

7-9

Romeo & Juliet

By William
Shakespeare

**Year 11
REVISION
GUIDE**

Name: _____

Class: _____

**English
Literature
Paper 1**

What will the exam look like?

Romeo and Juliet

Read the following extract from Act 1 Scene 2 of *Romeo and Juliet* and then answer the question that follows.

AQA tell you what scene the extract is from.

Remember you will not have the play in front of you.

At this point in the play Lord Capulet and Paris are discussing Juliet.

You have to spend some of the time exploring THIS specific extract – pull out approximately 3 specific phrases that you feel are WORTH analysing.

AQA will print a small extract out for you – like this one.

PARIS
But now, my lord, what say you to my suit?

CAPULET
But saying o'er what I have said before:
My child is yet a stranger in the world,
She hath not seen the change of fourteen years;
5 Let two more summers wither in their pride,
Ere we may think her ripe to be a bride.

PARIS
Younger than she are happy mothers made.

CAPULET
And too soon marred are those so early made.
The earth hath swallowed all my hopes but she;
10 She's the hopeful lady of my earth.
But woo her, gentle Paris, get her heart,
My will to her consent is but a part;
And she agreed, within her scope of choice
Lies my consent and fair according voice.

Remember to use subject terminology.

You then spend the rest of the essay referring to 2 or 3 moments that you remember from elsewhere in the play– you SHOULD HAVE memorised some quotations that should help with this.

0 2

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

Write about:

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

30 marks are available.

**[30 marks]
AO4 [4 marks]**

4 marks are available for SPAG

Let's start with some basic analysis...



Explore this metaphor and why Shakespeare has used it.

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.

There is a semantic field of death and violence in this extract – which words create it and what is their effect?

More close analysis...

List the themes evident in this scene.

Now that you have done this, formulate an exam question (or a couple of exam questions) which would be likely if this was the extract you were given in an exam.

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.

Look at WHERE Romeo goes walking to ease his troubles – why is this significant? Explore it here...

How can we tell from this extract that Montague and Benvolio feel helpless?

You should be able to turn to almost any page of the play and create an exam question for yourself!

Analyse these specific quotations spoken by Tybalt after he has spotted Romeo at the party...

A villain that is hither come in spite,
To scorn at our solemnity this night.



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



Why, uncle, 'tis a shame.



Patience perforce with wilful choler meeting
Makes my flesh tremble in their different greeting.



Question: Starting with this extract, how does Shakespeare portray the theme of love and hope? 30 marks (4SPAG)

Continue the essay...

ROMEO She speaks:

O, speak again, bright angel! for thou art
As glorious to this night, being o'er my head
As is a winged messenger of heaven
Unto the white-upturned wondering eyes
Of mortals that fall back to gaze on him
When he bestrides the lazy-pacing clouds
And sails upon the bosom of the air.

JULIET 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.

ROMEO [Aside] Shall I hear more, or shall I speak at this?

JULIET 'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? it is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? that which we call a rose
By any other name would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for that name which is no part of thee
Take all myself.



Romeo's love for Juliet is immediately evident in the metaphor Shakespeare employs when he calls her 'bright angel'. An angel is a symbol of love, hope and purity – all qualities that Romeo is clearly seeing in her already. The concept of her being an angel, which is supposed to guide and lead, is also an interesting one as it actually suggests Romeo is quickly and easily led; this is borne out throughout the play. It is also suggestive of him 'putting her on a pedestal' as well, showing love but naiveté also.

Memory test...without looking at the play, how many quotations
can you note in these boxes?

Capulet

Paris

Montague

Tybalt

Prince Escalus

Balthasar

Memory test...without looking at the play, how many quotations can you note in these boxes?

Romeo

Juliet

Friar Lawrence

These violent delights have violent ends

Benvolio

Nurse

Mercutio

Based on how easy or difficult you found this task, how much revision of quotations do you need to do? Go through the booklet now and highlight useful small phrases or words that you can use in these boxes. Then pin this sheet to a wall close to where you study at home.

**Spoken by Romeo, Romeo & Juliet, Act 5
Scene 3**

How oft when men are at the point of death
Have they been merry! which their keepers call
A lightning before death: O, how may I
Call this a lightning? O my love! my wife!
Death, that hath suck'd the honey of thy
breath,
Hath had no power yet upon thy beauty:
Thou art not conquer'd; beauty's ensign yet
Is crimson in thy lips and in thy cheeks,
And death's pale flag is not advanced there.
Tybalt, liest thou there in thy bloody sheet?
O, what more favour can I do to thee,
Than with that hand that cut thy youth in
twain
To sunder his that was thine enemy?
Forgive me, cousin! 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;

Quotation	Deeper meanings/ effects of line/ quotation
<i>Thou art not conquered</i>	

Juliet -

My dismal scene I needs must act alone.
Come, vial. (*holds out the vial*)
What if this mixture do not work at all?
Shall I be married then tomorrow morning?
No, no. This shall forbid it. Lie thou there.
(*lays her knife down*)
What if it be a poison, which the friar
Subtly hath ministered to have me dead,
Lest in this marriage he should be
dishonored
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—

Quotation	Deeper meanings/ effects of line/ quotation

PAPER 1 SECTION A AND B

Romeo & Juliet and A Christmas Carol

30m

Mark	AO	Typical features
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks A/A*	AO1	<ul style="list-style-type: none"> Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks B	AO1	<ul style="list-style-type: none"> Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task

Level 4 <i>Clear understanding</i> 16–20 marks C	AO1	<ul style="list-style-type: none"> Clear, explained response to task and whole text Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Level 3 <i>Explained, structured comments</i> 11–15 marks D	AO1	<ul style="list-style-type: none"> Some explained response to task and whole text References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task

Level 2 <i>Supported, relevant comments</i> 6–10 marks E/F+	AO1	<ul style="list-style-type: none"> Supported response to task and text Comments on references
	AO2	<ul style="list-style-type: none"> Identification of writers' methods Some reference to subject terminology
	AO3	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none"> Simple comments relevant to task and text Reference to relevant details
	AO2	<ul style="list-style-type: none"> Awareness of writer making deliberate choices Possible reference to subject terminology
	AO3	<ul style="list-style-type: none"> Simple comment on explicit ideas/contextual factors
0 marks	Nothing worthy of credit/nothing written	