

Romeo and Juliet

Revision pack



Name: _____

Class: _____

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Year 11 English revision guide

This revision plan will help you prepare for the *Romeo and Juliet* (same exam as *Frankenstein*) exam on **Wednesday 13th May 2020**.

A good revision session is 20-30 minutes of focussed work, then give yourself a break of 10 minutes, followed by another 20-30 minute revision session. Each activity on this sheet will take 30 minutes.

Aim to complete 2 activities per day.

Remember:

- Find a quiet place to work
- Research proves music does **not** help you concentrate. Silence is best. Definitely don't have the TV/radio on!
- Try and find a clock/timer to time 30 minutes. Ideally, don't use your phone, as then you will be tempted to check WhatsApp/IG/etc.

Romeo and Juliet		
1	Read over the 'Key scenes from <i>Romeo and Juliet</i> 'A3 sheet. Annotate each quotation with who/what/when, language techniques, 3 layers of meaning.	
2	Read over the 'Key scenes from <i>Romeo and Juliet</i> 'A3 sheet. Add context notes to as many quotes as possible. Use the context pages in your planner to help you.	
3	From memory, brainstorm everything you can remember about the first 4 key scenes from the 'Key scenes from <i>Romeo and Juliet</i> '. Then get the sheet out and highlight everything you remembered correctly. Underline the details you forgot, and repeat them out loud 6 times each.	
4	From memory, brainstorm everything you can remember about the last 4 key scenes from the "Key scenes from <i>Romeo and Juliet</i> '. Then get the sheet out and highlight everything you remembered correctly. Underline the details you forgot, and repeat them out loud 6 times each.	
5	Without looking at your notes, create an essay plan on each of the following themes in <i>Romeo and Juliet</i> : love, family, conflict . After you finish, check your notes/exercise book/A3 sheet and add more info improve your plan.	
6	Without looking at your notes, create an essay plan on the following themes in <i>Romeo and Juliet</i> : fate, the role of women, time . After you finish, check your notes/exercise book/A3 sheet and add more info improve your plan.	
7	From memory, plan an essay on the theme of love . Then write the first megaparagraph of the essay (aim to PEE 2 quotes in 20 minutes). Check your paragraph against the PEE success criteria in your exercise book.	
8	From memory, write out the full 'Key scenes from <i>Romeo and Juliet</i> ' sheet - how many quotations/key points can you remember? DON'T check your notes first - just see how much is in your long term memory. Then check the sheet again, and add the details you missed.	

Plot Summary

In the streets of Verona another brawl breaks out between the servants of the feuding noble families of Capulet and Montague. Benvolio, a Montague, tries to stop the fighting, but is himself embroiled when the rash Capulet, Tybalt, arrives on the scene. After citizens outraged by the constant violence beat back the warring factions, Prince Escalus, the ruler of Verona, attempts to prevent any further conflicts between the families by decreeing death for any individual who disturbs the peace in the future.

Romeo, the son of Montague, runs into his cousin Benvolio, who had earlier seen Romeo moping in a grove of sycamores. After some prodding by Benvolio, Romeo confides that he is in love with Rosaline, a woman who does not return his affections. Benvolio counsels him to forget this woman and find another, more beautiful one, but Romeo remains despondent.

Meanwhile, Paris, a kinsman of the Prince, seeks Juliet's hand in marriage. Her father Capulet, though happy at the match, asks Paris to wait two years, since Juliet is not yet even fourteen. Capulet dispatches a servant with a list of people to invite to a masquerade and feast he traditionally holds. He invites Paris to the feast, hoping that Paris will begin to win Juliet's heart.

Romeo and Benvolio, still discussing Rosaline, encounter the Capulet servant bearing the list of invitations. Benvolio suggests that they attend, since that will allow Romeo to compare his beloved to other beautiful women of Verona. Romeo agrees to go with Benvolio to the feast, but only because Rosaline, whose name he reads on the list, will be there.

In Capulet's household, young Juliet talks with her mother, Lady Capulet, and her nurse about the possibility of marrying Paris. Juliet has not yet considered marriage, but agrees to look at Paris during the feast to see if she thinks she *could* fall in love with him.

The feast begins. A melancholy Romeo follows Benvolio and their witty friend Mercutio to Capulet's house. Once inside, Romeo sees Juliet from a distance and instantly falls in love with her; he forgets about Rosaline completely. As Romeo watches Juliet, entranced, a young Capulet, Tybalt, recognizes him, and is enraged that a Montague would sneak into a Capulet feast. He prepares to attack, but Capulet holds him back. Soon, Romeo speaks to Juliet, and the two experience a profound attraction. They kiss, not even knowing each other's names. When he finds out from Juliet's nurse that she is the daughter of Capulet—his family's enemy—he becomes distraught. When Juliet learns that the young man she has just kissed is the son of Montague, she grows equally upset.

As Mercutio and Benvolio leave the Capulet estate, Romeo leaps over the orchard wall into the garden, unable to leave Juliet behind. From his hiding place, he sees Juliet in a window above the orchard and hears her speak his name. He calls out to her, and they exchange vows of love.

Romeo hurries to see his friend and confessor Friar Lawrence, who, though shocked at the sudden turn of Romeo's heart, agrees to marry the young lovers in secret since he sees in their love the possibility of ending the age-old feud between Capulet and Montague. The following day, Romeo and Juliet meet at Friar Lawrence's cell and are married. The Nurse, who is privy to the secret, procures a ladder, which Romeo will use to climb into Juliet's window for their wedding night.

The next day, Benvolio and Mercutio encounter Tybalt—Juliet's cousin—who, still enraged that Romeo attended Capulet's feast, has challenged Romeo to a duel. Romeo appears. Now Tybalt's

kinsman by marriage, Romeo begs the Capulet to hold off the duel until he understands why Romeo does not want to fight. Disgusted with this plea for peace, Mercutio says that he will fight Tybalt himself. The two begin to duel. Romeo tries to stop them by leaping between the combatants. Tybalt stabs Mercutio under Romeo's arm, and Mercutio dies. Romeo, in a rage, kills Tybalt. Romeo flees from the scene. Soon after, the Prince declares him forever banished from Verona for his crime. Friar Lawrence arranges for Romeo to spend his wedding night with Juliet before he has to leave for Mantua the following morning.

In her room, Juliet awaits the arrival of her new husband. The Nurse enters, and, after some confusion, tells Juliet that Romeo has killed Tybalt. Distraught, Juliet suddenly finds herself married to a man who has killed her kinsman. But she resettles herself, and realizes that her duty belongs with her love: to Romeo.

Romeo sneaks into Juliet's room that night, and at last they consummate their marriage and their love. Morning comes, and the lovers bid farewell, unsure when they will see each other again. Juliet learns that her father, affected by the recent events, now intends for her to marry Paris in just three days. Unsure of how to proceed—unable to reveal to her parents that she is married to Romeo, but unwilling to marry Paris now that she is Romeo's wife—Juliet asks her nurse for advice. She counsels Juliet to proceed as if Romeo were dead and to marry Paris, who is a better match anyway. Disgusted with the Nurse's disloyalty, Juliet disregards her advice and hurries to Friar Lawrence. He concocts a plan to reunite Juliet with Romeo in Mantua. The night before her wedding to Paris, Juliet must drink a potion that will make her appear to be dead. After she is laid to rest in the family's crypt, the Friar and Romeo will secretly retrieve her, and she will be free to live with Romeo, away from their parents' feuding.

Juliet returns home to discover the wedding has been moved ahead one day, and she is to be married tomorrow. That night, Juliet drinks the potion, and the Nurse discovers her, apparently dead, the next morning. The Capulets grieve, and Juliet is entombed according to plan. But Friar Lawrence's message explaining the plan to Romeo never reaches Mantua. Its bearer, Friar John, gets confined to a quarantined house. Romeo hears only that Juliet is dead.

Romeo learns only of Juliet's death and decides to kill himself rather than live without her. He buys a vial of poison from a reluctant Apothecary, then speeds back to Verona to take his own life at Juliet's tomb. Outside the Capulet crypt, Romeo comes upon Paris, who is scattering flowers on Juliet's grave. They fight, and Romeo kills Paris. He enters the tomb, sees Juliet's inanimate body, drinks the poison, and dies by her side. Just then, Friar Lawrence enters and realizes that Romeo has killed Paris and himself. At the same time, Juliet awakes. Friar Lawrence hears the coming of the watch. When Juliet refuses to leave with him, he flees alone. Juliet sees her beloved Romeo and realizes he has killed himself with poison. She kisses his poisoned lips, and when that does not kill her, buries his dagger in her chest, falling dead upon his body.

The watch arrives, followed closely by the Prince, the Capulets, and Montague. Montague declares that Lady Montague has died of grief over Romeo's exile. Seeing their children's bodies, Capulet and Montague agree to end their long-standing feud and to raise gold statues of their children side-by-side in a newly peaceful Verona.

Your *Romeo and Juliet* essay is marked for 5 different skills:

Assessment Objective	How would you show this?	How confident are you about this skill?
AO1: have an informed response	I can write clear topic sentences which give my personal answer to the question	
AO1: Use textual references including quotations to support your ideas	I can include quotes in "quotation marks"	
Ao2: Analyse the language and structure	I can use phrases like 'could suggest', 'might imply' to describe effects	
Ao2: Use key terminology	I can identify techniques correctly(e.g. metaphor, adjective, foreshadowing)	
AO3: show links between <i>Romeo and Juliet</i> and the context it was written in	I can describe the way life in Shakespeare's England is reflected in the play	
AO4: Use a range of vocabulary and punctuation accurately	I can use synchronised sentences	
	I can use semi-colons to link two full sentences	
	I can check all my punctuation and spelling is correct, including capital letters and apostrophes	

William Shakespeare: *Romeo and Juliet* example question

Read the following extract from Act 1 Scene 3 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Lady Capulet and the nurse are asking Juliet how she feels about marriage to Paris.

LADY CAPULET
Tell me, daughter Juliet,
How stands your disposition to be married?

JULIET
It is an honour that I dream not of.

Nurse
An honour! were not I thine only nurse,
I would say thou hadst suck'd wisdom from thy teat.

LADY CAPULET
Well, think of marriage now; younger than you,
Here in Verona, ladies of esteem,
Are made already mothers: by my count,
I was your mother much upon these years
That you are now a maid. Thus then in brief:
The valiant Paris seeks you for his love.

Nurse
A man, young lady! lady, such a man
As all the world--why, he's a man of wax.

LADY CAPULET
Verona's summer hath not such a flower.

Nurse
Nay, he's a flower; in faith, a very flower.

LADY CAPULET
What say you? can you love the gentleman?
This night you shall behold him at our feast;
Read o'er the volume of young Paris' face,
And find delight writ there with beauty's pen;;
So shall you share all that he doth possess,
By having him, making yourself no less.

Nurse
No less! nay, bigger; women grow by men.

LADY CAPULET
Speak briefly, can you like of Paris' love?

JULIET
I'll look to like, if looking liking move:
But no more deep will I endart mine eye
Than your consent gives strength to make it fly.

Starting with this conversation, explain how far you think Shakespeare presents Juliet as innocent and naive.

Write about:

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

[30 marks]
AO4 [4 marks]

Starting with the extract, explain how far you think Shakespeare presents Juliet as innocent and naive. Write about

- **How Shakespeare presents Juliet in this extract**
- **How Shakespeare presents Juliet in the play as a whole**

Model Answer

At the start of the play, Shakespeare established Juliet as innocent and naïve through her reaction to the proposed marriage to Paris. When Juliet says marriage is 'an honour that I dream not of', Shakespeare's use of the negative verb 'dream not' suggests that she is still a young girl who hasn't started to think about marriage. It could also suggest that she is unusually naïve because in Elizabethan times girls of Juliet's age were often married, and so it would be surprising to an Elizabethan audience that she has 'not' even thought about marriage. However, Juliet does show some awareness when she says that marriage is an 'honour'; Shakespeare's use of the loaded noun could suggest that Juliet is aware that a good marriage is important for women in a time when the role of rich girls was to marry well to bring their family 'honour'.

Shakespeare develops the presentation of Juliet's innocent attitude to marriage further. When Lady Capulet tells Juliet 'younger than you are made already mothers', Shakespeare's use of comparison implies that Juliet is unusually innocent in that she has yet to marry despite this being common practice at the time for girls her age. Shakespeare's use of the symbolic noun 'mothers' could imply that Juliet is sexually innocent, as other girls her age are sexually active and are having children. This comparison could also suggest that Lady Capulet is implicitly criticising Juliet's innocence and lack of thought about marriage, as she subtly implies that if 'younger' women have already done their duty (by the standards of the time) to 'grow' or become pregnant and have children to carry on the family name, Juliet should have done the same.

Shakespeare develops the presentation of Juliet as innocent in the way in which other characters in the scene relate to her. Juliet does not say much in this scene while the nurse and Lady Capulet, who are more experienced, dominate the scene and give her lots of advice, further emphasising Juliet's innocence in the area of marriage and relationships in comparison to these older women. When the nurse says Paris is 'a man of wax', Shakespeare's use of metaphor could suggest that the other characters see Juliet as innocent in her approach to life, as they are trying to encourage her to like Paris through physical descriptions of his beauty. The metaphor 'wax' could imply Paris has been sculpted like a work of art, and so is perfect in every way. It also could suggest that Paris is honourable, as 'wax' seals were used in Elizabethan England to sign contracts and make them legal; the nurse implies Juliet is naïve enough to be persuaded to marry Paris just based on his looks and reputation for honour.

However, Juliet later reveals herself to be a less naïve character as she instantly realises her possible error in falling in love with a man she does not know, showing a good understanding of the difficulty of independently establishing a happy relationship for Elizabethan women. When Juliet wonders who her new lover is, she exclaims that if he is married 'my grave is like to be my wedding bed'. Shakespeare's use of foreshadowing here could suggest that Juliet instantly evaluates her relationship and is able to predict a likely tragic outcome. Furthermore, the symbolic noun 'wedding bed' could suggest a loss

of innocence as Juliet instantly thinks of her relationship in sexual terms; in Elizabethan times, a girl would first have sex on her wedding night, so the 'wedding bed' symbolises Juliet's loss of sexual innocence.

This presentation of Juliet is continued as Shakespeare shows Juliet demanding an honourable treatment from Romeo, protecting herself as a woman with few rights in a patriarchal society. When Romeo and Juliet first declare their love for each other, Juliet insists that she will only see Romeo again if his 'bent of love be honourable, thy purpose marriage'. Shakespeare's use of the symbolic adjective 'honourable' suggests that Juliet is aware that she must maintain her reputation for virtue and honour. This was especially important in the patriarchal society of the Elizabethan times, in which women were judged on their reputation and chastity. The only way for her to maintain her virtue is 'marriage', so Shakespeare's use of the questioning verb 'purpose' could imply that Juliet is wise enough to test Romeo to ensure that he values her enough to protect her reputation through marriage.

In the final scenes of the play, Shakespeare portrays Juliet as decisive and strong when she takes her own life. When Juliet realises she will be found with Romeo, she kills herself, crying 'O happy dagger'. Shakespeare's use of personification of the dagger as 'happy' could suggest that she sees death as the only positive way to resolve this situation. In Elizabethan times, suicide was a mortal sin, illegal and also seen as sending you to hell; suicide victims could not be buried on church land. As a result, Shakespeare uses Juliet's reaction to the 'dagger' as 'happy' to possibly imply that she is brave and decisive enough to welcome these consequences rather than live without Romeo. However, it could also imply that she is innocent and naive because she does not think about these consequences; Shakespeare's use of a short exclamation implies Juliet acts quickly and without thinking, possibly innocently damning her soul forever.

Example question with essay plan

Read the following extract from Act 3 Scene 1 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Tybalt has just killed Mercutio in a duel. Benvolio has just told Romeo that Mercutio is dead.

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!

ROMEO
O, **I am fortune's fool!**

The alliteration "fire eyed fury" suggests violence and rage have overtaken Romeo's peaceful 'lenient' nature earlier in the play. 'Fire' – allusion to hell? Conflict seen immoral/evil? Romeo rejects peace.

Imperative verb 'must' suggests fighting is inevitable. 'Go with him' suggests revenge as a motive for conflict.

! Which quotes would you pick? Highlight and annotate two more quotes which you could use to answer the question

Metaphor "fortune's fool" suggests conflict and death inevitable and inescapable. CONTEXT: Elizabethan belief in Fate/Fortuna.

Starting with this conversation, explain how far you think Shakespeare presents conflict in the play.

Write about:

- how Shakespeare presents conflict in this **extract**
- how Shakespeare presents conflict in the **play as a whole**.

The boxes above show the essay plan for the 'extract'. Look on the next page for a plan referring to the 'play as a whole'

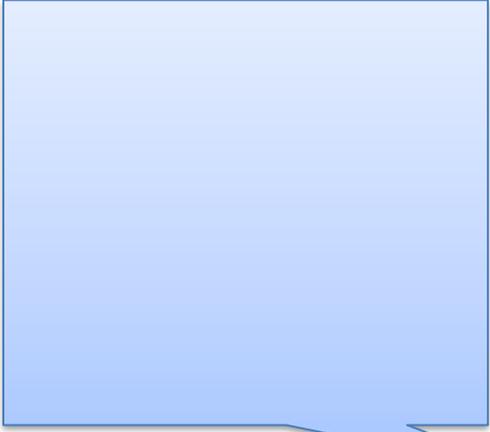
[30 marks]
AO4 [4 marks]

Sampson: **“I will bite my thumb at him”** – *symbolic gesture*. Conflict physical between the two families – also conflict between young men, deliberately provoking each other to fight. Defending honour. CONTEXT: Elizabethan society more violent than today – more fighting especially between young men/rival apprentices.

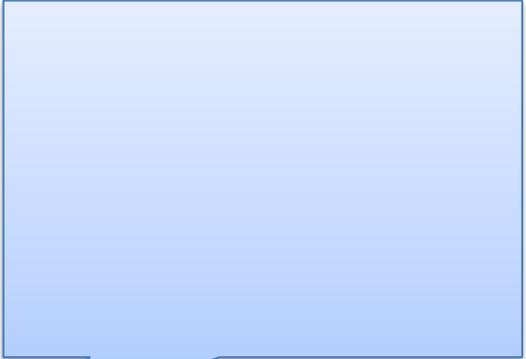
The prologue: **“star crossed lovers”** – *symbolism* hints at conflict being inescapable from the start. CONTEXT: Elizabethan belief in fate and destiny

How Shakespeare presents conflict in the play as a whole.

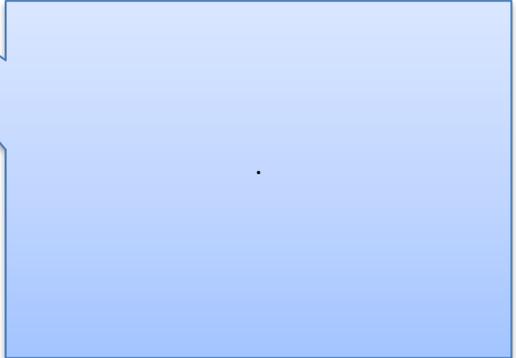
Lord Capulet: **‘Hang, starve, beg, die in the streets’** – *list of cruel verbs* suggests his rage when Juliet won’t marry Paris. Conflict within the family. CONTEXT: patriarchal society in Elizabethan times/daughter’s expected to obey fathers.



How Shakespeare presents conflict in the play as a whole.



Now you have a go. Imagine you got this question. Choose 3 different moments from the play about conflict and complete the planning mindmap.



Key Quotations Revision

In the exam, you will gain marks for referring to specific moments from the text. You will gain even more marks if you can remember key quotations.

The quotations below are key quotations which you should be able to use in any essay.

P: who is speaking? Who to? What about? When in the play?	E: quotation/evidence	E: analysis. Identify techniques. 2 or 3 layers of meaning	Link to historical context
	"two households, both alike in dignity"		
	"a pair of star-crossed lovers"		
	"I will bite my thumb at them"		
	"o brawling love, o loving hate"		
	"my child is yet a stranger in the world"		
	"he's a man of wax"		
	"women grow by men"		
	"my mind misgives Some consequence yet hanging in the stars"		
	"my lips, two blushing pilgrims, stand"		
	"you kiss by the book"		

	"it is the east, and Juliet is the sun"		
	"so shows a snowy dove trooping with crows"		
	: "like a rich jewel in an Ethiopie's ear"		
	"speak again bright angel"		
	"prince of cats"		
	"A plague o' both your houses!"		
	"fire-eyed fury be my conduct now!"		
	"with my child my joys are buried."		
	"if he be married, my grave is like to be my wedding bed"		
	"It is too rash, too unadvised, too sudden; Too like the lightning"		
	"Wisely and slow; they stumble that run fast."		
	"These violent delights have violent ends"		

	"O happy dagger"		
	"The sun, for sorrow, will not show his head"		
	never was a story of more woe Than this of Juliet and her Romeo		

Highlight these key quotes from 'Romeo and Juliet' to make essay plan – 8 Key Scenes

1) THE PROLOGUE and fate

“Two households, both alike in dignity” (1)

“Ancient grudge” (3)

“A pair of star-crossed lovers” (6)

“Death mark'd love’ (9)

3) Act 1, Scene 2 - Paris and Capulet and setting the scene for Juliet's marriage to Paris

Lord Capulet: “My child is yet a stranger in the world” (1.2.8)

Paris: “Younger than she are happy mothers made” (1.2.12)

Lord Capulet: “My will to her consent is but a part” (1.2.17)

2) Act 1, Scene 1 the fight and setting the scene for violence

Sampson: “I will bite my thumb at them” (1.1.37)

Sampson: “Draw, if you be men” (1.1.56)

Benvolio: “Put up your swords, you know not what you do” (1.1.59)

Tybalt: ‘Heartless hinds’ (1.1.60)

Tybalt: “Drawn, and talk of peace! I hate the word” (1.1.64)

Prince: “Rebellious subjects...If ever you disturb our streets again, Your lives shall pay the forfeit of the peace.” (1.1.91)

4) Act 1, Scene 4/5 - Capulet Ball – Love at first sight and forgetting Rosaline

Benvolio [about Romeo]: “Makes himself an artificial night” (1.1.130)

Romeo [about Rosaline]: “She is rich in beauty” (1.1.209)

Romeo: “Oh, she doth teach the torches to burn bright!” (1.5.42)

Romeo: “As a rich jewel in an Ethiope's ear” (1.5.45)

Romeo: “So shows a snowy dove trooping with crows” (1.5. 46)

Juliet: “You kiss by the book” (1.5.109)

Juliet: “If he be married, my grave is like to be my wedding bed” (1.5.135)

Juliet: “My only love sprung from my only hate!” (1.5.138)

5) Act 2, Scene 2/3 - Capulet's orchard and agreeing to marry

Romeo: "Juliet is the sun" (2.2.3)

Romeo: "bright angel" (2.2.26)

Juliet: "It is too rash, too unadvised, too sudden; Too like the lightning." (2.2.118)

Juliet: "This bud of love... may prove a beautiful flower" (2.2.121)

Friar Lawrence: "These violent delights have violent ends" (2.6.9)

Friar Lawrence: "For this alliance may so happy prove

To turn your households' rancor to pure love." (2.3.91)

7) Act 3, Scene 5 – Juliet's relationship with her parents and the nurse

Lord Capulet: 'you green-sickness carrion!' (3.5.156)

Lord Capulet: "Hang thee, young baggage... get thee to church a' Thursday or never after look me in the face... speak not, reply not, my fingers itch." (3.5.160)

Lord Capulet: 'Hang, beg, starve, die in the streets' (3.5.192)

Nurse (about Paris and Romeo): 'Romeo's a dishclout to him'. (3.5.195)

6) Act 3, Scene 1 - Mercutio dies and Romeo takes revenge

Tybalt: "Thou art a villain." (3.1.58)

Mercutio: "Calm, dishonourable, vile submission" (3.1.70)

Mercutio: "Tybalt, you rat catcher." (3.1.72)

Mercutio: "A plague o' both your houses" (3.1.87 & 95 & 102)

Mercutio: "Ask for me tomorrow and you shall find me a grave man." (3.1.94)

Romeo: "Thy beauty hath made me effeminate And in my temper soften'd valour's steel!" (3.1.110)

Romeo: "Fire-eyed fury be my conduct now!" (3.1.120)

Romeo: "I am fortune's fool." (3.1.132)

Lady Capulet: "Romeo slew Tybalt. Romeo must not live." (3.1.177)

8) Act 5 – The End and fate

Romeo: "I defy you, stars!" (5.1.24)

Apothecary: "Drink it off and if you had the strength of twenty men, it would dispatch you straight." (5.2.78)

Friar Lawrence: "Unhappy fortune!"

Romeo [to Paris]: "Tempt not a desperate man... Put not another sin upon my head, By urging me to fury: O, be gone!" (5.3.62)

Romeo: "In thy cheeks, And death's pale flag is not advanced." (5.3.17)

Romeo [to Tybalt]: "Forgive me, cousin!"

Romeo: "I still will stay with thee; And never from this palace of dim night Depart again"

Romeo: "Arms, take your last embrace! and, lips, O you The doors of breath, seal with a righteous kiss"

Juliet: "drunk all, and left no friendly drop To help me after?"

Juliet: "O happy dagger" (5.3.182)

Prince: "See what a scourge is laid upon your hate / That heaven finds means to kill your joys with love" (5.3.309)

Lord Montague: "But I can give thee more: I will raise her statue in pure gold"

Prince: "The sun, for sorrow, will not show his head" (5.3.322)

Prince: "Go hence, to have more talk of these sad things" (5.3.323)

Prince: "For never was a story of more woe/Than this of Juliet and her Romeo." (5.3.325)

Highlight these contextual references and add them to your plans

Q – What is context?

A – Context is the background to the play. Context is fact. It is what would have influenced Shakespeare when he wrote *Romeo and Juliet*. You could argue that *Romeo and Juliet* is a reflection of Elizabethan society/life in the 1600s/the seventeenth century

Q – How many references do I need to use?

A – At least two. Ideally, you would end each paragraph with context.

Q – How do I add context?

A - Use phrases like 'This could have reflected...' 'Perhaps Shakespeare was inspired by...' 'This may link to...' 'This may represent the arrogance/selfishness of people like...' 'Perhaps this could mirror

Q – Are there different types of context?

A – Yes, it is not just biographical. Context has been sub divided into different categories. Try to use a mixture of the different types.

Biographical context (context about the life of Shakespeare.

1. Shakespeare was born in Stratford in 1564 into a fairly rich family. He therefore was educated and could read and write
2. He wrote *Romeo and Juliet* around 1600.

Historical context

1. As Queen Elizabeth was the queen at the time, this means it was the Elizabethan era.

Social context

1. Rich families would often have nurses (nursery nurse – rather than medical nurse) and servants. Nurses would often have very close bonds with the children as they had often raised them singlehandedly since birth and spent many hours with them. A 'wet nurse' is where the nurse would breast feed the baby, even though they were not related. This would also increase the bond between the nurse and the child. Rich women often had a very busy social lives and some wouldn't be very close to their children.
2. 'Courtly love' was a special kind of love in the Elizabethan court. It was a way of expressing the love what rich Elizabethans might have been denied in their arranged marriages. A man would fix on a noble woman to be 'in love' with. He would write poems and songs about her beauty and goodness. This would not necessarily lead to an affair (though it might have done) instead, the man might take pleasure in the misery he experienced being in love with an unattainable woman. Romeo's love for Rosaline therefore seems to be more 'courtly love' than real love – he loves her from afar, feels misery at the lack of hope for his love, praises her beauty and purity. This is a contrast to the later passion of his love for Juliet – possibly suggesting that his love for Rosaline is more staged than real.
3. England was a religious country in 1600. Every single child would be baptised. Suicide would have been seen as immoral. However, some audiences would see the fact that Romeo and Juliet are prepared to die for each other as romantic. Others would see it as restoring the natural order after they gone against their parents.
4. Many people would attend the theatre. The poor would stand for the whole play. They could be drunk and rowdy. As the audience would be noisy and there was no electricity, important lines may be repeated.

Patriarchy

1. Elizabethan society was a patriarchal society. This meant it was ruled by men, who held all the legal and financial power.
2. Men were considered to be the leaders and women their inferiors. Women were regarded as "the weaker sex", not just in terms of physical strength, but emotionally too.
3. Women were the property of men. It was believed that women always needed someone to look after them. If they were married, their husband was expected to look after them. If they were single, then their father, brother or another male relative was expected to take care of them.
4. Women could not vote or have jobs. They could not inherit titles (with the exception of the Queen).
5. Women could be educated – but only by private scholars. They weren't allowed to go to school. As a result, only very rich women were educated.

The Great Chain of Being.

1. Elizabethan society was a hierarchical society (different levels).
2. People believed in the great chain of being, which stated that all of society was ordered by God into a hierarchy. God was at the top, followed by the king. Next in importance were princes, lords and ladies. Below them, the rest of society was organised by the type of job they did.
3. The Great Chain of Being even applied to families: father was the patriarch, the mother was the matriarch, then the sons followed by any daughters.
4. Family life was very important. It was based on Biblical teachings which stated that children must obey their parents according to the Great Chain of Being, and parents had a duty to provide and care for their children.

Fate

1. Fate is a major *Romeo and Juliet* is fate: the belief that an individual's life has been decided for them and there is nothing they can do to change it.
2. There was a Goddess called Fortuna and she had a wheel of fortune – your fate could swing on the wheel of fortune and you could lose everything based on the will of the gods.
3. Elizabethans were devout Christians, they never doubted that God controlled every aspect of their lives if He wanted to.
4. Fate was seen as inescapable.
5. This idea is seen right from the start of this play. In the Prologue, Romeo and Juliet's ill-fated lives are described as 'death-marked', and they are a 'pair of star-crossed lovers'.
6. Rich or noble families feared a change in their fortune.

Literary tradition (the tragedy genre according to Aristotle).

1. The hero (Romeo) should have a character flaw (*hamartia*) or make a bad choice that causes his downfall through the consequences.
2. The hero (Romeo) must suffer far beyond what he deserves. The gods would cause his fall. It is beyond his full control.
3. The hero would struggle against overwhelming fate, and his defeat would be so noble that he wins the moral victory over the forces that destroy him. A tragedy evoked pity and terror in the audience; it was a *catharsis*, or washing clean of the soul, which left the audience purified.
4. The protagonist should be renowned and prosperous, so his change of fortune can be from good to bad.
5. Tragedy should end in death to help restore the natural order.
6. Shakespeare wrote other tragedies including *Macbeth*, *Hamlet* and *Othello*.

Vocabulary to describe this character:

Key Revision Questions:

Easy

- ✓ What is your personal opinion of Romeo?
- ✓ How does Romeo's character change during the play?
- ✓ Describe his relationship with Juliet.
- ✓ What is his relationship like with the Friar?

Medium

- ✓ Romeo appears to jump from Rosaline to Juliet. How does that show his ideals of love?
- ✓ What is his relationship like with the Friar? Compare to that of his father.
- ✓ How does Romeo demonstrate his immaturity throughout the play?
- ✓ Why does Romeo initially refuse to fight Tybalt?
- ✓ How does Romeo change with the death of Mercutio?
- ✓ Why does Romeo kill Paris?

Hard/challenge

- ✓ Judge Romeo's view of love.
- ✓ How would an audience react to Romeo in the 1500s compared to today?

Key Quotations & Connected Theme:

Key moments & how the character develops:

Beginning:

Middle:

End:

Vocabulary to describe this character:

Key Revision Questions:

Easy

- ✓ What is your personal opinion of Juliet?
- ✓ How does Juliet change during the play?
- ✓ Describe her relationship with Romeo.
- ✓ What is her relationship like with the Nurse?

Medium

- ✓ How does she approach love?
- ✓ Why does she react in a negative way towards Paris, especially after she has learned Romeo had been banished?
- ✓ How does Juliet's maturity develop during the play?
- ✓ What religious imagery does she use and why?

Hard/challenge

- ✓ What are Juliet's concerns during the balcony scene? Why does she have these concerns?
- ✓ How would an audience react to Juliet in the 1500s compared to today?
- ✓ How much was Juliet in control of her own fate?
- ✓ What is her relationship like with both parents compared to the Nurse?

Key Quotations & Connected Theme:

Key moments & how the character develops:

Beginning:

Middle:

End:

Vocabulary to describe this character:

Key Quotations & Connected Theme:

Key moments & how the character develops:

Key Revision Questions:

Easy

- ✓ What is your personal opinion of The Nurse?
- ✓ Why does The Nurse help Romeo and Juliet?
- ✓ Describe her relationship with Juliet.
- ✓ The Nurse is supposed to be vulgar character. What does her attitude bring to the play?

Medium

- ✓ How could The Nurse be held accountable for what happened to Romeo and Juliet?
- ✓ The Nurse says: 'I think you are happy in this second match, For it excels your first'. Why does she try and persuade Juliet to forget Romeo and marry Paris?
- ✓ How do you think a Shakespearean audience would react to The Nurse? Why?
- ✓ Why does she have such a close relationship with Juliet?

Hard/challenge

- ✓ The Nurse views love as primarily sexual: 'Now comes the wanton blood up in your cheeks'. How does her attitude parallel to Juliet's?
- ✓ When the Nurse comes across Juliet's body, she breaks down. Shakespeare uses a lot of repetition in her speech: 'O woe! O woeful, woeful, woeful day!'.

Beginning:

Middle:

End:

Vocabulary to describe this character:

Key Quotations & Connected Theme:

Key moments & how the character develops:

Key Revision Questions:

Easy

- ✓ What Tybalt's reputation in Verona?
- ✓ Describe Tybalt's personality.
- ✓ Why is Tybalt so annoyed with Romeo at the Capulet ball?
- ✓ Why does he fight Mercutio?

Medium

- ✓ How can Tybalt's death be seen as a turning point in the play?
- ✓ How does Tybalt respond to Lord Capulet's dismissal of him at the ball? Why?
- ✓ How do you think a Shakespearean audience would react to Tybalt? Why?
- ✓ How does Tybalt try to provoke Romeo into fighting?

Hard/challenge

- ✓ How can Tybalt be seen to represent masculinity in the Elizabethan era?
- ✓ Why does Tybalt involve himself in the Capulet-Montague feud?
- ✓ What values are most important to Tybalt?

Beginning:

Middle:

End:

Vocabulary to describe this character:

Key Quotations & Connected Theme:

Key moments & how the character develops:

Key Revision Questions:

Easy

- ✓ Describe Lord Capulet's personality.
- ✓ Describe Lady Capulet's personality.
- ✓ Describe Lord and Lady Capulet's relationship with Juliet.

Medium

- ✓ Why does Lord Capulet want Juliet to marry Paris?
- ✓ How does Lady Capulet respond to Tybalt's death?
- ✓ How do you think a Shakespearean audience would react to the Capulets? Why?
- ✓ How does Lord Capulet assert his position as patriarch at the ball?
- ✓ How do Lord and Lady Capulet respond to Juliet's first "death"?

Hard/challenge

- ✓ Why does Lord Capulet respond so strongly to Juliet's refusal to marry Paris?
- ✓ Why does Lady Capulet not defend Juliet's refusal?
- ✓ How might Lord Capulet be seen as a good father?
- ✓ How do you respond to Lord and Lady Capulet's grief when they think Juliet is dead?
- ✓ How do you respond to the Capulets at the end of

Beginning:

Middle:

End:

Vocabulary to describe this character:

Key Revision Questions:

Easy

- ✓ What is your personal opinion of Mercutio?
- ✓ What is Mercutio's relationship with Romeo?
- ✓ Describe Mercutio's personality.
- ✓ Mercutio is funny and a bit out of control. How does this lead to his death?

Medium

- ✓ How could Mercutio's death be a catalyst for the downfall of Romeo and Juliet?
- ✓ How does he view love?
- ✓ Why would a Shakespearean audience like Mercutio?
- ✓ Why does he get angry when Romeo refuses to fight?
- ✓ Mercutio does appear to think little of women - he is rude to The Nurse and describes Rosaline as: 'By her fine foot, straight leg and quivering thigh'. How could this link to his ideals of love/sex?

Hard/challenge

- ✓ Mercutio is the most important person in the play. Do you agree or disagree?
- ✓ How does Mercutio use language to provoke Tybalt into fighting him?
- ✓ Do you believe his curse worked or was the fall of the lovers always written in the stars?

Key Quotations & Connected Theme:

Act One

(To Romeo) 'You are a lover; borrow Cupid's wings'
'If love be rough with you, be rough with love; Prick love for pricking'
(About Rosaline) 'By her fine foot, straight leg and quivering thigh'

Act Two

(To Nurse) for the bawdy hand of the dial is now upon the prick of noon'
(To Nurse) 'Farewell, ancient lady; farewell, *Singing* 'lady, lady, lady.'"

Act Three

(To Tybalt) 'couple it with something; make it a word and a blow.'
(To Tybalt) 'Prince of Cats'
'just one of your nine lives'
(To Romeo) 'O calm, dishonourable, vile submission!'
Romeo: 'Gentle Mercutio, put thy rapier up.'
'Ay, ay, a scratch, a scratch; marry, 'tis enough. Where is my page? Go, villain, fetch a surgeon.'
(To Romeo) 'Why the devil came you between us? I was hurt under your arm.'
'They have made worms' meat of me'
'A plague o' both your houses!'

Key moments & how the character develops:

Beginning:

Middle:

End:

Vocabulary to describe this character:

Key Quotations & Connected Theme:

Key moments & how the character develops:

Key Revision Questions:

Easy

- ✓ What is your personal opinion of The Friar?
- ✓ What is The Friar's relationship with Romeo?
- ✓ Describe the Friar's personality.
- ✓ Why does The Friar aid the two 'enemies' to marry?
- ✓ Why does he not believe in Romeo's love to Juliet to begin with?

Medium

- ✓ How could The Friar be responsible for their death?
- ✓ How does he view love?
- ✓ How do you think a Shakespearean audience would react to The Friar? Why?
- ✓ The Friar warns Romeo of his haste in love: 'Wisely and slow; they stumble that run fast'. How does this foreshadow later events?

Hard/challenge

- ✓ Do you believe he is one of the people the Prince will punish or pardon at the end of the play? Explain your answer.
- ✓ The Friar is very optimistic. Do you believe that leads to the fate of the lovers?
- ✓ How does the Friar's religious beliefs impact his

Beginning:

Middle:

End:

Read the following extract from Act 2 Scene 6 of Romeo and Juliet and then answer the question that follows.

At this point in the play Romeo and Juliet are about to be married by Friar Laurence.

FRIAR LAURENCE

So smile the heavens upon this holy act,
That after hours with sorrow chide us not!

ROMEO

Amen, amen! but come what sorrow can,
It cannot countervail the exchange of joy
That one short minute gives me in her sight:
Do thou but close our hands with holy words,
Then love-devouring death do what he dare;
It is enough I may but call her mine.

FRIAR LAURENCE

These violent delights have violent ends
And in their triumph die, like fire and powder,
Which as they kiss consume: the sweetest honey
Is loathsome in his own deliciousness
And in the taste confounds the appetite:
Therefore love moderately; long love doth so;
Too swift arrives as tardy as too slow.

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

Write about:

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

Plan:

Read the following extract from Act 1 Scene 3 of Romeo and Juliet and then answer the question that follows.

At this point in the play Lady Capulet suggests to Juliet that she consider Paris as a husband.

LADY CAPULET

Marry, that 'marry' is the very theme
I came to talk of. Tell me, daughter Juliet,
How stands your disposition to be married?

JULIET

It is an honour that I dream not of.

Nurse

An honour! were not I thine only nurse,
I would say thou hadst suck'd wisdom from thy teat.

LADY CAPULET

Well, think of marriage now; younger than you,
Here in Verona, ladies of esteem,
Are made already mothers: by my count,
I was your mother much upon these years
That you are now a maid. Thus then in brief:
The valiant Paris seeks you for his love.

Nurse

A man, young lady! lady, such a man
As all the world--why, he's a man of wax.

LADY CAPULET

Verona's summer hath not such a flower.

Starting with this conversation, explain how far you think Shakespeare presents marriage as important.

Write about:

- how Shakespeare presents marriage as important in this extract
- how Shakespeare presents marriage as important in the play as a whole.

Plan:

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

At this point in the play Lord Montague shares his concerns about Romeo with Benvolio.

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.

BENVOLIO

My noble uncle, do you know the cause?

MONTAGUE

I neither know it nor can learn of him.

BENVOLIO

Have you importuned him by any means?

MONTAGUE

Both by myself and many other friends:
But he, his own affections' counsellor,
Is to himself--I will not say how true--
But to himself so secret and so close,
So far from sounding and discovery,
As is the bud bit with an envious worm,
Ere he can spread his sweet leaves to the air,
Or dedicate his beauty to the sun.
Could we but learn from whence his sorrows grow.
We would as willingly give cure as know.

Starting with this conversation, explain how far you think Shakespeare presents relationships between fathers and their children. Write about:

- how Shakespeare presents relationships between fathers and their children in this extract
- how Shakespeare presents relationships between fathers and their children in the play as a whole.

[30 Marks]

AO4 [4 Marks]

Women

Read this extract from Act 3 Scene 5 of Romeo and Juliet and answer the question that follows.

At this point in the play, Juliet has just been informed that a marriage to Paris has been arranged for her.

LORD CAPULET

How now, wife?
Have you delivered to her our decree?

LADY CAPULET

Ay, sir, but she will none, she gives you thanks.
I would the fool were married to her grave!

CAPULET

Soft, take me with you, take me with you, wife.
How, will she none? Doth she not give us thanks?
Is she not proud? Doth she not count her blest,
Unworthy as she is, that we have wrought
So worthy a gentleman to be her bride?

JULIET

Not proud you have, but thankful that you have.
Proud can I never be of what I hate,
But thankful even for hate that is meant love.

CAPULET

How how, how how, chopp'd 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.

Starting with this extract, explain how far you think Shakespeare presents **women as powerless**.

Write about:

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

[30 Marks]

AO4 [4 Marks]

Fate

Read this extract from *the prologue* of *Romeo and Juliet* and then answer the question that follows.

At this point in the play the audience are being informed of the story of *Romeo and Juliet*.

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.

Starting with this extract, explain how far you think Shakespeare presents **fate as a powerful force**.

Write about:

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

[30 Marks]

AO4 [4 Marks]

Ten Top Tips for the Exam

1. Read the question twice. **Highlight** the key words.
2. Write a plan.
3. **Highlight** 3 quotes from the extract. Write a PEEC paragraph on each.
4. Mindmap 3 quotes relevant to the question from elsewhere in the play (this is where you need to remember quotes)
5. Look for quotes with interesting language techniques (e.g. simile, metaphor, symbolism)
6. Analyse 1 word quotes
7. Use modal verbs - the quote 'could/might/may' suggestion....
8. Don't forget to add context! Think of your paragraphs as 'PEEC' paragraphs (Point - Evidence - Explanation - Context)
9. Don't panic if you can't remember quotes. Instead, describe a moment from the play and talk about the general language used (e.g. When Lord Capulet screams in rage at Juliet and tells her he will throw her out into the street, his use of insults and short sentences shows the strength of his rage)
10. Use 5 minutes at the end to proof read your essay for accurate spelling and punctuation. Check names have capital letters.