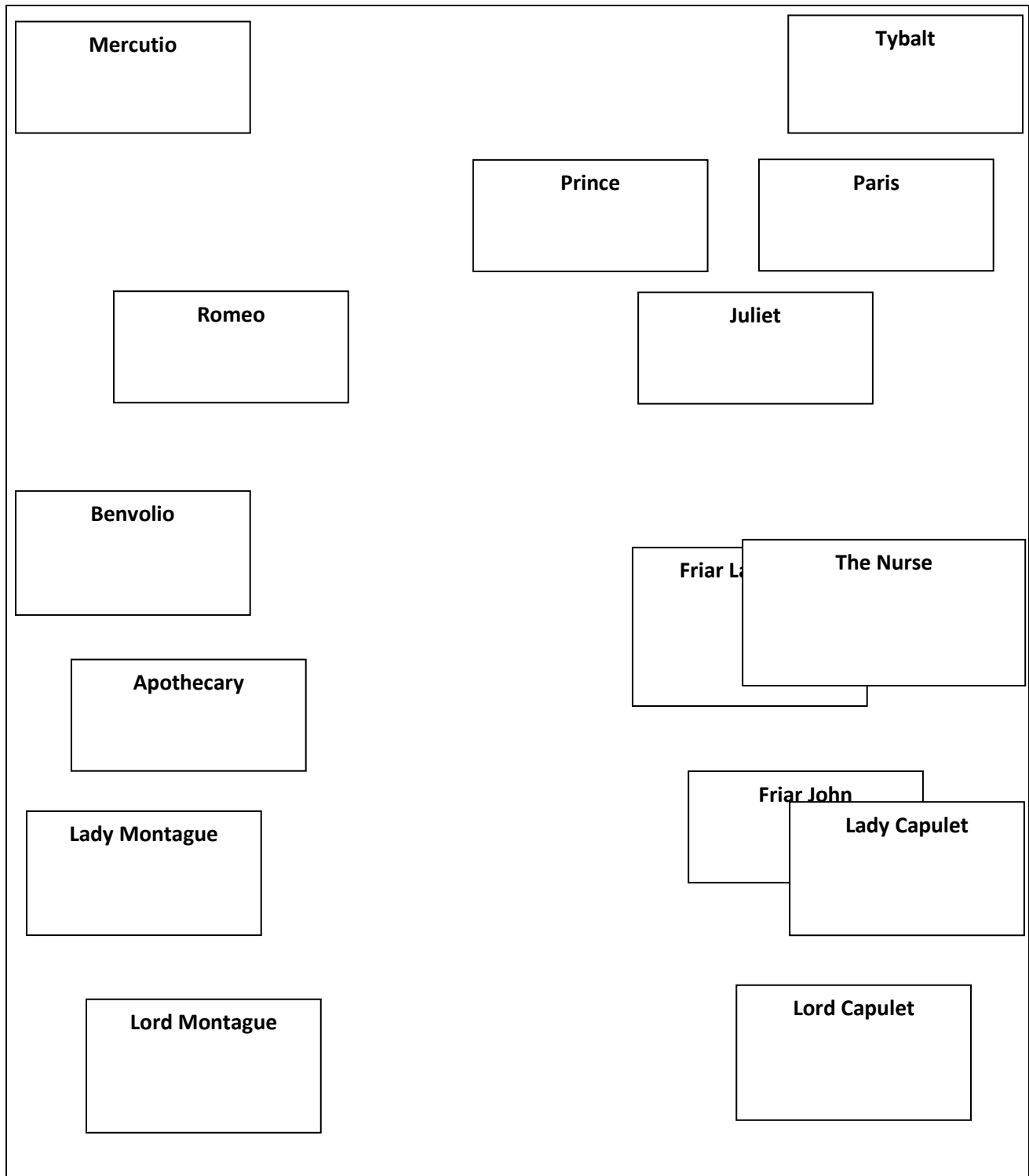
### EXTENDED

7. **Dumb Down** – the writer tries to make a complicated issue really simple – *Does Shakespeare show age old family rivalries and political issues of family power as simple good and evil when it is more complicated and intricate than that?*
8. **Overcomplicate** – the writer tries to make a simple issue extremely complicated – *Is love shown as a complicated and dynamic issue?*
9. **Economic Purpose** – the writer is trying to create a sensation to make the story more sellable and make money – *is the dramatic and tragic nature of the story going to make the play sensational and exciting so more people will watch?*
10. **Social Purpose** – the writer raises a social issue to get a debate to bring about a change – *Does Shakespeare show the negative impact of male authority through Capulet?*
11. **Political Purpose** – the writer raises a political issue to get the reader to support a political party or group – *Does Shakespeare show the impact of dominant family groups in society as destructive?*
12. **Comparison** – when looking at two different texts, explore how their viewpoints might be similar or different – *Can Romeo and Juliet be linked to other tragedies with similar or different viewpoints about love, death, family and power?*

# Session 2 – Character Map

## Romeo and Juliet Character Map

Task: Make notes on the main events and actions of the characters and draw arrows between the ones that interact with each other.





Character  
Card

<b>CHARACTER CARD</b>	<b>CHARACTER NAME</b>
-----------------------	-----------------------

Key Events / Actions

<b>1</b>	Picture	
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		


# Session 2 – Character Quotes Romeo

Task: Use the quote bank below to pick out key quotes for your character cards. When you have done, you can choose more and add more from the play.

<b>Romeo</b>		
<b>Act/Scene</b>	<b>Key Quote</b>	<b>Analysis</b>
<b>1.i</b>	<i>“O brawling love, O loving hate.”</i>	About the feud between the Montagues and Capulets
<b>1.iv</b>	<i>“I dreamt a dream tonight.”</i>	before he meets Juliet at the party
<b>2.ii</b>	<i>“Two of the fairest stars in heaven”</i>	When he first sees Juliet
<b>3.i</b>	<i>“I have to love thee”</i>	To Tybalt when he challenges Romeo to a fight, Romeo backs down
<b>3.i</b>	<i>“This day’s black fate”</i>	When Mercutio is killed by Tybalt
<b>3.iii</b>	<i>“I must be gone and live...or stay and die.”</i>	When he is with Juliet for the last time before he is banished to Mantua
<b>5.iii</b>	<i>“Death...thou desperate pilot”</i>	When is preparing to kill himself when he thinks Juliet is dead
<b>5.iii</b>	<i>“Thus with a kiss I die.”</i>	Romeo’s life ends with an act of love, kissing the lips of the woman he loves

<p><b>More Romeo Quotes</b> Thus with a kiss I die. <b>(5.3.121), Romeo</b></p> <p>O, she doth teach the torches to burn bright. It seems she hangs upon the cheek of night Like a rich jewel in an Ethiop’s ear. <b>(1.5.43-45), Romeo</b></p> <p>How fares my Juliet? that I ask again; For nothing can be ill, if she be well. <b>(5.1.15-16), Romeo to Balthasar</b></p>	<p><i>But soft, what light through yonder window breaks? It is the east, and Juliet is the sun. Arise, fair sun, and kill the envious moon, Who is already sick and pale with grief That thou, her maid, art far more fair than she. . . . The brightness of her cheek would shame those stars As daylight doth a lamp; her eye in heaven Would through the airy region stream so bright That birds would sing and think it were not night.</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



## Session 2 – Character Quotes Juliet

<b>Juliet</b>		
<b>Act/Scene</b>	<b>Key Quote</b>	<b>Analysis</b>
<b>1.iii</b>	<i>"I'll look to like, if looking liking move."</i>	When her parents are pressuring her to think about getting married, she shows she is strong willed as she will only look if she likes someone
<b>1.v</b>	<i>"my grave is like to be my wedding bed."</i>	When she meets Romeo for the first time at the party
<b>2.ii</b>	<i>"tis but thy name that is my enemy."</i>	This is when she meets Romeo after the party, she is focusing on the fact his name is her enemy, not him
<b>2.ii</b>	<i>"I should kill thee with much cherishing"</i>	This when she sends him on his way to get Friar Lawrence to marry them...she is joking she loves him so much it could kill him...how right she is!
<b>3.ii</b>	<i>"I have bought the mansion of love, but not yet possessed it."</i>	This is after they have married, but she has not slept with Romeo yet – this shows her strong love, but also her impatience
<b>3.ii</b>	<i>"beautiful tyrant, fiend angelical"</i>	This is after he finds out Romeo has killed her cousin, Tybalt, she shows her anger with Romeo, but also mixed with her love
<b>3.v</b>	<i>"O think'st thou shall ever meet again"</i>	She says this as Romeo leaves for Mantua and banishment – the tragic truth is, they won't see each other alive again, until their death in their arms
<b>3.v</b>	<i>"no man like he doth grieve my heart."</i>	She says this to herself after Romeo leaves, she keeps these feelings to herself, the loss and sadness of Romeo's banishment
<b>3.v</b>	<i>"Thankful, that you have, Proud can I never be of what I hate."</i>	Juliet refuses to marry Paris, even though her parents are for it – this shows her strong will and disobedience
<b>5.iii</b>	<i>"O happy dagger!"</i>	Juliet's final words are a mixture of the positive word happy and the negative object of the dagger, that signifies death
<p><b>More Juliet Quotes</b>            Give me my Romeo, and, when he shall die,            Take him and cut him out in little stars,            And he will make the face of heaven so fine            That all the world will be in love with night,            And pay no worship to the garish sun.  <b>(3.2.21-5), Juliet</b></p> <p>This bud of love, by summer's ripening breath,            May prove a beauteous flower when next we meet.  <b>(2.2.127-8), Juliet</b></p>		<p>O Romeo, Romeo,            wherefore art thou Romeo?            Deny thy father and refuse thy name,            Or if thou wilt not, be but sworn my love,            And I'll no longer be a Capulet. (2.ii)</p>

## Session 2 – Character Quotes The Nurse

**The Nurse** – a funny and comedic character who uses crude and rude humour to help relieve the tension, she also helps the young lovers in their secret marriage, but then tells Juliet to forget Romeo after his banishment

Act/Scene	Key Quote	Analysis
1.iii	<i>"thou wilt fall backward"</i>	This suggests the crude and sexual innuendo of her character, as she suggest Juliet will soon be having sex with a husband
1.iii	<i>"might live to see you married"</i>	She is keen Juliet gets married
2.iv	<i>"What saucy merchant is this?"</i>	To Mercutio when he is being rude and using innuendo – interesting how she does it a lot, but challenges people when they do it to her
3.ii	<i>"there's no trust in men...no honesty...all perjured"</i>	The Nurse shows she is cynical and does not trust all men and tries to make Juliet agree with her

## Session 2 – Character Quotes Mercutio

**Mercutio** – a charismatic and funny character who uses humour and wit to provide comic relief for the play, but his death signals the darker end of the play

Act/Scene	Key Quote	Analysis
1.iv	<i>"If love be rough with you, be rough with love."</i>	Does not believe in true love, he believes in being aggressive and getting what you want
2.i	<i>"o that she were an open-arse than a pop'rin pear"</i>	Using sexual innuendo to make Romeo feel embarrassed
2.iv	<i>"He fights as you sing prick-song"</i>	He is mocking Romeo's infatuation with Rosaline whilst mocking Tybalt's fighting technique – he is saying whilst Tybalt fights, Romeo sits and mopes about Rosaline
3.i	<i>"A plague a'both your houses"</i>	Mercutio curses both the Montagues and Capulets for his death and the destruction they cause

**Mercutio's Queen Mab speech about the fairy that brings dreams to sleeping humans**

*O, then I see Queen Mab hath been with you. . . .*

*She is the fairies' midwife, and she comes*

*In shape no bigger than an agate stone*

*On the forefinger of an alderman,*

*Drawn with a team of little atomi*

*Athwart men's noses as they lie asleep.*

## Session 2 – Character Quotes – Friar Lawrence

<b>Friar Lawrence – a priest who is seeking to remedy the feud of the families and tries to guide the young lovers and help them, but his plans are ultimately doomed</b>		
<b>Act/Scene</b>	<b>Key Quote</b>	<b>Analysis</b>
<b>2.iii</b>	<i>“To turn your households’ rancour to pure love”</i>	He is suggesting that the marriage between Romeo and Juliet can fix the feud between the families
<b>2.vi</b>	<i>“love moderately”</i>	Friar suggests that we love within reasons and sensibly
<b>3.iii</b>	<i>“hold thy desperate hand, art thou a man?”</i>	He is angry at Romeo’s aggressive attitude in the killing of Tybalt
<b>5.iii</b>	<i>“If aught in this, miscarried by my fault: let my old life be sacrificed.”</i>	He regrets trying to help Romeo and Juliet escape by pretending to be dead and wishing his life be wiped out because of his mistake

## Session 2 – Character Quotes Tybalt

<b>Tybalt – an aggressive and violent youth who is a hothead and always wanting to fight for the glory of the Capulet family</b>		
<b>Act/Scene</b>	<b>Key Quote</b>	<b>Analysis</b>
<b>1.i</b>	<i>“Peace...I hate the word.”</i>	Tybalt hates peace and harmony and gentleness of life, he prefers wars, anger and aggression
<b>1.v</b>	<i>“such a villain is a guest: I’ll not endure him.”</i>	Tybalt says this when he sees Romeo at the party and is spoiling for a fight – his uncle stops him
<b>3.i</b>	<i>“Thou art a villain.”</i>	To Romeo when he challenges him to a duel

### **The Prologue at the beginning of the play forecasting the end of the play**

*From forth the fatal loins of these two foes  
A pair of star-crossed lovers take their life,  
Whose misadventured piteous overthrows  
Doth with their death bury their parents’ strife. . .*

## Session 2 – Character Quotes Lord Capulet

**Lord Capulet – an arrogant and selfish man who is seeking to raise his social standing through the marriage of his daughter to Paris**

Act/Scene	Key Quote	Analysis
1.ii	<i>“my will to her consent is but a part” Capulet to Paris</i>	Capulet says he will accept whoever she chooses to marriage
3.v	<i>“I will drag you thee on a hurdle thither”</i>	Capulet says he will force Juliet to marry Paris – he will drag her to the church
3.v	<i>“Out, you green sickness carrion! Out, you baggage”</i>	Capulet says that Juliet is a like a lifeless corpse – this hints at Juliet’s fake death and real death
5.iii	<i>“As rich shall Romeo’s by his lady lie, poor sacrifices of our enmity”</i>	Capulet agrees his hatred has caused the deaths of Romeo and Juliet

## Session 2 – Character Quotes Lady Capulet

**Lady Capulet – a vain and selfish woman who is subservient to her husband’s thirst for social status and standing**

Act/Scene	Key Quote	Analysis
1.iii	<i>“you shall share all that he possess”</i>	Lady Capulet says that Juliet will share in all that Paris owns – mainly his money
3.v	<i>“Do as thou wilt, for I have done with thee!”</i>	Lady Capulet washes her hands of Juliet – she is not supporting her against her father – she abandons her motherly responsibility to protect her child because sh will not do as she is told– Juliet is alone

## Session 2 – Character Quotes The Prince

**The Prince – The moral compass of the play – he sees what damage the feud will do and tries to control it**

Act/Scene	Key Quote	Analysis
1.i	<i>“rebellious subjects, enemies to peace”</i>	He hates protesters and people who do not follow the rules
1.i	<i>“quench the fire of your pernicious rage”</i>	He likens the hate to fire and malicious anger = linked to hell
1.i	<i>“your lives shall pay the forfeit of the peace”</i>	He says that someone will pay with their lives = this foreshadows the deaths of R & J, Mercutio and Paris Lady Montague and Tybalt
5.iii	<i>“all are punished”</i>	Everyone suffers in the play

## Session 2 – Character Quotes Lord and Lady Montague

**Lord Montague – Romeo’s father, who is a hot head like his son, but eventually comes to make peace with Capulet**

**Lady Capulet tries to be the voice of calm and stop her husband getting involved in the opening fight, she eventually dies of a broken heart after Romeo’s banishment**

Act/Scene	Key Quote	Analysis
1.i	<i>“Thou villain Capulet – hold me not, let me go”</i>	Montague is keen to fight Capulet after the fight in the town
1.i	<i>“Thou shalt not stir one foot to seek a foe.”</i>	Lady Montague tells her husband to not fight
5.iii	<i>“I can give thee more, I will raise her statue in pure gold “</i>	Montague promises to build a statue to Juliet to honour her for her father Capulet

## Session 2 – Character Quotes Benvolio

### **Benvolio – Romeo’s cousin and another character who tries to keep the peace and avoid conflict**

<b>Act/Scene</b>	<b>Key Quote</b>	<b>Analysis</b>
<b>1.i</b>	<i>“Part, fools. Put up your swords, you know what you do.”</i>	It shows him as a peaceful character who wants things to be stable
<b>3.i</b>	<i>“If we meet we shall not scape a brawl”</i>	He is describing how those who fight are “fools” and he is trying to keep to peace – fighting is foolish = violence isn’t the answer
<b>3.i</b>	<i>“gentle breath, calm look, knees humbly bow’d”</i>	He describes Romeo in a similar way to himself using positive and soft adjectives such as gentle, calm, and the adverb of humbly

# Session 3 – Themes – What’s it all about?

The themes in Romeo and Juliet are key ideas and issues that Shakespeare is putting forward for the audience to mull over and think about.

Task: below are a list of the key themes in Romeo and Juliet. Write in the key scenes / events and the key character that link to those themes and write a few notes on what Shakespeare might be suggesting about the theme.

Theme	Key Scenes / events	Key Characters	What is Shakespeare suggesting?
<b>Love</b>	Act 1 Scene 5 Act 2 Scene 6 Act 5 scene 3	Romeo and Juliet Romeo and Juliet Suicide	Impulsive = too easy to fall in love - capricious Married = two become one = committed Cannot live without their love
<b>Death Violence</b>	Act 1 Scene 1 Act 3 scene 1 Act 5 Scene 3	Fight with the M & C Mercutio is killed by Tybalt and Tybalt killed by Romeo Romeo kills Paris, then himself and J kills herself	Hate each other = aggression is at the surface Mercutio dies to protect Romeo = shows a sacrifice, but Romeo’s revenge is impetuous and wrong The cost of love is death of others and also of the self....
<b>Men and Women</b>	Act 1 Scene 1 Act 1 Scene 3 Act 3 Scene 5	Romeo and Rosaline Lady Capulet and the nurse talk to Juliet of marrying Paris Lord Capulet forces Juliet to marry Paris	Romeo is lovesick and cannot cope without Rosaline’s love Adults expect their daughters to want to marry, but Juliet is resistant Capulet threatens Juliet with being made into a whore if she does not marry Paris – her mother does not support Juliet, shows their power of men and fathers over wives and daughters
<b>Fate</b>	Act 1 Scene 1 Act 1 Scene 5	Prologue says “Two star crossed lovers will take their lives” Juliet says “My grave will be my wedding bed”	R and J’s death is signalled right at the start of the play Juliet sees her own death as part of her marriage before it happens
<b>Honour</b>	Act 1 Scene 1 Act 3 Scene 5	Benvolio, Sampson and Gregory and Tybalt Capulet and Juliet	Mocking people leads to upset Father is more interested in family honour than what his daughter
<b>Individual against society</b>	Act 3 Scene 5 – the forced marriage Act 5 Scene 3 – the suicide	Romeo and Juliet go up against the social rules about love and marriage and eventually come up as losers	That society crushes the power of the individual Or that the loss of individuality can overcome social power

## Theme Cards

Use these cards to help make your notes of the different themes in the play.

Theme Card:		
<input style="width: 90%;" type="text"/>		
Key Characters linked to the theme:		
<input style="width: 100%;" type="text"/>		
Key events that link to the theme		
<input style="width: 100%;" type="text"/>		
<u>Key quotes for the theme:</u>		
<b>Quote</b>	<b>Meaning</b>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
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Theme Card:		
<input style="width: 90%;" type="text"/>		
Key Characters linked to the theme:		
<input style="width: 100%;" type="text"/>		
Key events that link to the theme		
<input style="width: 100%;" type="text"/>		
<u>Key quotes for the theme:</u>		
<b>Quote</b>	<b>Meaning</b>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
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# Example Theme Cards

Theme Card:

**Love**



Key Characters linked to the theme:

***Romeo and Juliet, Mercutio and Romeo, Tybalt = self, Benvolio = loves peace, Friar Lawrence = love of peace / family peace***

Key events that link to the theme


***Act 1 Scene 5 R&J falling in love, Act 3 Scene 1 = Mercutio steps in to save / protect Romeo, Tybalt = 1.i, 1.v, 3.i***

Key quotes for the theme:

Quote	Meaning
<i>"Two of the fairest stars in heaven"</i>	love linked to heaven and angelic imagery which might suggest purity and innocence

Theme Card:

**Death**



Key Characters linked to the theme:

***Romeo and Juliet = suicide***  
***Mercutio – death protecting Romeo***  
***Tybalt – death as revenge***

Key events that link to the theme

Act 3 Scene 1 – Mercutio and Tybalt’s death; Act 5 Scene 1 – Death of Paris Act 5 Scene 3 suicide of Romeo and Juliet

Key quotes for the theme:

Quote	Meaning
Mercutio Ac 3.i - “a plague o’ both your houses’ / “they have made worms meat of me”	Mercutio’s final words curse both the families for his own death / the metaphor of him being worms meat shows the horrific impact of the feud as that has led to him dying and being eating by maggots – an image of the rottenness of the family grudge

## Session 3 - Notes for Theme Cards

Use the notes to below to help you revise the main themes that might come in the exam. You will need to know the key character, quotes, events that link to the themes.

Themes

*Themes are the fundamental and often universal ideas explored in a literary work.*

Theme	Analysis
Love	<p>Love is presented in many different forms</p> <ul style="list-style-type: none"> <li>• <b>Love as a powerful healer of problems</b> – the love between Romeo and Juliet helps heal the rift between the families, but at the cost of their lives</li> <li>• <b>Love as irresponsible</b> – Shakespeare shows love as irresponsible as Romeo and Juliet’s actions lead to a lot of conflict and violence – such as the fight between Mercutio, Tybalt and the death of Tybalt and Mercutio, also Romeo kills Paris, the death of Lady Montague who dies after Romeo’s banishment</li> <li>• <b>Love of self-</b> people’s love of themselves is also shown, through the character of Tybalt and Capulet, their love of their status and self leads to the destruction of Mercutio and also Juliet respectively by their aggressive and somewhat violent actions towards people who they feel threaten their self-love</li> <li>• <b>Erotic Love</b> – the lustful love of the flesh and pleasure of sex – this is hinted at a lot in the play and Romeo and Juliet consummate their marriage the night before Romeo heads into exile; the Nurse also makes reference to sexual innuendo and sex, as well as Mercutio</li> <li>• <b>Filial love</b> – the love of a parent for a son / daughter is in the play, but not always as straightforward, for example the enforced arranged marriage for Juliet to Paris can be seen as completely against the filial love of a parents for a child, as Juliet does not want to marry Paris, but the parents do try and work out what they think is best for Juliet, as Paris is rich and she will have a comfortable life</li> <li>• <b>Platonic Love</b> – this is love that is considered friendly – these relationships can be seen with Friar Lawrence and Romeo, Mercutio and Benvolio and Romeo, it is interesting that Tybalt does not seem to have a platonic relationship and is seen as the most aggressive and violent, whereas, Benvolio, Romeo and to some extent Mercutio are shown as more temperate and calmer individuals</li> </ul>
Death	<ul style="list-style-type: none"> <li>• <b>Death as a negative event</b> – the deaths of Mercutio, Tybalt, Lady Montague all bring about negative impacts, with Mercutio’s murder leading Romeo to kill</li> <li>• <b>Death as a positive event</b> – the deaths on the play that seem have a positive effect are those of Romeo and Juliet – their death brings the end to the family feud and also a chance of peace</li> </ul>

## Session 3 - Notes for Theme Cards

Theme	Analysis
Violence	<ul style="list-style-type: none"> <li>• <b>Violence used for revenge</b> – violence dominates the first part of the play with the opening scene showing the feud between the families; then the death of Mercutio and Tybalt in Act 3; the death of Paris is also another act of violence – these acts who about violence is used to satisfy the character selfish needs to be considered powerful and for revenge</li> <li>• <b>Violence as a positive force</b> – it could be seen that Mercutio’s intervention between Romeo and Tybalt was a positive action to stop an unfair battle between them</li> </ul>
Men and Women	<ul style="list-style-type: none"> <li>• <b>Men as authority</b> – are always shown in positions of power and authority, Capulet, Montague, Tybalt, Friar Lawrence and the Prince</li> <li>• <b>Men as troublemakers</b> – all the problems in the play seem to stem from men; Tybalt’s hatred of the Montagues; Romeo’s impulsiveness in killing Tybalt and Paris</li> <li>• <b>Women in a lower status</b> – the female characters are all show to be beneath men in power and status; Lady Capulet supports Capulet in the forced marriage to Paris and not Juliet; The Nurse also seems to support the Paris marriage even knowing that Juliet is married to Romeo; Lady Montague dies as she cannot live with the banishment of Romeo</li> <li>• <b>Women as strong characters</b> – Juliet does show some strength and independence of mind in the play, as she tries to avoid marrying Paris and also helps forge the play to escape her marriage</li> </ul>
Fate	<p><b>The inevitability of Fate</b> – the plot of the play constantly refers to the all the actions being planned out by fate – from the Prologue which tells the ending of the whole paly at the beginning, to Romeo and Juliet’s references to what they see in the stars; the debate that arises is about how much are we in control of our lives and how much do we believe in another force organising our lives</p>
Honour	<p>Honour dominates a lot of the actions of the character – all Tybalt’s actions are governed by honour for the family of Capulet; the marriage between Paris and Juliet is all about Capulet’s family honour to have his only daughter have a good marriage to a powerful and rich man of Verona; Mercutio fights Tybalt, because Romeo does not bow to the honour of accepting a duel; Romeo then kills Tybalt to restore the honour of Mercutio</p>
The individual versus society	<p><b>Individuals defeated by Society</b> – the play shows the powerful and destructive nature of social class, as the forced marriage, the social power of the family feud that restricts Romeo and Juliet’s love, so they have to get married secret; Romeo and Juliet’s death seems to show that power of society will crush the needs and wants of the individuals</p> <p><b>Society defeated by individuals</b> – it could be seen that Romeo and Juliet do actually defeat the social restrictions, as their death ends the social feud and bring about peace in the city – however, it will always cost the individual their lives to defeat society – this can be linked to the death of Jesus Christ who have to die to defeat death and the Devil, but only through death could victory be won</p>

## Session 3 – Language Motifs

## Language Motifs

Motifs are recurring structures, contrasts, and literary devices that can help to develop and inform the text's major themes.

Language Motif	Analysis
<b>Light and Darkness</b>	<p>The play uses the interplay between light and dark a lot to help develop the conflict. Romeo compares Juliet to light – such as she “teaches the torches to burn bright.” (I.v) She is also compared to the sun and the stars.</p> <p>Romeo is compared to the light such ‘little stars’ which suggest he illuminates the darkness of night.</p> <p>AT the end the light motif is highlighted by Romeo when he says “more light and light;’ more dark and dark our woes” which foreshadows their impending doom.</p>
<b>Night</b>	<p>Night time is another important motif. They meet in the night at the party. They exchange their love in the night time dark of the orchard and Juliet’s Balcony. They act bolder and more confident during the night. They are able to be who they want to be during the night hours. The night offers the privacy and freedom to be liberated from the oppressive society they live in during the day.</p>
<b>Opposing Points of View</b>	<p>Shakespeare uses characters to highlight opposing vies to help heighten the underlying sense of conflict that dominates the play. Mercutio sees Romeo’s love as blindness. Mercutio shows Tybalt’s devotion to honour as blind and immature. It seems Mercutio is a mouthpiece of Shakespeare to show the irresponsibility of blind love and blind loyalty to others.</p> <p>Shakespeare then present the view points of the servants and working class as simpler and in complete opposition to the dramatic events of the main noble characters. The Nurse talks simply of the tragedy of her dead child and husband, the servant Peter, cannot read, the Apothecary is so poor he cannot refuse the offer of Romeo’s money to but the poison. Their viewpoints are simpler, but still all the more tragic.</p>

### Language Motif Cards

Use these cards to make notes on the language motifs in the play.

Language Motif Card:

What is the motif about?

Key events/character that link to the motif

**Key quotes for the motif:**

Quote	Meaning

Language Motif Card:

What is the motif about?

Key events/character that link to the motif

**Key quotes for the motif:**

Quote	Meaning

Session 3 - Language and symbols

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*Shakespeare uses language and symbols to help enrich the subtext of the play and enable the audience to make language links between characters and themes and abstract language symbols he uses in the play. Some symbols are more than just physical elements; they link to the higher ideas in the play.*

Language Symbol	Analysis
<b>Poison</b>	<ul style="list-style-type: none"> <li>● Poison is key to the tragic events of the play.</li> <li>● Juliet takes a fake poison to fake her own death.</li> <li>● This leads to Romeo mistaking her death as real and then taking a real poison and killing himself.</li> <li>● It is also a symbol as the poison between the two families through the feud affects and seeps into the lives of others inside and outside the family.</li> </ul>
<b>Thumb-biting</b>	<ul style="list-style-type: none"> <li>● This immature and puerile gesture clearly suggests the foolishness and stupidity of the feud between the families that a major riot can be started by such a meaningless gesture.</li> <li>● Sampson is too afraid to make a direct insult so he uses the less direct thumb-biting, then tries to deny it, which shows his timidity and juvenile personality.</li> </ul>
<b>Queen Mab</b>	<ul style="list-style-type: none"> <li>● Shakespeare uses the Queen Mab speech through Mercutio to show how dreams and fantasies can have a corrupting influence over people.</li> <li>● Her dreams seem to enhance people’s weaknesses, such as greed, lust or violence, which links to the other characters of the play:</li> <li>● Romeo and Juliet’s love could be based on their youthful lust;</li> <li>● The corruption of Tybalt’s through his obsession with violence;</li> <li>● the greed of Capulet in arranging the marriage between Juliet and Paris for his own social and financial gain.</li> <li>● Overall, Mercutio presents Queen Mab and her dreams and fantasies that she gives to people while they sleep as also nonsensical and absurd, which hints that Shakespeare wants to show how the human search for dreams is folly and foolishness.</li> </ul>

## Language Symbol Cards

Use these cards to make notes on the different language symbols in the play.

<b>Language Symbol Card:</b>		
<input style="width: 90%;" type="text"/>		
<b>What is the symbol about?</b>		
<input style="width: 100%;" type="text"/>		
<b>Key events/character that link to the symbol</b>		
<input style="width: 100%;" type="text"/>		
<b>Key quotes for the motif:</b>		
<b>Quote</b>	<b>Meaning</b>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	

<b>Language Symbol Card:</b>		
<input style="width: 90%;" type="text"/>		
<b>What is the symbol about?</b>		
<input style="width: 100%;" type="text"/>		
<b>Key events/character that link to the symbol</b>		
<input style="width: 100%;" type="text"/>		
<b>Key quotes for the motif:</b>		
<b>Quote</b>	<b>Meaning</b>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	

# Session 4 – Mark Scheme and Question Types

## Paper 1 Section B Foundation Prose / Drama

### Romeo and Juliet Mark Scheme (Teacher)

AO1 – Critical/imaginative response to the question; select and evaluate quotations and textual detail to support interpretations		AO2 – Explain how language techniques, structural devices contribute to writer’s ideas/attitudes, themes and settings
Band	Mark	Specific Descriptors
<b>6</b>	<b>34-40 marks</b> <b>‘confident’</b> <b>‘assured’</b>	<ul style="list-style-type: none"> <li>assured critical/imaginative/evaluative response to texts and task</li> <li>sustained and developed appreciation of writers’ ideas &amp; attitudes and confident,</li> <li>convincing interpretations using precisely selected supporting textual detail</li> <li>analysis of aspects of language and structure in convincing detail.</li> </ul>
<b>5</b>	<b>27-33 marks</b> <b>‘considered’</b> <b>‘thoughtful’</b>	<ul style="list-style-type: none"> <li>considered/thoughtful critical or imaginative or evaluative response to text and/or task</li> <li>thoughtful consideration of writers’ ideas and attitudes</li> <li>considered interpretations using thoughtfully selected supporting textual detail</li> <li>thoughtful consideration of aspects of language and structure with thoughtfully selected textual support</li> </ul>
<b>4</b>	<b>20-26 marks</b> <b>‘clear</b> <b>consistent’</b>	<ul style="list-style-type: none"> <li>clear/consistent critical or imaginative or evaluative response to text and/or task</li> <li>clear/consistent understanding of writers’ ideas and use of relevant appropriate supporting textual detail</li> <li>clear/consistent interpretations using selected supporting textual detail</li> <li>clear/consistent understanding of features of language and structure supported by relevant and appropriate quotation</li> </ul>
<b>3</b>	<b>13-19 marks</b> <b>‘explained’</b>	<ul style="list-style-type: none"> <li>explained response to text and/or task</li> <li>explained response to writers’ ideas/attitudes (Shakespeare suggests)</li> <li>explained interpretations using relevant textual detail</li> <li>explained understanding of features of language and structure supported by relevant quotation</li> </ul>
<b>2</b>	<b>7-12 marks</b> <b>‘some’</b>	<ul style="list-style-type: none"> <li>some response to texts and/or task</li> <li>some familiarity with writers’ ideas supported by a range of textual detail</li> <li>some familiarity with obvious features of language and structure supported by some relevant textual detail</li> </ul>
<b>1</b>	<b>1-6 marks</b> <b>‘limited’</b>	<ul style="list-style-type: none"> <li>limited response to texts or task</li> <li>limited awareness of writers’ ideas using a limited range of textual detail</li> <li>limited awareness of obvious features of language and structure</li> </ul>
<b>0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>

#### **Grade Boundaries out of 40 (based on 2015 grade boundaries)**

<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>17</b>	<b>13</b>	<b>9</b>	<b>5</b>	<b>1</b>



# Paper 1 Section B Foundation Prose / Drama

## Romeo and Juliet Mark Scheme (Student)

<i>AO1 – Critical/imaginative response to the question; select and evaluate quotations and textual detail to support interpretations</i>		<i>AO2 – Explain how language techniques, structural devices contribute to writer’s ideas/attitudes, themes and settings</i>
<b>Band</b>	<b>Mark</b>	<b>Specific Descriptors</b>
<b>6</b>	<b>34-40 marks</b> <b>‘confident’</b> <b>‘assured’</b>	<ul style="list-style-type: none"> <li>Assured response which is clearly critical and imaginative and linked to the question</li> <li>I confidently evaluate the play and how the audience is engaged</li> <li>I present a sustained and developed appreciation of Shakespeare’s ideas and attitudes</li> <li>Convincing interpretations of the deeper meanings with confident use of quotations and textual detail from the text to support</li> <li>I clearly analyse the language techniques and structural devices</li> <li>I select relevant quotations and textual detail to support my points</li> </ul>
<b>5</b>	<b>27-33 marks</b> <b>‘considered’</b> <b>‘thoughtful’</b>	<ul style="list-style-type: none"> <li>Considered and thoughtful response which is critical and imaginative and linked to the question</li> <li>I evaluate the play and how the audience is engaged</li> <li>I thoughtfully consider Shakespeare’s ideas and attitudes</li> <li>Considered interpretations using thoughtful quotations and textual detail to support points</li> <li>Thoughtful consideration of language techniques and structural devices with textual support</li> </ul>
<b>4</b>	<b>20-26 marks</b> <b>‘clear</b> <b>consistent’</b>	<ul style="list-style-type: none"> <li>Consistent response which is critical or imaginative and linked to the question</li> <li>Clear evaluation of the play and how the audience is engaged</li> <li>Consistent understanding of Shakespeare’s ideas with relevant quotations</li> <li>Clear interpretations using selected quotations and textual detail to support points</li> <li>Consistent understanding language techniques and structural devices with relevant supporting detail</li> </ul>
<b>3</b>	<b>13-19 marks</b> <b>‘explained’</b>	<ul style="list-style-type: none"> <li>Explained response linked to the question</li> <li>Explained response to Shakespeare ideas/attitudes</li> <li>Explained interpretations using relevant quotations and textual detail</li> <li>explained understanding of language techniques and structural devices supported by quotations and textual detail</li> </ul>
<b>2</b>	<b>7-12 marks</b> <b>‘some’</b>	<ul style="list-style-type: none"> <li>Some response linked to the question</li> <li>Some knowledge of Shakespeare’s ideas supported with a range of quotations and textual detail</li> <li>some knowledge of obvious language techniques and structural devices supported by some relevant quotations and textual detail</li> </ul>
<b>1</b>	<b>1-6 marks</b> <b>‘limited’</b>	<ul style="list-style-type: none"> <li>limited response to the question</li> <li>limited knowledge of Shakespeare’s ideas with a limited range of textual detail and maybe some quotations</li> <li>limited knowledge of obvious language techniques and structural devices</li> </ul>
<b>0</b>	0 marks	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>

### **Grade Boundaries out of 40 (based on 2015 grade boundaries)**

<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
17	13	9	5	1

**Task: Create a prompt card for what skills you will need to show to achieve the level and grade I will need.**

**Romeo and Juliet Mark Scheme Prompt Card**

<i>What does Assessment Objective 1 ask me to do?</i>	<i>What does Assessment Objective 2 ask me to do?</i>
I need to show a c_____ and l_____ response to the question.	I must always make my response l_____ to the question.
I must e_____ the play and how it e_____ the a_____	I must show u_____ of S_____ ideas and a_____
I must consider l_____ t_____ s_____ d_____ in my response.	I must use q_____ and t_____ d_____ to support my p_____

## Romeo and Juliet Mark Scheme Prompt Card Answers

<i>What does Assessment Objective 1 ask me to do?</i>	<i>What does Assessment Objective 2 ask me to do?</i>
<ul style="list-style-type: none"> <li>• To interpret the text in different ways</li> <li>• To evaluate and use quotations and textual detail</li> <li>• To write a critical and imaginative response to the question</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse the language techniques, structural devices</li> <li>• To assess Shakespeare's ideas and attitudes through the themes and settings</li> </ul>
<p>I need to show a <b><u>critical</u></b> and <b><u>imaginative</u></b> response to the question.</p>	<p>I must always make my response <b><u>link</u></b> to the question.</p>
<p>I must <b><u>evaluate</u></b> the play and how it <b><u>engages</u></b> the <b><u>audience</u></b></p>	<p>I must show <b><u>understanding</u></b> of <b><u>Shakespeare's</u></b> ideas and <b><u>attitudes</u></b></p>
<p>I must consider <b><u>language techniques</u></b> and <b><u>structural devices</u></b> in my response.</p>	<p>I must use <b><u>quotations</u></b> and <b><u>textual detail</u></b> to support my <b><u>points</u></b></p>

# Paper 1 Section B Foundation

## Prose / Drama Romeo and Juliet Question Types

The Question for the exam usually are focused around one or more of the following types.

<i>A key character (E.G. Romeo)</i>	<i>A key scene (e.g. Act 1 Scene 5)</i>	<i>A key extract from a scene in the play (The Queen Mab speech by Mercutio)</i>
<i>A key theme in the play (Death and Violence)</i>	<i>How the play engages the audience</i>	<i>The structure of the play (How the ending is significant)</i>

Task: Identify the different Question Types from the past questions below. They can be mixed (e.g. character / structure). Remember you must answer part (a) and part (b).

<b>Year</b>	<b>Questions</b>	<b>Type</b>
<b>Specimen</b>	Part (a) ‘The ending of Romeo and Juliet is completely negative: nothing good comes from all the deaths in the play.’ What do you think of this view of the play? Part (b) How does Shakespeare make the deaths of Romeo and Juliet dramatic and exciting for the audience?	
<b>June 2012</b>	Part (a) How does Shakespeare make Act 1 Scene 1 exciting for the audience? Part (b) Do you think Romeo and Juliet is a play about hate? Refer closely to different parts of the play to support your answer.	
<b>June 2013</b>	Part (a) How does Shakespeare present the Nurse as a comic character in Act 1 Scene 3? Part (b) What do you learn about the Nurse’s character and role in the play as a whole?	
<b>June 2014</b>	<b>Part (a)</b> How does Shakespeare present the character of Mercutio in this extract? (Act 3 Scene 1 Line 33 to 53 – Mercutio and Tybalt talk about where Romeo is) <b>Part (b)</b> How do you respond to Mercutio in the play as a whole?	
<b>June 2015</b>	<b>Part (a)</b> How do you respond to Capulet at this point in the play? (Act 1 Scene 2 Capulet discussing a proposed marriage between Paris and his daughter Juliet from line 1-19) <b>Part (b)</b> How does Shakespeare present Capulet in the rest of the play?	

# Paper 1 Section B Foundation

## Prose / Drama Romeo and Juliet Question Types

### (Answers)

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The Question for the exam usually are focused around one or more of the following types.

<i>A key character (E.G. Romeo)</i>	<i>A key scene (e.g. Act 1 Scene 5)</i>	<i>A key extract from a scene in the play (The Queen Mab speech by Mercutio)</i>
<i>A key theme in the play (Death and Violence)</i>	<i>How the play engages the audience</i>	<i>The structure of the play (How the ending is significant)</i>

Task: Identify the different Question Types from the past questions below. They can be mixed (e.g. character / structure). Remember you must answer part (a) and part (b).

<b>Year</b>	<b>Questions</b>	<b>Type</b>
<b>Specimen</b>	Part (a) ‘The ending of Romeo and Juliet is completely negative: nothing good comes from all the deaths in the play.’ What do you think of this view of the play?	<b>Structure and Theme</b>
	Part (b) How does Shakespeare make the deaths of Romeo and Juliet dramatic and exciting for the audience?	<b>Structure and audience</b>
<b>June 2012</b>	Part (a) How does Shakespeare make Act 1 Scene 1 exciting for the audience?	<b>Key Scene / audience / structure</b>
	Part (b) Do you think Romeo and Juliet is a play about hate? Refer closely to different parts of the play to support your answer.	<b>Key Theme</b>
<b>June 2013</b>	Part (a) How does Shakespeare present the Nurse as a comic character in Act 1 Scene 3?	<b>Key Scene / character</b>
	Part (b) What do you learn about the Nurse’s character and role in the play as a whole?	<b>Key character / structure</b>
<b>June 2014</b>	<b>Part (a)</b> How does Shakespeare present the character of Mercutio in this extract? (Act 3 Scene 1 Line 33 to 53 – Mercutio and Tybalt talk about where Romeo is)	<b>Key Character and extract</b>
	<b>Part (b)</b> How do you respond to Mercutio in the play as a whole?	<b>Key character / structure</b>
<b>June 2015</b>	<b>Part (a)</b> How do you respond to Capulet at this point in the play? (Act 1 Scene 2 Capulet discussing a proposed marriage between Paris and his daughter Juliet from line 1-19)	<b>Key scene / character</b>
	<b>Part (b)</b> How does Shakespeare present Capulet in the rest of the play?	<b>Key Character /structure</b>

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# Paper 1 Section B Higher - Prose / Drama

## Romeo and Juliet Mark Scheme (Teacher)

AO1 – Critical/imaginative response to the question; select and evaluate quotations and textual detail to support interpretations		AO2 – Explain how language techniques, structural devices contribute to writer’s ideas/attitudes, themes and settings
Band	Mark	Specific Descriptors
<b>6</b>	<b>34-40 marks</b> <b>‘Insightful’</b> <b>‘impressive’</b>	<ul style="list-style-type: none"> <li>Insightful, critical, imaginative &amp; evaluative response to texts and task</li> <li>Insightful /impressive engagement with <b>writers’</b> ideas and attitudes</li> <li>Insightful interpretations using imaginatively selected supporting textual detail</li> <li>impressive analysis of aspects of language and structure; perceptive and imaginative.</li> </ul>
<b>5</b>	<b>27-33 marks</b> <b>‘confident’</b> <b>‘assured’</b>	<ul style="list-style-type: none"> <li>Assured response which is clearly critical and imaginative and linked to the question</li> <li>I confidently evaluate the play and how the audience is engaged</li> <li>I present a sustained and developed appreciation of Shakespeare’s ideas and attitudes</li> <li>Convincing interpretations of the deeper meanings with confident use of quotations and textual detail from the text to support</li> <li>I clearly analyse the language techniques and structural devices</li> <li>I select relevant quotations and textual detail to support my points</li> </ul>
<b>4</b>	<b>20-26 marks</b> <b>‘considered’</b> <b>‘thoughtful’</b>	<ul style="list-style-type: none"> <li>Considered and thoughtful response which is critical and imaginative and linked to the question</li> <li>I evaluate the play and how the audience is engaged</li> <li>I thoughtfully consider Shakespeare’s ideas and attitudes</li> <li>Considered interpretations using thoughtful quotations and textual detail to support points</li> <li>Thoughtful consideration of language techniques and structural devices with textual support</li> </ul>
<b>3</b>	<b>13-19 marks</b> <b>‘clear’</b> <b>‘consistent’</b>	<ul style="list-style-type: none"> <li>Consistent response which is critical or imaginative and linked to the question</li> <li>Clear evaluation of the play and how the audience is engaged</li> <li>Consistent understanding of Shakespeare’s ideas with relevant quotations</li> <li>Clear interpretations using selected quotations and textual detail to support points</li> <li>Consistent understanding language techniques and structural devices with relevant supporting detail</li> </ul>
<b>2</b>	<b>7-12 marks</b> <b>‘explained’</b>	<ul style="list-style-type: none"> <li>Explained response linked to the question</li> <li>Explained response to Shakespeare ideas/attitudes</li> <li>Explained interpretations using relevant quotations and textual detail</li> <li>explained understanding of language techniques and structural devices supported by quotations and textual detail</li> </ul>
<b>1</b>	<b>1-6 marks</b> <b>‘some’</b>	<ul style="list-style-type: none"> <li>Some response linked to the question</li> <li>Some knowledge of Shakespeare’s ideas supported with a range of quotations and textual detail</li> <li>some knowledge of obvious language techniques and structural devices supported by some relevant quotations and textual detail</li> </ul>
<b>0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>

### Grade Boundaries out of 40 (based on 2015 grade boundaries)

A*	A	B	C	D
28	23	18	13	8

# Paper 1 Section B Higher - Prose / Drama

## Romeo and Juliet Mark Scheme (Student)

AO1 – Critical/imaginative response to the question; select and evaluate quotations and textual detail to support interpretations		AO2 – Explain how language techniques, structural devices contribute to writer’s ideas/attitudes, themes and settings
Band	Mark	Specific Descriptors
<b>6</b>	<b>34-40 marks</b> <b>‘Insightful’</b> <b>‘impressive’</b>	<ul style="list-style-type: none"> <li>Insightful, critical and imaginative response which is successfully linked to the question throughout</li> <li>I evaluate the play and its ideas and discuss the audience engagement perceptively</li> <li>I present and insightful engagement with <b>Shakespeare’s</b> ideas and attitudes</li> <li>I provide insightful interpretations of the deeper meanings with excellent quotation and textual detail</li> <li>I perceptively analyse language techniques and structural devices; link to Shakespeare’s ideas/attitudes</li> </ul>
<b>5</b>	<b>27-33 marks</b> <b>‘confident’</b> <b>‘assured’</b>	<ul style="list-style-type: none"> <li>Assured response which is clearly critical and imaginative and linked to the question</li> <li>I confidently evaluate the play and how the audience is engaged</li> <li>I present a sustained and developed appreciation of Shakespeare’s ideas and attitudes</li> <li>Convincing interpretations of the deeper meanings with confident use of quotations and textual detail from the text to support</li> <li>I clearly analyse the language techniques and structural devices; link to Shakespeare’s ideas/attitudes</li> <li>I select relevant quotations and textual detail to support my points</li> </ul>
<b>4</b>	<b>20-26 marks</b> <b>‘considered’</b> <b>‘thoughtful’</b>	<ul style="list-style-type: none"> <li>Considered and thoughtful response which is critical and imaginative and linked to the question</li> <li>I evaluate the play and how the audience is engaged</li> <li>I thoughtfully consider Shakespeare’s ideas and attitudes</li> <li>Considered interpretations using thoughtful quotations and textual detail to support points</li> <li>Thoughtful consideration of language techniques and structural devices with textual support; link to Shakespeare’s ideas/attitudes</li> </ul>
<b>3</b>	<b>13-19 marks</b> <b>‘clear’</b> <b>‘consistent’</b>	<ul style="list-style-type: none"> <li>Consistent response which is critical or imaginative and linked to the question</li> <li>Clear evaluation of the play and how the audience is engaged</li> <li>Consistent understanding of Shakespeare’s ideas with relevant quotations</li> <li>Clear interpretations using selected quotations and textual detail to support points</li> <li>Consistent understanding language techniques and structural devices with relevant supporting detail; link to Shakespeare’s ideas/attitudes</li> </ul>
<b>2</b>	<b>7-12 marks</b> <b>‘explained’</b>	<ul style="list-style-type: none"> <li>Explained response linked to the question</li> <li>Explained response to Shakespeare ideas/attitudes</li> <li>Explained interpretations using relevant quotations and textual detail</li> <li>explained understanding of language techniques and structural devices supported by quotations and textual detail</li> </ul>
<b>1</b>	<b>1-6 marks</b> <b>‘some’</b>	<ul style="list-style-type: none"> <li>Some response linked to the question</li> <li>Some knowledge of Shakespeare’s ideas supported with a range of quotations and textual detail</li> <li>some knowledge of obvious language techniques and structural devices supported by some relevant quotations and textual detail</li> </ul>
<b>0</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>

### Grade Boundaries out of 40 (based on 2015 grade boundaries)

A*	A	B	C	D
28	23	18	13	8

Task: Create a prompt card for what skills you will need to show to achieve the level and grade I will need.

**Romeo and Juliet Mark Scheme Prompt Card**

<i>What does Assessment Objective 1 ask me to do?</i>	<i>What does Assessment Objective 2 ask me to do?</i>
<p>I need to show a c_____ and l_____ response to the question.</p>	<p>I must always make my response l_____ to the question.</p>
<p>I must e_____ the play and how it e_____ the a_____</p>	<p>I must show u_____ of S_____ ideas and a_____</p>
<p>I must consider l_____ t_____ and s_____ d_____ in my response.</p>	<p>I must use q_____ and t_____ d_____ to support my p_____</p>



## Romeo and Juliet Mark Scheme Prompt Card Answers

<i>What does Assessment Objective 1 ask me to do?</i>	<i>What does Assessment Objective 2 ask me to do?</i>
<ul style="list-style-type: none"> <li>• To interpret the text in different ways</li> <li>• To evaluate and use quotations and textual detail</li> <li>• To write a critical and imaginative response to the question</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse the language techniques, structural devices</li> <li>• To assess Shakespeare's ideas and attitudes through the themes and settings</li> </ul>
<p>I need to show a <b><u>critical</u></b> and <b><u>imaginative</u></b> response to the question.</p>	<p>I must always make my response <b><u>link</u></b> to the question.</p>
<p>I must <b><u>evaluate</u></b> the play and how it <b><u>engages</u></b> the <b><u>audience</u></b></p>	<p>I must show <b><u>understanding</u></b> of <b><u>Shakespeare's</u></b> ideas and <b><u>attitudes</u></b></p>
<p>I must consider <b><u>language techniques</u></b> and <b><u>structural devices</u></b> in my response.</p>	<p>I must use <b><u>quotations</u></b> and <b><u>textual detail</u></b> to support my <b><u>points</u></b></p>

## Paper 1 Section B Higher – Prose / Drama Romeo and Juliet Question Types

The Question for the exam usually are focused around one or more of the following types. Each Question will need you to look at Shakespeare viewpoint throughout.

<i>A key character (E.G. Romeo)</i>	<i>A key scene (e.g. Act 1 Scene 5)</i>	<i>A key extract from a scene in the play (The Queen Mab speech by Mercutio)</i>
<i>A key theme in the play (Death and Violence)</i>	<i>How the play engages the audience</i>	<i>The structure of the play (How the ending is significant)</i>

Task: Identify the different Question Types from the past questions below. Remember you only answer of the two questions.

<b>Year</b>	<b>Questions</b>	<b>Type</b>
<b>Specimen</b>	How does Shakespeare present the relationship between Juliet and her parents? OR 'The most interesting part of the play is the fight which results in the deaths of Tybalt and Mercutio. After that the audience tends to lose interest.' What do you find of interest after this point in the play?	
<b>June 2012</b>	'Shakespeare presents Romeo as impulsive and Juliet as cautious.' How do you respond to this view of their relationship? OR In Act 1 Scene 1 Romeo says: "Here's much to do with hate, but more with love." How far do you think that Shakespeare presents love as being more powerful than hate in the play?	
<b>Jan 2013</b>	How are adults presented in Romeo and Juliet? Refer to two or more of the following characters in your response: The Nurse, The Friar, The Prince Capulet, Lady Capulet Montague, Lady Montague. OR How is conflict presented in Romeo and Juliet?	
<b>June 2013</b>	What do you find interesting about the ways Shakespeare presents female characters in Romeo and Juliet? OR In the prologue Shakespeare describes Romeo and Juliet as "star-crossed lovers". What is the role of fate in the play?	
<b>June 2014</b>	'Mercutio's main purpose in the play is comic. He offers the audience light relief from the tragedy of the play.' How do you respond to this view of Mercutio? How does Shakespeare shape your response by the methods he uses? OR How are ideas about honour presented in <i>Romeo and Juliet</i> ?	
<b>June 2015</b>	How is death represented in Romeo and Juliet? OR How does Shakespeare present relationships between parents and children in Romeo and Juliet?	

# Paper 1 Section B Higher – Prose / Drama Romeo and Juliet Question Types (Answers)

The Question for the exam usually are focused around one or more of the following types. Each Question will need you to look at Shakespeare viewpoint throughout.

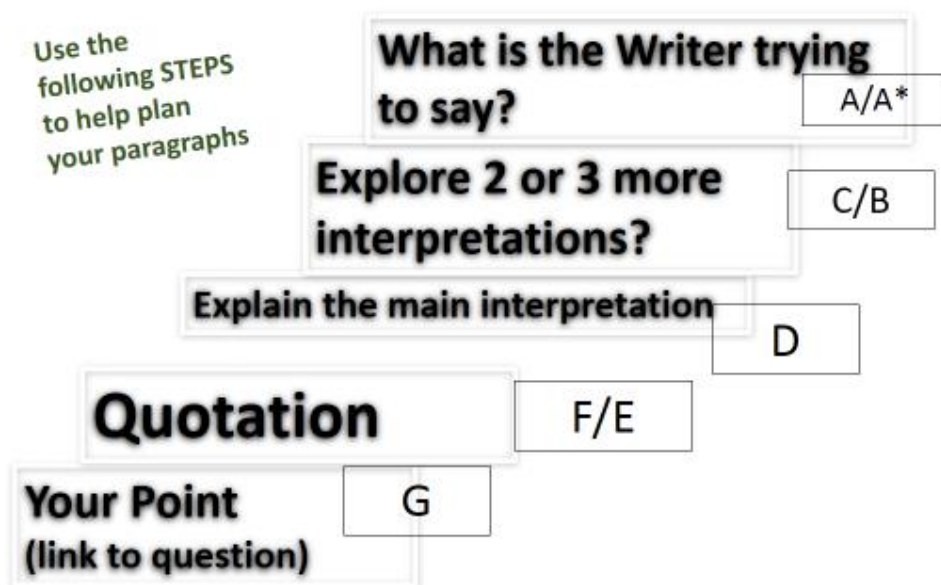
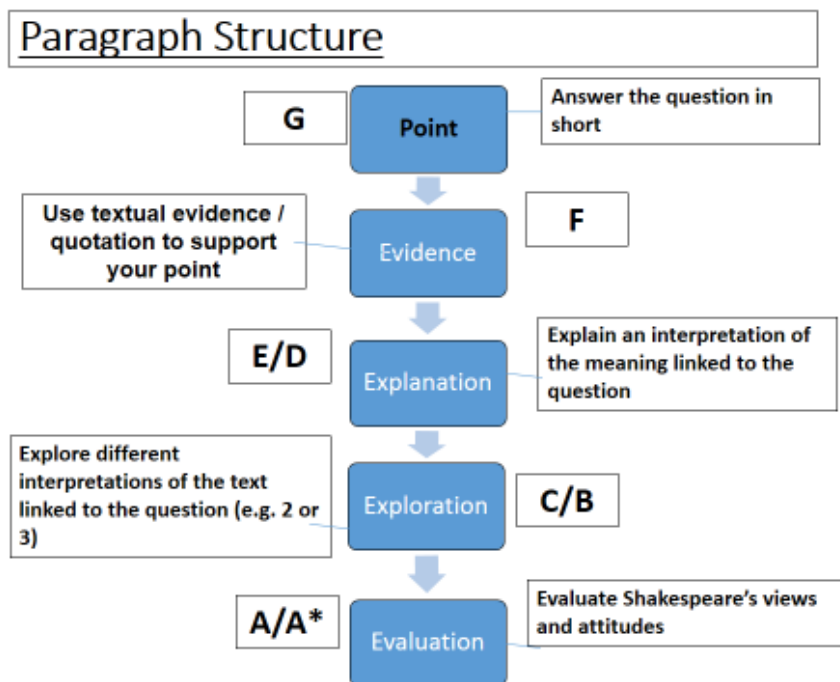
<i>A key character (E.G. Romeo)</i>	<i>A key scene (e.g. Act 1 Scene 5)</i>	<i>A key extract from a scene in the play (The Queen Mab speech by Mercutio)</i>
<i>A key theme in the play (Death and Violence)</i>	<i>How the play engages the audience</i>	<i>The structure of the play (How the ending is significant)</i>

Task: Identify the different Question Types from the past questions below. Remember you only answer of the two questions.

<b>Year</b>	<b>Questions</b>	<b>Type</b>
<b>Specimen</b>	How does Shakespeare present the relationship between Juliet and her parents? OR 'The most interesting part of the play is the fight which results in the deaths of Tybalt and Mercutio. After that the audience tends to lose interest.' What do you find of interest after this point in the play?	<b>Key Characters</b>  <b>Structure / audience engagement</b>
<b>June 2012</b>	'Shakespeare presents Romeo as impulsive and Juliet as cautious.' How do you respond to this view of their relationship? OR In Act 1 Scene 1 Romeo says: "Here's much to do with hate, but more with love." How far do you think that Shakespeare presents love as being more powerful than hate in the play?	<b>Key Characters</b>  <b>Theme</b>
<b>Jan 2013</b>	How are adults presented in Romeo and Juliet? Refer to two or more of the following characters in your response: The Nurse, The Friar, The Prince Capulet, Lady Capulet Montague, Lady Montague. OR How is conflict presented in Romeo and Juliet?	<b>Key Characters</b>  <b>Theme</b>
<b>June 2013</b>	What do you find interesting about the ways Shakespeare presents female characters in Romeo and Juliet? OR In the prologue Shakespeare describes Romeo and Juliet as "star-crossed lovers". What is the role of fate in the play?	<b>Key Characters</b>  <b>Theme</b>
<b>June 2014</b>	'Mercutio's main purpose in the play is comic. He offers the audience light relief from the tragedy of the play.' How do you respond to this view of Mercutio? How does Shakespeare shape your response by the methods he uses? OR How are ideas about honour presented in <i>Romeo and Juliet</i> ?	<b>Audience engagement / Key Character</b>  <b>Theme</b>
<b>June 2015</b>	How is death represented in Romeo and Juliet? OR How does Shakespeare present relationships between parents and children in Romeo and Juliet?	<b>Theme</b>  <b>Key Characters</b>

# Session 5 – Essay Planning

## Paragraph Structures for your Essays



### Analytical Connectives

You can use these connectives to help improve the vocabulary of your answer:

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Essay Planning – Foundation 1

When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
-----------	-------	---------------------	-----------	---------------	-----------

Then look at question a) and b) and see the difference. Plan separate responses to a) and b)

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8 minutes on each paragraph and about 2 minutes with brief introduction and conclusions

<b>Question a)</b>	<b><i>‘The ending of Romeo and Juliet is completely negative: nothing good comes from all the deaths in the play.’ What do you think of this view of the play?</i></b>	<b>Key quotes</b>
Key characters / themes / scenes		
<b>Section</b>	<b>Notes</b>	<b>Key quotes</b>
Intro		
First		
Second		
Conclusion		

# Essay Planning – Foundation 1

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<b>Question b)</b>	‘How does Shakespeare make the deaths of Romeo and Juliet dramatic and exciting for the audience?’	<b>Key quotes</b>
Key characters / themes / scenes		
Intro		
First		
Second		
Conclusion		

## Analytical Connectives

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Essay Planning – Foundation 1 Exemplar

When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
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Then look at question a) and b) and see the difference. Plan separate responses to a) and b)

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet's suicide)
- Timings – you should spend around 5 minutes planning, 8 minutes on each paragraph and about 2 minutes with brief introduction and conclusions

<b>Question a)</b>	<b><i>'The ending of Romeo and Juliet is completely negative: nothing good comes from all the deaths in the play.' What do you think of this view of the play?</i></b>	<b>Key quotes</b>
Key characters / themes / scenes	Act 5.iii – the ending – character – Romeo and Juliet Death and love Audience feel sad at the end	
<b>Essay Section</b>	<b>Ideas</b>	<b>Key quotes</b>
Intro	On the one hand I agree, because ..... However, there is an alternative that the deaths are a positive ending to the play because ....	
First	Firstly, many could agree with the view that the ending is negative and that nothing good comes from the suicide of the Romeo and Juliet...for example	<i>"For never was story of more woe" "all are punish'd"</i>
Second	However, on the other hand, we can say that the ending does offer a positive future, as the	<i>"I will raise her statue in pure gold" "as rich shall by Romeo's by his lady lie"</i>
Conclusion	So, overall I would have to say the ending has more negatives than positive, as the destruction of the love of Romeo and Juliet does not outweigh the end of the feud between the families.	

# Essay Planning – Foundation 1 Exemplar

<b>Question b)</b>	'How does Shakespeare make the deaths of Romeo and Juliet dramatic and exciting for the audience?	
Key characters / themes / scenes	Act 5.iii – the ending – characters – Romeo and Juliet Audience excitement – dramatic	
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro	The ending is exciting and dramatic because.... we have the ending of where the fate of Romeo and Juliet hangs in the balance and the audience have all the knowledge, but are not sure if it will turn out a happy ending or sad.	
First	Firstly, the excitement for the audience comes from <ul style="list-style-type: none"> <li>• Are Romeo and Juliet going to get away?</li> <li>• The audience know of the fake death of Juliet but Romeo does not – dramatic irony</li> </ul>	<i>"thou art not conquer'd" we think she might wake up in time</i>
Second	The audience will also find the ending dramatic as it finally revealed that Romeo and Juliet are not to live happily ever after..... <ul style="list-style-type: none"> <li>• Romeo's death is tragic and sweet as he believes Juliet is dead</li> <li>• Juliet's death is more dramatic and violent with the plunging of the "happy dagger"</li> </ul>	<i>"thus with a kiss I die" - Romeo dies in a passionate kiss "O Happy dagger"</i>
Conclusion	In summary, the ending gives audience a clear level of excitement through the use of dramatic irony, but also the dramatic nature of the lovers' death also engages the audience.	

## Analytical Connectives

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates



# Essay Planning – Foundation 2

When planning essays for Romeo and Juliet you need to focus on the question type first:

<b>Character</b>	<b>Theme</b>	<b>Audience Engagement</b>	<b>Key Scene</b>	<b>Extract based</b>	<b>Structure</b>
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Then look at question a) and b) and see the difference. Plan separate responses to a) and b)

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8 minutes on each paragraph and about 2 minutes with brief introduction and conclusions

<b>Question a)</b>	How does Shakespeare make Act 1 Scene 1 exciting for the audience?	
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Conclusion		

<b>Question b)</b>	Do you think Romeo and Juliet is a play about hate? Refer closely to different parts of the play to support your answer.	<b>Key quotes</b>
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Conclusion		

### **Analytical Connectives**

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Essay Planning – Foundation 3

When planning essays for Romeo and Juliet you need to focus on the question type first:

<b>Character</b>	<b>Theme</b>	<b>Audience Engagement</b>	<b>Key Scene</b>	<b>Extract based</b>	<b>Structure</b>
------------------	--------------	----------------------------	------------------	----------------------	------------------

Then look at question a) and b) and see the difference. Plan separate responses to a) and b)

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8 minutes on each paragraph and about 2 minutes with brief introduction and conclusions

<b>Question a)</b>	Part (a) How does Shakespeare present the Nurse as a comic character in Act 1 Scene 3?	
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Conclusion		

# Essay Planning – Foundation 3

<b>Question b)</b>	Part (b) What do you learn about the Nurse’s character and role in the play as a whole?	
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Conclusion		

## Analytical Connectives

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Essay Planning – Foundation 4

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When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
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Then look at question a) and b) and see the difference. Plan separate responses to a) and b)

- When you plan, think of key scenes / key characters' / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet's suicide)
- Timings – you should spend around 5 minutes planning, 8 minutes on each paragraph and about 2 minutes with brief introduction and conclusions

<b>Question a)</b>	How does Shakespeare present the character of Mercutio in this extract?	
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Conclusion		

# Essay Planning – Foundation 4

<b>Question b)</b>	<b>Part (b)</b> How do you respond to Mercutio in the play as a whole?	
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Conclusion		

## Analytical Connectives

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Essay Planning – HIGHER 1

When planning essays for Romeo and Juliet you need to focus on the question type first:

<b>Character</b>	<b>Theme</b>	<b>Audience Engagement</b>	<b>Key Scene</b>	<b>Extract based</b>	<b>Structure</b>
------------------	--------------	----------------------------	------------------	----------------------	------------------

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8-9 minutes on each paragraph x 4 and about 3-4 minutes to write your brief introduction and conclusions

<b>Question</b>	How does Shakespeare present the relationship between Juliet and her parents?	
Key characters / themes / scenes		
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro		
First		
Second		
Third		
Fourth		
Conclusion		

# Essay Planning – HIGHER 1 Example

When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
-----------	-------	---------------------	-----------	---------------	-----------

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet's suicide)
- Timings – you should spend around 5 minutes planning, 8-9 minutes on each paragraph x 4 and about 3-4 minutes to write your brief introduction and conclusions

<b>Question</b>	How does Shakespeare present the relationship between Juliet and her parents?	
Key characters / themes / scenes	Juliet's as young and vulnerable, but also headstrong and principled Lady Capulet – interested in social status and not very supportive of Juliet Capulet - selfish, scheming, controlling, obsessed with social status	
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
Intro	The dynamic between the characters can be split not father and daughter and mother and daughter and similarities and differences – there is a headstrong element to the Capulets that Juliet and her father share, there is also a vanity and selfish that the parents share, but not Juliet,	
First	Domineering father – tries to control his daughter for his own selfish ends by 'decreeing' her marriage and then threatening her with abandonment	'decree' to describe his wish for her to marry Paris – 'baggage etc.' insults
Second	Juliet is also like her father as she is strong willed and will not yield to anyone's will but her own	'not proud, thankful' 'I beseech you' 3.v
Third	Juliet and her mother are very different, mother shows a similar obsession with status and marriage, but Juliet will only marry if she wants to Mother is too weak to stand up to Capulet, yet Juliet does by refusing to marry Paris and then seeking a way out of the marriage through the fake death	Lady C – 'you shall share all that he posses' 1.iii 'I have done with thee' 3.v
Fourth	After he death Capulet realises his folly and when he takes Montague's hand he says this is Lady Capulet is thinking of her own death – still self-centred? This sight of death is	'daughter's jointure' 'as a bell that warns my old age to a sepulchre'
Conclusion	Juliet is similar to her father, headstrong and possibly impulsive, as his anger in 3.v is similar to her impulsive suicide in 5.iii. However, Juliet does teach him to forgive and make up with Montague. However, her mother is weak and vain and self-centred and can only think of her own death when she sees her daughter's dead body. She has not changed	



# Essay Planning – HIGHER 2

When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
-----------	-------	---------------------	-----------	---------------	-----------

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8-9 minutes on each paragraph x 4 and about 3-4 minutes to write your brief introduction and conclusions

<b>Question</b>	‘The most interesting part of the play is the fight which results in the deaths of Tybalt and Mercutio. After that the audience tends to lose interest.’ What do you find of interest after this point in the play?	
Key characters / themes / scenes		
Intro		<b>Key quotes</b>
First		
Second		
Third		
Fourth		
Conclusion		

## Analytical Connectives

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Essay Planning – HIGHER 3

When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
-----------	-------	---------------------	-----------	---------------	-----------

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8-9 minutes on each paragraph x 4 and about 3-4 minutes to write your brief introduction and conclusions

<b>Question</b>	‘Shakespeare presents Romeo as impulsive and Juliet as cautious.’ How do you respond to this view of their relationship?	
Key characters / themes / scenes		
Intro		<b>Key quotes</b>
First		
Second		
Third		
Fourth		
Conclusion		

# Essay Planning – HIGHER 4

When planning essays for Romeo and Juliet you need to focus on the question type first:

Character	Theme	Audience Engagement	Key Scene	Extract based	Structure
-----------	-------	---------------------	-----------	---------------	-----------

- When you plan, think of key scenes / key characters / key themes / how the audience are engaged / structure of the play / key quotes that you will need
- Then make sure you find the key scenes you will need in the book you are given – (e.g. Act 5.iii for the ending of the play and Romeo and Juliet’s suicide)
- Timings – you should spend around 5 minutes planning, 8-9 minutes on each paragraph x 4 and about 3-4 minutes to write your brief introduction and conclusions

<b>Question</b>	<i>In Act 1 Scene 1 Romeo says: “Here’s much to do with hate, but more with love.” How far do you think that Shakespeare presents love as being more powerful than hate in the play?</i>	
Key characters / themes / scenes		
Intro		<b>Key quotes</b>
First		
Second		
Third		
Fourth		
Conclusion		

### Analytical Connectives

**You can use these connectives to help improve the vocabulary of your answer:**

suggests	implies	infers	elucidates	exemplifies
indicates	evokes	intimates	connotes	signifies
means	illustrates	hints	illuminates	demonstrates

# Session 6 Exam Practice Foundation

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## More Example questions:

### Question 1

- a) In Act 1 Scene 5 how does Shakespeare present Romeo as irresponsible and impulsive?
- b) How does Shakespeare present Romeo's impulsiveness and irresponsibility throughout the whole play?

### Question 2

- a) In Act 2 Scene 2 Juliet is presented as the sensible and rational character compared to Romeo. How does Shakespeare use language to present this side of Juliet's character?
- b) Does Shakespeare present Juliet as a sensible and rational character throughout the rest of the play?

### Question 3

- a) Act 1 Scene 5 is a pivotal scene in the whole story. How does Shakespeare present the theme of love throughout this scene through the character of Romeo and Juliet?
- b) Apart from the love of Romeo and Juliet, how does Shakespeare present the theme of love throughout the rest of the play?

### Question 4

- a) How does Shakespeare present Juliet's father in Act 3 scene 5
- b) Do you think the adults in the play are good role models to the younger generation? Refer closely to different parts of the play in your answer.

### Question 5

- a) How does Shakespeare present Benvolio Act 3 scene 1?
- b) How do you respond to Benvolio in the play as a whole?

# Foundation Essay Planning Exemplar

- a) How does Shakespeare present Juliet’s father in Act 3 scene 5
- b) Do you think the adults in the play are good role models to the younger generation? Refer closely to different parts of the play in your answer.

<b>Question a)</b>	a) How does Shakespeare present Juliet’s father in Act 3 scene 5	
Key characters / themes / scenes	Lord Capulet / selfish / arrogant/ aggressive Act 3 Scene 5 is the key scene Themes of Power	
<b>Essay section</b>	<b>Ideas</b>	<b>Key Quotes / textual detail</b>
First	Capulet is also a controlling character by using Juliet for social status with marriage to Paris – uses dictatorial language	<i>“decree” to Juliet about the marriage</i>
Second	Capulet’s aggressive side is shown when Juliet refuses and he doesn’t get his own way and his status is threatened – uses questions, exclamations and insults to belittle his own daughter	<i>Use of ! and ? and insults Such as “tallow-face, minion, unworthy, carrion, baggage”</i>
<b>Question b)</b>		
Do you think the adults in the play are good role models to the younger generation? Refer closely to different parts of the play in your answer.		
First	However, some of the adults present themselves as very bad role models - the fathers’ Capulet and Montague let their feud spill over and destroy their families	
Second	The Friar can be seen as a good adult role model: <ul style="list-style-type: none"> <li>• He sees the marriage of Romeo and Juliet as a way of bring peace and harmony to the city and the families</li> <li>• He tries to counsel the young lovers to be sensible in their love</li> <li>• He takes responsibility for the tragic ending due to his failed plan</li> </ul>	

# Session 6 – Foundation Exemplar

## Answer 1

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### Question 4

(a) How does Shakespeare present Juliet's father in Act 3 scene 5?

Shakespeare presents Juliet's father in a negative light; he is seen as controlling and aggressive in Act 3 Scene 5.

In the 1500s a family's reputation and status was important and Capulet shows this attitude by arranging the marriage between his daughter Juliet and Paris. He sees this as a way of enhancing his family's status in Verona by using his daughter like a pawn to marry the rich and powerful Paris. Shakespeare says that Capulet asks his wife "*Have you delivered to her our decree.*" Shakespeare uses the word 'decree' here to show the dictatorial and ruling nature of Capulet. Juliet is his property to make decisions about as he sees fit. This clearly engages the audience to dislike Capulet and feel sympathy for Juliet as she is the victim of her father's controlling and scheming nature.

However, when Juliet refuses to marry Paris he quickly turns to anger and shows his aggressive side. Shakespeare makes Capulet use a wide range of exclamation marks and questions marks that he fires at Juliet which further demonstrates his aggressive and angry nature, such as "*How now, How now, chop-logic! What is this?*" Shakespeare also gets Capulet to fire a nasty range of insults at Juliet to show his displeasure at her refusal, such as "*tallow-face, minion, unworthy, carrion, baggage.*" Shakespeare uses these terms to show how little Capulet thinks of his daughter and clearly shows he believes that Capulet is in the wrong and that the audience should feel sympathy for Juliet and how she is unfairly treated by her own father.

(b) Do you think the adults in the play are good role models to the younger generation? Refer closely to different parts of the play in your answer.

Shakespeare tends to present the adults in the play as poor role models. The fathers of the families, Capulet and Montague have allowed their pettiness and ‘ancient grudge’ poison the futures of their children through the deaths of Tybalt, Mercutio, Paris and Romeo and Juliet. They do not show any contrition for their feud until after the death of these 5 individuals. However, Capulet does tell Tybalt to ‘endure’ the presence of Romeo at the party in Act 1 Scene 5 when the young Capulet wants to cause a scene, which could suggest he knows when to show restraint in certain situations.

The Friar can be seen as good adult role model in the play. When Romeo falls in love with he sees a possible repairing of the relationship between the two families and to “*turn your households’ rancour to pure love*”. Even though he agrees to a secret marriage his overall aim is to bring about peace and restoration which shows he has a strong moral core in everything he does. Furthermore, he instructs Romeo and Juliet at the wedding service to “*love moderately*” which suggest Shakespeare’s attitudes that young lovers should work towards a more mature relationship and look beyond the first flush of love towards a relationship of stability. Friar Lawrence also criticises Romeo after he has killed Tybalt when he says “*hold thy desperate hand, art thou a man?*” which suggests that Romeo should have been more mature and turned away rather than kill Tybalt, showing that the Friar is keen to show Romeo how to act maturely. Shakespeare raises the question of adults taking responsibility for their own actions and shows the Friar do this towards the end of the play when he is desperately trying to contact Romeo. He says “*If aught in this, miscarried by my fault: let my old life be sacrificed.*” Which demonstrates his willingness to suffer the consequences of losing his own life if his plan causes the death of others. This clearly shows the audience a high level of maturity and responsibility that Romeo doesn’t display at the end of the play.

Critical / Imaginative Response	Shakespeare’s ideas/attitudes	Evaluation / audience engagement
Language techniques / structural devices	Links to the questions	Quotations / textual detail
Level and mark		





# Foundation Exemplar Answer

## Comments

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<b>Critical / Imaginative Response</b>	<b>Shakespeare's ideas/attitudes</b>	<b>Evaluation / audience engagement</b>
Section a is pretty straightforward response, with section B showing a more critical and deeper analysis of the characters, especially of the Friar	The response covers how Shakespeare presents the character and his comments on controlling parents and aggressiveness, as well as Friar Lawrence trying to show Romeo the way.	The response covers the sympathy for Juliet in a) and also the dislike of Capulet. Less secure in Section b), but still references the audience
<b>Language techniques / structural devices</b>	<b>Links to the questions</b>	<b>Quotations / textual detail</b>
Section a) is better on language techniques, such as the dictatorial language and the use of punctuation and negative words.	The response uses the question to help start paragraphs which helps keep the answer focused	Quotations are used throughout to support points with good textual detail and knowledge of the play.
<b>Level and mark</b>	<i>Level 4</i>	<i>23 / 40</i> <i>Sound grade C on 2015 boundaries</i>

# Foundation Answer Exemplar 2

## Question 5

a) How does Shakespeare present Benvolio Act 3 scene 1?

Benvolio is presented as a peace keeper and cautious as he tells Mercutio that they may not “scape a brawl” he also tells Tybalt to “reason coldly” with Romeo. He does not want conflict and seeks to avoid it by hiding away from the Capulets.

He is also a caring character in Act 3 Scene 1 as he is keen to make sure his friends and family avoid trouble. He tells Romeo and Tybalt to “withdraw unto some private place” which suggests he wants them to avoid a public fight which will get them in trouble with the Prince.

Shakespeare also gets Benvolio to use soft adjectives to describe Romeo when he says “gentle breath, calm look, knees humbly bow’d.” The quote shows him use the positive adjectives of gentle and calm as well as the adverb humbly, which are all words that also reflect Benvolio’s character. He is using these words to try and show that Romeo tried to reason with Tybalt before the violence began which led Romeo to kill Tybalt after he had murdered Mercutio.

b) How do you respond to Benvolio in the play as a whole?

I would respond positively because he is seen as a peacekeeper. This is clearly shown throughout play, for example, “I pray thee good Mercutio, let’s retire.” This shows his diplomatic side because the word “pray” implies that he is a religious and therefore this suggests that he believes in God and God stands for peace and love. This transfers into Benvolio’s character to show him as a wise individual who has faith in an abstract concept of a deity who always does the best things for his creation and Benvolio is trying to do the best for his friends and family.

Another way at looking at how Benvolio is seen throughout the play as a kind and temperate character. He refers to Romeo as talking to Tybalt with “gentle breath, calm look, knees humbly bow’d”. However, we could apply these to Benvolio himself as he shows a calm side to his character in the play when he tries to stop the fight in Act 1 Scene 1 when he says “Part, fools, put up thy swords”. He also says to them “you do now know what you do” which echoes Jesus’s words on the cross to seek forgiveness for those who are crucifying him. This shows Benvolio does have a religious viewpoint and that he seeks peace and he is trying to give them the benefit of doubt. Furthermore, Benvolio does not appear in the play after Act 3 Scene 1. This is significant as events take a turn for the worse as Romeo is banished, Juliet is forced into marrying Paris, and Friar Lawrence tries organise their escape but fails. Benvolio, the “peacekeeper” is not in the last two acts where the catastrophe and negative events spiral out of control, which could imply all things get worse after the loss of such a peaceful character.

<b>Level and mark</b>	<i>Level 3</i>	<i>19 / 40</i> <i>Mostly sound grade C on 2015 boundaries</i>
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# Foundation Answer Exemplar 3

## Question 5

(a) How does Shakespeare present Benvolio Act 3 scene 1?

Shakespeare changes the mood of the play in Act Three, Scene One. Benvolio recognises that it's a hot day, the Capulets are around and "if we meet we shall not scape a brawl". He wants to do the right thing and it's like he knows something is up. This has the effect of making us feel tense – he tells the audience what is about to happen.

Mercutio refuses to move and so when Tybalt arrives angry and looking for Romeo, they end up fighting. Benvolio tries to get everyone to move away, "we talk here in the public haunt of men". This shows that he is afraid that everyone is watching. Shakespeare again uses Benvolio to foreshadow what is about to happen.

Tybalt ends up killed and Benvolio does tell the truth about what happened. "This is the truth, or let Benvolio die." This shows him as a good and trustworthy person.

(b) How do you respond to Benvolio in the play as a whole? Refer closely to different parts of the play in your answer.

Shakespeare's first scene in Act One shows the audience the hate between the two families. Benvolio clearly wants to stop the fighting. He tries to stop it all: "Part, fools! Put up your swords; you know not what you do." Shakespeare shows Benvolio begging Tybalt to keep the peace: "I do but keep the peace. Put up thy sword, or manage it to part these men with me." Shakespeare shows the audience that Benvolio is a peace-maker from the start and he wants Tybalt to work with him to stop the argument turning into violence. Tybalt is the opposite and hates peace. This makes the Capulets seem worse than the Montagues.

Secondly, we also see a caring side to Benvolio as he is worried about his cousin: "What sadness lengthens Romeo's hours?" and encourages him to attend the Capulet party so that he can get over his feelings for Rosaline by looking at other girls.

We don't hear much from Benvolio after the fight. This might be because he is used as the peace-maker and once Tybalt is killed and Romeo is banished, there is no chance for peace.

Level and mark	Level 3	15 / 40 Grade D based on 2015 boundaries
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**Task: How would you improve this answer to achieve a grade C or 17 or more marks?**

# Session 6 - Higher Exemplar 1

## How does Shakespeare present the relationship between Juliet and her parents?

Shakespeare presents the relationship between Juliet and her parents in many different ways. Firstly, the relationship between her father and herself displays many similarities through their headstrong personalities. The relationship with her mother is very different, Lady Capulet is quite subservient, but also vain and selfish like a husband, whereas Juliet is more principled and moral and will challenge them both. Shakespeare presents the relationships as complex and dynamic that raises issues of gender inequality that reflects the context of when the play was written.

The personalities of Lord Capulet and Juliet share many similarities. Capulet shows a sensitive and principled side to his character when he first talks to Paris of the proposed marriage to Juliet does seem to show some care for his daughter and her viewpoints about the marriage when he says, "my will to her consent is but a part" which suggests that he will accept whoever she chooses to marry rather than marry who he decides. However, this sensitive attitude soon changes in Act 3 Scene 5 when Juliet refuses to marry Paris; Capulet's domineering personality comes to the fore. He uses lots of aggressive language and punctuation to display his anger. For example, "I will drag you the honour hurdle thither!" which suggests a violent and aggressive action to ensure that she will marry Paris. He also uses very negative language such as "green sickness, carrion, baggage," which shows that he sees Juliet is almost like a lifeless corpse but also a piece of meat that can be bought or sold which links very clearly to his intention to make her marry Paris like a business transaction.

Juliet shows similar characteristics to her father in her strong will and her unwillingness not to yield anyone else's will but her own. In Act 3 Scene 5, when Capulet tells her of the proposed marriage to Paris, he accuses her of not being proud of what he's done for her. She replies that she is "not proud" but "thankful" which suggests that she is respectful of her father for trying to arrange the marriage but she clearly says "proud can I never be of what I hate" which strongly displays a negative attitude towards the match with Paris. This again shows her strong will that she will not do as her father says, but does it in a respectful way. When he rages against her in his aggressive way she uses the pleading term "beseech" to get him to listen to her. Again this shows her respectful attitude but also her willingness to stand firm in her beliefs. Shakespeare presents the similarities between the two characters that Capulet domineering attitude will which leads Juliet to make the very wilful decision to commit suicide as it was the only way out of her predicament. Shakespeare could be suggesting that because of the patriarchal domination of Capulet's towards his daughter he transfers those qualities to Juliet, but when she shows those qualities he reacts angrily. Also, Shakespeare could be suggesting that the aggressive patriarchal male dominated society of the late 1500s leads to the alienation of young females through Juliet and eventually with tragic consequences of her death.

The relationship between mother and daughter is very different. The mother does show a similar obsession with status and social standing like her husband, but Lady Capulet does not show a strong will. In Act 1 Scene 3, she talks to Juliet that "you shall share all that he possess" when she refers to Juliet possibly marrying Paris. This shows her materialistic and selfish attitude towards ownership and that the marriage is all about money and social standing. Conversely, when Juliet pleads with her mother to help her after Capulet's rage in Act 3 Scene 5, Lady Capulet just says "I have done with thee" which shows that she is abandoning her motherly duties to protect her daughter from the domination of her father which leaves Juliet no option but to seek a way out which eventually reached her suicide. Shakespeare could be implying here that women's lack of power made it difficult for mothers to protect their daughters from the authoritarian actions of the father. He could be suggesting some sympathy for lady Capulet for the audience.

Finally, when we examine the effect of Juliet's death on both the parents we see two very distinct and different responses. After her death Capulet realises his folly in the feud with the Montague's. When he takes Montague's hand he says that this is his "daughter's jointure" where he believes that his daughter's death has joined him together in peace with his mortal enemy. This shows that he has a realisation of what the grudge has done to his own daughter and to himself and seeks to make amends. He agrees to put up a statue of Romeo when he says "as rich shall Romeo's by his lady lie poor sacrifices of our enmity" as he realises that the "enmity" of the feud has led to the sacrifice of his own

daughter and also Montague son. This shows that he takes responsibility for the death of his own daughter and also the death of Montague's son, as Montague does the other way round. However, Lady Capulet has a less flattering response. When she sees Juliet lying dead she can only say her death is "as a bell warns my old age to a sepulchre" which shows that Juliet reminds of her own impending death which could suggest that she is still self-centred and only focused on her own future rather than the loss of her daughter. Shakespeare could be accused of a rather negative viewpoint of women here as he presents her as shallow and self-centred, whereas Capulet is the character who seems contrite and able to be redeemable.

Overall, Shakespeare presents Juliet as similar to her father. They are both headstrong and possibly impulsive as his anger in Act 3 Scene 5 is very similar to her impulsive decision to commit suicide at the end of the play. Nonetheless, Juliet does teach him to forgive and make up with Montague. On the other hand, her mother is shown as weak, vain and self-centred and can only think of her own death when she sees her daughter's dead body. Shakespeare presents Lady Capulet as a static character who does not change through the course of the tragedy. Whereas, Capulet, the male is shown as a dynamic character who changes through the death of his daughter. So Shakespeare could be suggesting that men have the possibility of changing and reconciliation and self-awareness but yet women do not through the character of Lady Capulet. Yet, he does show Juliet as a strong willed female character who is young and impulsive but yet morally principled. Nevertheless, her recklessness in committing suicide could suggest an immaturity and a negative view of women. Although Capulet is shown as domineering character he does change after the tragic events, whereas both Lady Capulet and Juliet either don't change or are destroyed by events which may suggest that their characters are weaker than men. This could show a rather misogynistic viewpoint from Shakespeare as he is a man in a world where women were not seen as strong characters. This is an interesting point as at the time Elizabeth I was ruling the country and is considered as a strong female figure, but yet Shakespeare could be inferring that women are weak in the play. Shakespeare does explore the complex dynamics between father and daughter and mother and daughter in a time when men dominated the lives of women and many fathers did decide who the children would marry. Shakespeare could be protesting against this social situation showing how the domination of parents could lead to the destruction of their children, not necessarily physically but emotionally. Shakespeare does show some hope and positivity through the healing of the feud between the families through the death of both the children. This could suggest that children can still redeem their parents no matter how bad or evil they may be, implying that parents are too blinded to see their faults only their children can see.

Wrote your comments and mark below.

<b>Critical / Imaginative Response</b>	<b>Shakespeare's ideas/attitudes</b>	<b>Evaluation / audience engagement</b>
<b>Language techniques / structural devices</b>	<b>Links to the questions</b>	<b>Quotations / textual detail</b>
Level and mark		

# Session 6 – Higher Exemplar Comments

<b>Critical / Imaginative Response</b>	<b>Shakespeare’s ideas/attitudes</b>	<b>Evaluation / audience engagement</b>
The response deals with the issues of how Shakespeare presents gender in a critical way. The similarities between Capulet and Juliet is an imaginative comparison	Clearly deals with gender and parental relationships and links with the context of the time in good detail	There is a critical engagement of what Shakespeare is saying and also some criticism of his viewpoints in places. More on audience engagement would be useful.
<b>Language techniques / structural devices</b>	<b>Links to the questions</b>	<b>Quotations / textual detail</b>
Mention of the language techniques used by Capulet is good. The discussion of the effect of the tragic form of the play is strong to help discuss the structural changes of the characters. More analysis of the different words used by each character could have been useful.	Clearly addresses the question and the different dynamics and the structure of the response is well thought out.	A good range of embedded quotations and textual detail helps support the points made.
<b>Level and mark</b>	<i>Level 6</i>	<i>34/40 A* on 2015 boundaries</i>

# **Session 6 - Higher Tier Practice**

## **Questions**

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### **Question 1**

“The parents and other significant adults in the play are inadequate role-models.”  
How do you respond to this view?

Explain how Shakespeare has shaped your view by the methods he uses.

**(40 marks)**

**OR**

### **Question 2**

How do you respond to Benvolio and Tybalt and how do Shakespeare’s methods shape your response?

**(40 marks)**

Capulet

# Juliet

Innocent Strong Loyal  
Loving Brave Defiant

Young daughter of Capulet and Lady Capulet. Begins the play as naïve and obedient. Matures quickly after falling in love with Romeo. Shakespeare transforms her from girl to capable woman. Shows great courage- defies her father's order to marry Paris and carries out Friar's plan. Thinks things through thoroughly and intelligently. Less impulsive than Romeo. She is an un-stereotypical Renaissance woman

**Defiant:** "I pray you, tell my lord and father, madam, I will not marry yet."

**Love and Hate:** "My only love sprung from my only hate! Too early seen unknown, and known too late!"

**Strong and Brave:** "I'll to the Friar, to know his remedy: if all else fail, myself have power to die."

**Capulet says of her Innocence:** "My child is yet a stranger in the world."

**Oxymorons! Loyal but Confused:** "Beautiful tyrant! Fiend angelical! Dove-feather'd raven! Wolvish-ravens lamb!"





# Romeo

**Hot Headed:** “Alive, in triumph! And Mercutio slain! Away to heaven, respective lenity, and fire-eyed fury be my conduct now!”

**Romantic:** “The brightness of her cheek would shame those stars as daylight doth a lamp.”

**Determined:** “ I defy you, stars!”

**Hot-headed      Confused**  
**Emotional      Romantic**  
**Loyal      Determined**

Handsome young son of Montague. Isn't interested in violent feuding, only interested in love. Begins play madly in love with Rosaline, but forgets her immediately upon meeting Juliet. He is impulsive and reckless. He acts on emotion, taking huge risks by meeting Juliet and killing Tybalt. His idealism and passion are in contrast to Mercutio's or Nurse's scepticism.

**Oxymorons! show Confusion:** “Here's much to do with hate, but more with love. Why, then, O brawling love! O loving hate!”

**Loyal:** “Tybalt, the reason that I have to love thee doth much excuse the appertaining rage to such a greeting.”

# Juliet

**Controlling Remorseful**  
**Short-tempered Traditional**  
**Caring Cruel**

## Father of Juliet

**Short-Tempered:** "My sword, I say! Old Montague is come, and flourishes his blade in spite of me."

**Traditional and Caring:** "My child is yet a stranger in the world... let two more summers wither in their pride ere we may think her ripe to be a bride."

**Controlling:** "To go with Paris to Saint Peter's Church, or I will drag thee on a hurdle thither. Out, you green-sickness carrion! out, you baggage! You tallow-face!"

**Remorseful:** "The statue I will make of Romeo to lie beside his Juliet will be just as rich. They were poor sacrifices of our rivalry!"

**He Cruelly calls Juliet:** "You disobedient wretch!"

**Traditional and Caring towards Juliet:** "She's the hopeful lady of my earth."



**Caring      Concerned**  
**Bereft      Bad Tempered**  
**Protective**

## Father of Romeo

**Bad Tempered:** "Thou villian Capulet, - Hold me not, let me go"

**Caring and Concerned:** "Many a morning as he there been seen, with tears augmenting the fresh morning dew."

**Protective:** "Not Romeo, Prince, he was Mercutio's friend; his fault concludes what the law should end."

**Remorseful:** "But I can give thee more: For I will raise her statue in pure gold."

**Bereft:** "...My wife is dead to-night: grief of my son's exile hath stopp'd her breath"



Capulet

**Cruel      Unloving**  
**Un-Maternal      Controlling**  
**Bereft**

## Mother of Juliet

**Un-Maternal (she doesn't feel comfortable talking to her own daughter on her own:**

**" Nurse, give leave awhile, we must talk in secret: - Nurse, come back again..."**

**Unloving: "Speak briefly, can you like of Paris' love?"**

**Bereft:: "Tybalt! My cousin! O my brother's child! O prince! O cousin! Husband! O, the blood is spilt!"**

**Cruel when talking about Juliet: "I would the fool were married to her grave!"**

**Controlling: "Find thou the means, and I will find such a man."**



## Mother of Romeo

**Caring:** "O, where is Romeo?  
Saw you him to-day? Right  
glad I am he was not at this  
fray."

**She is a very passive character in the play and only has one significant line, which shows that she cares about Romeo. She dies from grief at the end of the play.**

Cousin

Vengeful Violent Angry  
Hateful

Tybalt: Cousin to  
Juliet

**Angry:** "...Peace! I hate the word! As I hate hell, all Montagues and thee."

**Hateful:** "Romeo, the hate I bear thee can afford no better term than this; - thou art a villain!"

**Violent:** "Benvolio, look upon thy death."

**Vengeful:** "This, by his voice, should be a Montague. Fetch me my rapier, boy. What dares the slave."

**Angry:** "It fits, when such a villain is a guest: I'll not endure him."



**Peaceful Protective  
Caring Conciliatory  
Advisory Sympathetic**

## **Benvolio: Cousin to Romeo**

**Conciliatory:** "Put up your swords, you know not what you do."

**Peaceful:** "I do but keep the peace... Part these men with me"

**Caring and Sympathetic:** "What sadness lengthens Romeo's hours?... No Cuz, I rather weep."

**Sympathetic:** "Alas, that love, so gentle in his view, Should be so tyrannous and rough in proof!"

**Protective:** Romeo, away, be gone!  
The citizens are up, and Tybalt slain...

**Paternal Wise**  
**Cautionary Sympathetic**  
**Hopeful Remorseful**

## Neutral: Friar Laurence

**Paternal father-figure to Romeo :** “ Good son... Pupil mine.”

**Sympathetic:** “Ay, Juliet, I already know they grief; it strains me past the comfort of my wits.”

**Wise and Cautionary:** “Wisely and slow; they stumble that run fast.”

**Hopeful:** “I do spy a kind of hope, which craves as desperate an execution.”

**Wise and Cautionary:** “These violent delights have violent ends.”

**Remorseful :** “Fear comes upon me: O much I fear some ill unlucky thing.”



**Maternal    Confrontational**  
**Caring    Concerned**  
**Out-spoken    Bereft**  
**Humorous**

## Nurse to Juliet

**Maternal:** "Faith, I can tell her age unto an hour... Thou wast the prettiest babe that e'er I nursed." "

**Caring:** "Go, girl! Seek happy days to happy nights."

**Concerned:** "His name is Romeo, and a Montague: the only son of your great enemy."

**Out-Spoken:** "I am so vexed, that every part about me quivers! Scurvy knave!"

**Confrontational:** "Will you speak well of him that kill'd your cousin?"

**Bereft:** "She's dead! Deceased! She's dead!"

**Humorous (mocking Juliet):** "Fie! My bones ache! What a jaunt I have had."

**Humorous and light-hearted**  
**Caring Rude Angry**  
**Provocative**

**Neutral Mercutio:**  
**Best friend to**  
**Romeo**

**Humorous and light-hearted:**

**"If love be rough with you, be rough with love. Prick love for pricking, and beat love down."**

**Caring** "Rosalind. Torments him so, that he will sure run mad."

**Rude to The Nurse:** "Good Peter, to hide her face,; for her fan's the fairer face... a Bawd!"

**Angry:** "A plague on both your houses!.. Ask for me to-morrow, and you shall find me a grave man

**Provocative:** "...one word with one of us? Couple it with something; make it a word and a blow."

### Plot Over-view:

Romeo Montague and Juliet Capulet fall in love after meeting at a party. However, they come from families who hate each other and know they will not be allowed to marry. They are so much in love they marry in secret. However, before their wedding night Romeo kills Juliet's cousin in a duel and in the morning he is exiled by the Prince of Verona and forced to leave her. If he ever returns to the city, he will be put to death.

Juliet is then told by her parents that she must marry Paris (remember her parents do not know she is already married). She initially refuses, but then agrees because she plans to fake her death and escape to be with Romeo.

She asks Romeo's confidant, Friar Lawrence, for help (he is also a botanist) and she takes a sleeping potion that he makes for her. This potion makes her appear to be dead. Her parents grieve and lay her in a tomb. Elsewhere, Romeo does not get the message from Friar Lawrence telling him about the 'plan'. He hears of her death and visits her grave. He is overcome with grief and kills himself with a potion he has. Juliet finally wakes up, finds Romeo dead, and then kills herself with a dagger.

### Key Themes:

Fate and destiny

Love and Hate

The Individual vs Society

Nature

Religion

Parent and Child

Comedy

**Exam:** The question is normally on character or theme. You will be given an extract that you must fully discuss and analyse, as well as talking about other parts of the play and memorising quotes from it.

- **Context =** Theatre was the main form of entertainment alongside public executions. Shakespeare constantly reminds of that we are watching a play i.e. with the Prologue
  - **Context =** Women did not have as many rights as men and were deemed as passive, despite Queen Elizabeth being on the throne. Juliet challenges this stereotype because she goes against the wishes of her father, family and society
  - **Context =** The Renaissance saw a shift from religion to Science and Shakespeare embraces this with all of his talk of fate, the stars and destiny
- 
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  - **Context =** The Renaissance saw a shift from religion to Science and Shakespeare embraces this with all of his talk of fate, the stars and destiny

### Some Key Quotes:

"A plague o' both your houses!" (*Mercutio*)

"O! I am Fortune's fool!" (*Romeo when learning Juliet is to marry Paris*)

"For never was a story of more woe [t]han this of Juliet and her Romeo." (*Prince Escalus at the end of the play*)

"But, soft! what light through yonder window breaks? It is the east, and Juliet is the sun!" (*Romeo in Balcony scene*)

"What's in a name? That which we call a rose, By any other word would smell as sweet." (*Juliet in Balcony scene*)

"Then I defy you, stars" (*Romeo learning of Juliet's death*)

"Wisely and slow. They stumble that run fast." (*Friar Lawrence talking of Romeo and Juliet*)

"O serpent heart, hid with a flowering face! Did ever dragon keep so fair a cave?  
Beautiful tyrant! fiend angelical! Dove-feather'd raven! wolvish-ravening lamb!" (*Juliet talking about Romeo when she hears of Tybalt's death*)

## 'Romeo and Juliet exam' question

Beginning with this extract, how does Shakespeare present the theme of violence?

### PROLOGUE

Two households, both alike in dignity,  
In fair Verona, where we lay our scene,  
From ancient grudge break to new mutiny,  
Where civil blood makes civil hands unclean.  
From forth the fatal loins of these two foes  
A pair of star-cross'd lovers take their life;  
Whose misadventured piteous overthrows  
Do with their death bury their parents' strife.  
The fearful passage of their death-mark'd love,  
And the continuance of their parents' rage,  
Which, but their children's end, nought could remove,  
Is now the two hours' traffic of our stage;  
The which if you with patient ears attend,  
What here shall miss, our toil shall strive to mend.

*(30 marks)*

The theme of violence is prevalent throughout the entirety of Shakespeare's *Romeo and Juliet*. Most significantly, violence is conveyed through the ongoing feud between the Capulet and Montague households, and the violent outcomes that are left in its wake- Mercutio and Tybalt's untimely deaths, and the suicide of the 'star crossed lovers' themselves.

The prologue to *Romeo and Juliet*, as depicted in this extract, is judiciously used to build a picture of the events of the play before it begins. Shakespeare uses dramatic irony here to inform the audience of the rivalry between the two families and the ultimate tragic death of the protagonists themselves. Violence is particularly prevalent in the extract in the lines 'From ancient grudge break to new mutiny'. This suggests that the 'grudge' which has spanned the generations of these families may not perhaps have been originally a source of violence. The adjective 'new' unquestionably hints that this violence is something that is either new entirely, or something that has been refreshed in the younger generations of the two families. This idea is fully explored in the violence of Act 1, Scene 1 where the younger members of the two households and their servants battle it out in the streets of Verona. As they are 'both alike in dignity', Shakespeare is perhaps highlighting the hypocrisy of the upper classes- they profess to be moral, upstanding citizens, but their violent actions are detrimental to themselves, and society as a whole. In *Romeo and Juliet*, they seem to believe themselves above the law- possibly because of their social status- and this gives us a clear insight into Elizabethan society's hierarchies and morality. It is only when Prince Escalus intervenes with the imperative 'throw your mistempered weapons to the ground' that the fight comes to an end- this shows the power of the Prince over the two families, and their fear of punishment for their actions, which in Elizabethan England would undoubtedly have been violent.

Shakespeare deliberately includes the character of Tybalt as perhaps the most violent and

aggressive characters in the play. He serves as a catalyst which fuels the feud between the two 'households' and allows the play to develop the theme of violence to its climax when he brutally kills the play's middle-man, Mercutio. Tybalt warns 'I hate the word peace like I hate hell, all Montagues and thee'. This unquestionably depicts him as a character who seeks out conflict- in this particular moment, he is goading Romeo into a fight. The repetition of the verb 'hate' here, which effectively utilises the plosive 't' sound, feels as though it is almost spat out and helps to convey Tybalt's loathing and disgust towards his enemies. Furthermore, it reinforces the reader's view of him as an antagonistic character, provoking the Montagues and escalating the violence. Perhaps Tybalt's death at the hands of Romeo, in revenge for Mercutio's death, is a form of poetic justice, highlighting Shakespeare's views on law and order in Elizabethan society. Unquestionably, the death of Tybalt, the play's most provocative character, serves as a message to society that violence has no place in the current system and will only result in self-destructive or disaster. In addition, the resulting 'exile' of Romeo by the Prince indicates how violence was not necessarily followed by a punishment that equalled it in severity- perhaps because Romeo was the only son of one of Verona's elite families. Shakespeare could be drawing attention to the double standards of law and order, especially within the classes, that he saw in society at the time.

Violence is clearly further depicted through the suicide of Romeo and Juliet themselves. This form of self-violence provides the play with its tragic ending and leaves the audience with a strong sense of loss as the play ends. Shakespeare cleverly uses the couple's suicide to 'bury their parents' strife' - thereby drawing attention to the futility of the feud itself. The theme of fate is explored through the lover's suicide. In the prologue they are described using the adjective 'death-marked' implying that, from the play's outcome, they are destined to die. The tragic self-violence when Romeo poisons himself, and when Juliet stabs herself out of heartbreak- 'O happy dagger!' - would have caused the Elizabethan audience of the 15/1600s to call into question the hypocrisy of the patriarchal system which did not foster and nurture true love. When Juliet personifies the dagger before her death as 'happy', she is ultimately suggesting that true happiness lies in death with her beloved, rather than having to put up with the mistreatment that she suffers on earth- especially at the hands of her father. Despite originally asking Paris to 'let two more summers within in their pride' before he marries Juliet, Lord Capulet does not react well to Juliet's denial of her arranged marriage. He essentially disowns her for disobeying his wishes, instead telling her to 'hang, beg, starve, die on the streets'. Shakespeare was perhaps hoping that this verbal violence, conveyed through this list of harsh imperatives, would cause the audience to sympathise with Juliet and her plight. Perhaps this horrifying display by Lord Capulet added to Juliet's distress and therefore also her willingness to take her own life in the final Act.

In conclusion, Shakespeare presents the theme of violence in various ways- particularly through the continuation of the feud in Act 1 Scene 1, through the aggressive nature of Tybalt and through the self-violence of Romeo and Juliet in their tragic suicide.

# **AQA Literature Exam Guidance**

Securing top grades made easy 😊



# Literature Mark Scheme Levels

## Guidance:

**Level 1:** No sense of writer. Is largely descriptive or regurgitates the narrative/text

**Level 2:** Beginning to see a point of view. Point and Evidence style. Beginning to see the ideas of the writer e.g. gloomy, sad, fresh

**Level 3:** A sense of the writer doing things on purpose. Awareness of themes and ideas but the response is content based, rather than making connections between the writer and context and the text.

**Level 4:** Conscious connections being made – explaining effect and linking to purpose. Abstract explanations of what the text is about and how they know.

**Level 5:** The difference between a Level 4-5 is the reading and interpretation. A thoughtful approach is evident in Level 5.

**Level 6:** Uses the text as an illustration of their conceptual understanding and has a clear point of view. Analytical, with method, examples, exploration and clear sense of purpose

AQA believe that more levels will be added after this year and they will include 'sophisticated,' 'refined' and 'exemplary.'

# Context Guidance:

- Context can be broad and only carries 15% weighting
- Readership over time and how audiences change and respond to text could be considered i.e. how an Elizabethan/Renaissance audience might respond to Juliet challenging female stereotypes
- Genre is context and should be taken full advantage of i.e. 'Tragedy was a favoured genre during the Renaissance because it fed in to the culture of war, death and misfortune – perhaps this is why the tragic hero Romeo was so appealing to Renaissance audiences...'

- Or: ‘there are many comedy moments embedded in to the tragedy of R&J, which appealed to the Renaissance audience because it gave light relief from the culture of war, death and misfortune...’

- Personal voice and experience can also demonstrate contextual awareness: ‘As a young girl being raised in a small rural village, I myself understand Juliet’s desperate need for more action and passion in her life’ etc etc

- When discussing themes you can also get context in. For example, when discussing the theme of parent/child you can mention that children were expected to grow up very quickly to marry/participate in war etc or you could mention patriarchal society and the father governing the family
- Reference to Penny Dreadfuls for J&H would be an interesting contextual frame. Broad links are encouraged

# Subject Terminology:

- Students need to sound like English students. This not only includes identifying techniques such as similes, metaphors, pathetic fallacy etc but is embedded in to their response phrasing.
- Example: portrays, represents, alludes, symbolises, connotes, anchors, stereotypically, conventionally , audience, reader, writer, play, genre etc
- Punctuation (and the exploration and analysis of it) can also be included as subject terminology, as well as hitting structural points, so win/win!

# Structure:

- This includes the structure of the whole play/novel, structure of specific acts/scenes/chapters, the structure of specific quotes and the way punctuation structures the language
- Structure can also be included when looking at themes, for example: The theme of power starts and ends here...

## Language:

- Extracts are provided for all texts except Modern Text and poetry anthology comparison
  - Extracts should be analysed fully and then reference to a scene before and after the extract included to show reference to the whole text
- Detailed reference to the text, rather than an accurate quote is fine
- Quotes from key moments is recommended



# Question Wording and Focus:

- The writer is always the focus of the question, not the character or themes:

“How does Shakespeare present Lady Macbeth...”



**Must refer to the writer frequently**

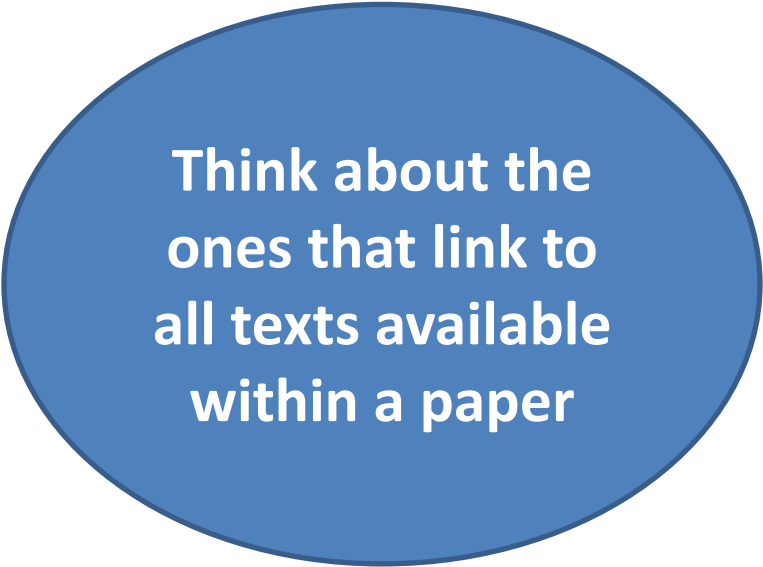
- Sometimes the wording is trickier and the writer is referred to in the bullet points:

Is Mrs. Johnstone a good mother? You should consider:

- How Russell presents Mrs. Johnstone
- How other characters view Mrs. Johnstone

# Possible Question Themes:

- **Power**
- Family Relationships
- Women
- Class
- Money
- **Outsiders**
- **Responsibility**
- **Romantic Love**
- Science



Think about the ones that link to all texts available within a paper

# Modern Text:

- No extract for this text, so MUST memorise quotes. Recommended to largely use the stage directions where possible: easier to remember and can get more analysis out of it i.e. The Birling's furniture and the pink lighting
- Quotes linked to characters and themes are recommended to best show understanding

# Poetry:

- 25% of marks awarded for making comparisons across texts
- Use the given poems for the basis of most analysis – must use and abuse it
- Text to Whole Responses can be unbalanced, as long as both are analysed...

# Text to Whole Examples

- Point, Compare, Point Compare (ab, ab) is the ideal structure of response, but the following are also acceptable:

Response 1	Response 2	Response 3	Response 4
ab	ab	ab	ab
ab	b	a	a
ab	b	a	b
ab	ab	ab	ab
ab	a	b	b

**It's ok if 75% of the response is only on one of the poems**

# Poetry Comparison

- This is deliberately at the end of the paper and is only worth 8 marks out of 168 (comparative marks can also be picked up in Language papers) so students not responding to it only miss 8 marks.
- However, for top sets, successfully responding to this question will massively set them apart and boost them towards the higher levels
- Students can write a bullet point list for this question if they are running out of time and will still pick up marks
- Examiner Guidance: The bulk of what they write should be on the 2<sup>nd</sup> poem question

# Teaching and Revision Ideas

- **Context through images**
- **Fortnightly revision lessons** (student-led) are key in recap and recall strengthening
- **Last man standing** based on correct quotations recited
- **Comprehension:** students cross out all of the words they do NOT understand in a piece of text. This ensures they only focus on language they can confidently and correctly analyse. This helps to build exam confidence when faced with unseen extracts
- **Planning, Planning, Planning:** Thorough, detailed plans of how they would respond to an exam question is nearly as effective as actually responding – get them to do this as starters and plenaries.
- **Buttons and shapes** to build abstract thinking and demonstrate textual understanding



Student Response	Comment on AOs
Students write a partial response to an exam-style question	They comment on how they have hit/met the relevant AOs

<http://www.poetrybyheart.org.uk> has a selection of poems and resources for helping students to memorise poems and key quotations

[www.thugnotes.com](http://www.thugnotes.com) despite the humour and slang, the analysis section that follows the summary is advanced and often insightful

[www.gcsebitesize.com](http://www.gcsebitesize.com)

[www.sparknotes.com](http://www.sparknotes.com)

**Book a computer room and give them an hour to research and revise**

- **WAGOLL and WABOLL.** Modelling good and bad responses for all texts is crucial. Lots of teachers are actually sitting the timed responses with their students to provide the WAGOLL and to fully understand the demands of the exam.
- Give students a list of **key words** from an extract and ask them to analyse them. Then give them the whole text and ask them if the word meaning and **analysis has now changed based on its new context** – helps build language analysis confidence and grabs sneaky context points in the exam 😊

**AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 1, scene 5 then answer the question that follows.

At this point in the play, Romeo & Juliet have just met.

**ROMEO**

[To JULIET] If I profane with my unworhiest hand  
This holy shrine, the gentle fine is this:  
My lips, two blushing pilgrims, ready stand  
To smooth that rough touch with a tender kiss.

**JULIET**

Good pilgrim, you do wrong your hand too much,  
Which mannerly devotion shows in this;  
For saints have hands that pilgrims' hands do touch,  
And palm to palm is holy palmers' kiss.

**ROMEO**

Have not saints lips, and holy palmers too?

**JULIET**

Ay, pilgrim, lips that they must use in prayer.

**ROMEO**

O, then, dear saint, let lips do what hands do;  
They pray, grant thou, lest faith turn to despair.

**JULIET**

Saints do not move, though grant for prayers' sake.

**ROMEO**

Then move not, while my prayer's effect I take.  
Thus from my lips, by yours, my sin is purged.

Starting with this conversation, explain how far you think Shakespeare presents love.

Write about

- how Shakespeare presents love in this extract;
- how Shakespeare presents love in the play as a whole.

30 marks

+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 2, scene 2 then answer the question that follows.

At this point in the play, Romeo has secretly returned to the Capulet orchard after the masked ball.

ROMEO:

But, soft! what light through yonder window breaks?

It is the east, and Juliet is the sun.

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief,

That thou her maid art far more fair than she:

Be not her maid, since she is envious;

Her vestal livery is but sick and green

And none but fools do wear it; cast it off.

It is my lady, O, it is my love!

O, that she knew she were!

She speaks yet she says nothing: what of that?

Her eye discourses; I will answer it.

I am too bold, 'tis not to me she speaks:

Two of the fairest stars in all the heaven,

Having some business, do entreat her eyes

To twinkle in their spheres till they return.

What if her eyes were there, they in her head?

The brightness of her cheek would shame those stars,

As daylight doth a lamp; her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night.

Starting with this speech, explain how far you think Shakespeare presents Romeo as love-sick.

Write about

- how Shakespeare presents Romeo in this extract;
- how Shakespeare presents Romeo in the play as a whole.

30 marks

+ 4 marks AO4

## **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 3, scene 1 then answer the question that follows.

At this point in the play, Tybalt is looking for revenge on Romeo for coming to the Capulet ball. Romeo, having just secretly married Juliet, does not want to fight with Tybalt.

### **TYBALT**

Romeo, the hate I bear thee can afford  
No better term than this,--thou art a villain.

### **ROMEO**

Tybalt, the reason that I have to love thee  
Doth much excuse the appertaining rage  
To such a greeting: villain am I none;  
Therefore farewell; I see thou know'st me not.

### **TYBALT**

Boy, this shall not excuse the injuries  
That thou hast done me; therefore turn and draw.

### **ROMEO**

I do protest, I never injured thee,  
But love thee better than thou canst devise,  
Till thou shalt know the reason of my love:  
And so, good Capulet,--which name I tender  
As dearly as my own,--be satisfied.

### **MERCUTIO**

O calm, dishonourable, vile submission!  
Alla stoccata carries it away. *Draws*  
Tybalt, you rat-catcher, will you walk?

### **TYBALT**

What wouldst thou have with me?

### **MERCUTIO**

Good king of cats, nothing but one of your nine  
lives; that I mean to make bold withal, and as you  
shall use me hereafter, drybeat the rest of the  
eight. Will you pluck your sword out of his pitcher  
by the ears? make haste, lest mine be about your  
ears ere it be out.

### **TYBALT**

I am for you. *Drawing*

Starting with this conversation, explain how far you think Shakespeare presents Tybalt as violent

Write about

- how Shakespeare presents Tybalt in this extract;
- how Shakespeare presents Tybalt in the play as a whole.

30 marks  
+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 5, scene 3 then answer the question that follows.

At this point in the play, Juliet has woken in the Capulet tomb, expecting to be reunited with Romeo. Friar Laurence explains that she must leave as Romeo is dead and they will soon be discovered.

#### **FRIAR LAURENCE**

Stay not to question, for the watch is coming;

Come, go, good Juliet,

*Noise again*

I dare no longer stay.

#### **JULIET**

Go, get thee hence, for I will not away.

*Exit FRIAR LAURENCE*

What's here? a cup, closed in my true love's hand?

Poison, I see, hath been his timeless end:

O churl! drunk all, and left no friendly drop

To help me after? I will kiss thy lips;

Haply some poison yet doth hang on them,

To make die with a restorative.

*Kisses him* Thy lips are warm.

#### **First Watchman**

[Within] Lead, boy: which way?

#### **JULIET**

Yea, noise? then I'll be brief. O happy dagger!

*Snatching ROMEO's dagger*

This is thy sheath;

*Stabs herself*

there rust, and let me die.

*Falls on ROMEO's body, and dies*

Starting with this conversation, explain how far you think Shakespeare presents Juliet as loyal.

Write about

- how Shakespeare presents Juliet in this extract;
- how Shakespeare presents Juliet in the play as a whole.

30 marks

+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 1, scene 1 then answer the question that follows.

At this point in the play, the Capulets and Montagues have been fighting in the streets of Verona, until the Prince and his men have stopped the trouble.

#### **PRINCE**

Rebellious subjects, enemies to peace,  
Profaners of this neighbour-stained steel,--  
Will they not hear? What, ho! you men, you beasts,  
That quench the fire of your pernicious rage  
With purple fountains issuing from your veins,  
On pain of torture, from those bloody hands  
Throw your mistemper'd weapons to the ground,  
And hear the sentence of your moved prince.  
Three civil brawls, bred of an airy word,  
By thee, old Capulet, and Montague,  
Have thrice disturb'd the quiet of our streets,  
And made Verona's ancient citizens  
Cast by their grave beseeming ornaments,  
To wield old partisans, in hands as old,  
Canker'd with peace, to part your canker'd hate:  
If ever you disturb our streets again,  
Your lives shall pay the forfeit of the peace.  
For this time, all the rest depart away:  
You Capulet; shall go along with me:  
And, Montague, come you this afternoon,  
To know our further pleasure in this case,  
To old Free-town, our common judgment-place.  
Once more, on pain of death, all men depart.

Starting with this speech, explain how far you think Shakespeare presents the Prince as just.

Write about

- how Shakespeare presents the Prince in this extract;
- how Shakespeare presents the Prince in the play as a whole.

30 marks

+ 4 marks AO4



### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 3, scene 2 then answer the question that follows.

At this point in the play, Juliet learns from the Nurse that her husband, Romeo, has killed her cousin, Tybalt.

#### **JULIET**

Shall I speak ill of him that is my husband?  
Ah, poor my lord, what tongue shall smooth thy name,  
When I, thy three-hours wife, have mangled it?  
But, wherefore, villain, didst thou kill my cousin?  
That villain cousin would have kill'd my husband:  
Back, foolish tears, back to your native spring;  
Your tributary drops belong to woe,  
Which you, mistaking, offer up to joy.  
My husband lives, that Tybalt would have slain;  
And Tybalt's dead, that would have slain my husband:  
All this is comfort; wherefore weep I then?  
Some word there was, worser than Tybalt's death,  
That murder'd me: I would forget it fain;  
But, O, it presses to my memory,  
Like damned guilty deeds to sinners' minds:  
'Tybalt is dead, and Romeo--banished;'  
That 'banished,' that one word 'banished,'  
Hath slain ten thousand Tybalts.

Starting with this speech, explain how far you think Shakespeare presents Juliet as troubled.

Write about

- how Shakespeare presents Juliet in this extract;
- how Shakespeare presents Juliet in the play as a whole.

30 marks  
+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 3, scene 1 then answer the question that follows.

At this point in the play, the Prince has asked Benvolio to explain how Mercutio and Tybalt have been killed.

**PRINCE**

Benvolio, who began this bloody fray?

**BENVOLIO**

Tybalt, here slain, whom Romeo's hand did slay;  
Romeo that spoke him fair, bade him bethink  
How nice the quarrel was, and urged withal  
Your high displeasure: all this uttered  
With gentle breath, calm look, knees humbly bow'd,  
Could not take truce with the unruly spleen  
Of Tybalt deaf to peace, but that he tilts  
With piercing steel at bold Mercutio's breast,  
Who all as hot, turns deadly point to point,  
And, with a martial scorn, with one hand beats  
Cold death aside, and with the other sends  
It back to Tybalt, whose dexterity,  
Retorts it: Romeo he cries aloud,  
'Hold, friends! friends, part!' and, swifter than  
his tongue,  
His agile arm beats down their fatal points,  
And 'twixt them rushes; underneath whose arm  
An envious thrust from Tybalt hit the life  
Of stout Mercutio, and then Tybalt fled;  
But by and by comes back to Romeo,  
Who had but newly entertain'd revenge,  
And to 't they go like lightning, for, ere I  
Could draw to part them, was stout Tybalt slain.  
And, as he fell, did Romeo turn and fly.  
This is the truth, or let Benvolio die.

Starting with this speech, explain how far you think Shakespeare presents Benvolio as fair.

Write about

- how Shakespeare presents Benvolio in this extract;
- how Shakespeare presents Benvolio in the play as a whole.

30 marks  
+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 3, scene 3 then answer the question that follows.

At this point in the play, Friar Laurence is attempting to convince Romeo that despite the Prince banishing him, all will be well.

FRIAR LAURENCE

What, rouse thee, man! thy Juliet is alive,  
For whose dear sake thou wast but lately dead;  
There art thou happy: Tybalt would kill thee,  
But thou slew'st Tybalt; there are thou happy too:  
The law that threaten'd death becomes thy friend  
And turns it to exile; there art thou happy:  
A pack of blessings lights up upon thy back;  
Happiness courts thee in her best array;  
But, like a misbehaved and sullen wench,  
Thou pout'st upon thy fortune and thy love:  
Take heed, take heed, for such die miserable.  
Go, get thee to thy love, as was decreed,  
Ascend her chamber, hence and comfort her:  
But look thou stay not till the watch be set,  
For then thou canst not pass to Mantua;  
Where thou shalt live, till we can find a time  
To blaze your marriage, reconcile your friends,  
Beg pardon of the prince, and call thee back  
With twenty hundred thousand times more joy  
Than thou went'st forth in lamentation.  
Go before, nurse: commend me to thy lady;  
And bid her hasten all the house to bed,  
Which heavy sorrow makes them apt unto:  
Romeo is coming.

Starting with this speech, explain how far you think Shakespeare presents Friar Laurence as having a positive outlook.

Write about

- how Shakespeare presents Friar Laurence in this extract;
- how Shakespeare presents Friar Laurence in the play as a whole.

30 marks

+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 3, scene 5 then answer the question that follows.

At this point in the play, Juliet has been told she is to marry Paris, but refuses.

#### **CAPULET**

How now, how now, chop-logic! What is this?  
'Proud,' and 'I thank you,' and 'I thank you not;'  
And yet 'not proud,' mistress minion, you,  
Thank me no thankings, nor, proud me no prouds,  
But fettle your fine joints 'gainst Thursday next,  
To go with Paris to Saint Peter's Church,  
Or I will drag thee on a hurdle thither.  
Out, you green-sickness carrion! out, you baggage!  
You tallow-face!

#### **LADY CAPULET**

Fie, fie! what, are you mad?

#### **JULIET**

Good father, I beseech you on my knees,  
Hear me with patience but to speak a word.

#### **CAPULET**

Hang thee, young baggage! disobedient wretch!  
I tell thee what: get thee to church o' Thursday,  
Or never after look me in the face:  
Speak not, reply not, do not answer me;  
My fingers itch. Wife, we scarce thought us blest  
That God had lent us but this only child;  
But now I see this one is one too much,  
And that we have a curse in having her:  
Out on her, hilding!

Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as dominant.

Write about

- how Shakespeare presents Capulet in this extract;
- how Shakespeare presents Capulet in the play as a whole.

30 marks

+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 1, scene 1 then answer the question that follows.

At this point in the play, Lord and Lady Capulet are concerned about their son, Romeo and ask Benvolio to help.

#### **BENVOLIO**

Madam, an hour before the worshipp'd sun  
Peer'd forth the golden window of the east,  
A troubled mind drave me to walk abroad;  
Where, underneath the grove of sycamore  
That westward rooteth from the city's side,  
So early walking did I see your son:  
Towards him I made, but he was ware of me  
And stole into the covert of the wood:  
I, measuring his affections by my own,  
That most are busied when they're most alone,  
Pursued my humour not pursuing his,  
And gladly shunn'd who gladly fled from me.

#### **MONTAGUE**

Many a morning hath he there been seen,  
With tears augmenting the fresh morning dew.  
Adding to clouds more clouds with his deep sighs;  
But all so soon as the all-cheering sun  
Should in the furthest east begin to draw  
The shady curtains from Aurora's bed,  
Away from the light steals home my heavy son,  
And private in his chamber pens himself,  
Shuts up his windows, locks far daylight out  
And makes himself an artificial night:  
Black and portentous must this humour prove,  
Unless good counsel may the cause remove.

Starting with this conversation, explain how far you think Shakespeare presents Romeo as love-sick.

Write about

- how Shakespeare presents Romeo in this extract;
- how Shakespeare presents Romeo in the play as a whole.

30 marks

+ 4 marks AO4

**AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 1, scene 3 then answer the question that follows.

At this point in the play, Lady Capulet is keen to raise the matter of marriage with her daughter, Juliet.

**JULIET**

Madam, I am here.

What is your will?

**LADY CAPULET**

This is the matter:--Nurse, give leave awhile,  
We must talk in secret:--nurse, come back again;  
I have remember'd me, thou's hear our counsel.  
Thou know'st my daughter's of a pretty age.

**Nurse**

Faith, I can tell her age unto an hour.

**LADY CAPULET**

She's not fourteen.

**Nurse**

I'll lay fourteen of my teeth,--  
And yet, to my teeth be it spoken, I have but four--  
She is not fourteen. How long is it now  
To Lammas-tide?

**LADY CAPULET**

A fortnight and odd days.

**Nurse**

Even or odd, of all days in the year,  
Come Lammas-eve at night shall she be fourteen.

Starting with this conversation, explain how far you think Shakespeare presents Lady Capulet as a good mother.

Write about

- how Shakespeare presents Lady Capulet in this extract;
- how Shakespeare presents Lady Capulet in the play as a whole.

30 marks

+ 4 marks AO4

## **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 2, scene 5 then answer the question that follows.

At this point in the play, Juliet is keen to discover what happened when the Nurse went to speak with Romeo.

**Nurse**

Lord, how my head aches! what a head have I!  
It beats as it would fall in twenty pieces.  
My back o' t' other side,--O, my back, my back!  
Beshrew your heart for sending me about,  
To catch my death with jaunting up and down!

**JULIET**

I' faith, I am sorry that thou art not well.  
Sweet, sweet, sweet nurse, tell me, what says my love?

**Nurse**

Your love says, like an honest gentleman, and a  
courteous, and a kind, and a handsome, and, I  
warrant, a virtuous,--Where is your mother?

**JULIET**

Where is my mother! why, she is within;  
Where should she be? How oddly thou repliest!  
'Your love says, like an honest gentleman,  
Where is your mother?'

**Nurse**

O God's lady dear!  
Are you so hot? marry, come up, I trow;  
Is this the poultice for my aching bones?  
Henceforward do your messages yourself.

**JULIET**

Here's such a coil! come, what says Romeo?

**Nurse**

Have you got leave to go to shrift to-day?

**JULIET**

I have.

**Nurse**

Then hie you hence to Friar Laurence' cell;  
There stays a husband to make you a wife:

Starting with this conversation, explain how far you think Shakespeare presents the Nurse as a good support for Juliet

Write about

- how Shakespeare presents Nurse in this extract;
- how Shakespeare presents Nurse in the play as a whole.

30 marks  
+ 4 marks AO4



### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 3, scene 1 then answer the question that follows.

At this point in the play, Romeo learns that Mercutio has died following his fight with Tybalt.

#### **ROMEO**

This day's black fate on more days doth depend;  
This but begins the woe, others must end.

#### **BENVOLIO**

Here comes the furious Tybalt back again.

#### **ROMEO**

Alive, in triumph! and Mercutio slain!  
Away to heaven, respective lenity,  
And fire-eyed fury be my conduct now!

*Re-enter TYBALT*

Now, Tybalt, take the villain back again,  
That late thou gavest me; for Mercutio's soul  
Is but a little way above our heads,  
Staying for thine to keep him company:  
Either thou, or I, or both, must go with him.

#### **TYBALT**

Thou, wretched boy, that didst consort him here,  
Shalt with him hence.

#### **ROMEO**

This shall determine that.  
*They fight; TYBALT falls*

#### **BENVOLIO**

Romeo, away, be gone!  
The citizens are up, and Tybalt slain.  
Stand not amazed: the prince will doom thee death,  
If thou art taken: hence, be gone, away!

Starting with this conversation, explain how far you think Shakespeare presents Romeo as impetuous.

Write about

- how Shakespeare presents Romeo in this extract;
- how Shakespeare presents Romeo in the play as a whole.

30 marks

+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 4, scene 3 then answer the question that follows.

At this point in the play, Juliet is about to drink the potion given to her by the Friar to make her appear dead.

What if it be a poison, which the friar  
Subtly hath minister'd to have me dead,  
Lest in this marriage he should be dishonour'd,  
Because he married me before to Romeo?  
I fear it is: and yet, methinks, it should not,  
For he hath still been tried a holy man.  
How if, when I am laid into the tomb,  
I wake before the time that Romeo  
Come to redeem me? there's a fearful point!  
Shall I not, then, be stifled in the vault,  
To whose foul mouth no healthsome air breathes in,  
And there die strangled ere my Romeo comes?  
Or, if I live, is it not very like,  
The horrible conceit of death and night,  
Together with the terror of the place,--  
As in a vault, an ancient receptacle,  
Where, for these many hundred years, the bones  
Of all my buried ancestors are packed:  
Where bloody Tybalt, yet but green in earth,  
Lies festering in his shroud; where, as they say,  
At some hours in the night spirits resort;--

Starting with this speech, explain how far you think Shakespeare presents Juliet as anxious.

Write about

- how Shakespeare presents Juliet in this extract;
- how Shakespeare presents Juliet in the play as a whole.

30 marks  
+ 4 marks AO4

### **AQA Shakespeare *Romeo & Juliet***

Read the following extract from Act 5, scene 3 then answer the question that follows.

At this point in the play, Romeo has broken into the Capulet tomb to find Juliet.

Ah, dear Juliet,  
Why art thou yet so fair? shall I believe  
That unsubstantial death is amorous,  
And that the lean abhorred monster keeps  
Thee here in dark to be his paramour?  
For fear of that, I still will stay with thee;  
And never from this palace of dim night  
Depart again: here, here will I remain  
With worms that are thy chamber-maids; O, here  
Will I set up my everlasting rest,  
And shake the yoke of inauspicious stars  
From this world-wearied flesh. Eyes, look your last!  
Arms, take your last embrace! and, lips, O you  
The doors of breath, seal with a righteous kiss  
A dateless bargain to engrossing death!  
Come, bitter conduct, come, unsavoury guide!  
Thou desperate pilot, now at once run on  
The dashing rocks thy sea-sick weary bark!  
Here's to my love!

*Drinks*

O true apothecary!  
Thy drugs are quick. Thus with a kiss I die.

Starting with this speech, explain how far you think Shakespeare presents Romeo as determined.

Write about

- how Shakespeare presents Romeo in this extract;
- how Shakespeare presents Romeo in the play as a whole.

30 marks

+ 4 marks AO4