

'Romeo and Juliet' by William Shakespeare	AQA GCSE English Literature Paper 1 (1hr 45mins)		Section A: 50 minute response – Extract to whole	
Central Characters	Minor characters:		Themes in the play (AO1)	
<p>Romeo: A young Montague. Not interested in violence, only love. He's passionate and sensitive yet also impulsive. He can be immature but his idealism and passion make him an empathetic character.</p> <p>Juliet: A young Capulet. Naïve and sheltered at the beginning, she develops into a strong character. She is courageous and determined, passionate, loyal, brave and tragic.</p> <p>Friar Lawrence: Friend to both Romeo and Juliet. Father figure and jolly man. Kind, civic-minded, (believing the marriage may heal the feud). Also expert with potions and herbs.</p> <p>Nurse: Like a mother to Juliet / confidante. Often says inappropriate things. Her view of love is earthy and sexual. She is kind and sentimental.</p> <p>Lord Capulet: Patriarch. Juliet's father. Prudent and caring but can fly into rage if respect is lacking. Loves Juliet but social status means he commands respect and obedience from all.</p> <p>Mercutio: Romeo's close friend. Witty, bawdy, cynical and a hot-headed character. Kinsman to the Prince, loyal, proud and loved by his peers. Defiant, impulsive and sad.</p> <p>Benvolio: Romeo's cousin. Tries to keep the peace and keep Romeo's mind off of Rosaline. Makes a genuine effort to diffuse the violence and offers a listening ear to Romeo.</p> <p>Prince: Leader of Verona, concerned with keeping order between the warring families. Holds political power and is frustrated by social unrest and defiance of the Montagues and Capulets. Powerful with authority, also merciful in his treatment of Romeo.</p> <p>Tybalt: Juliet's cousin. Obsessed by family honour; quick to draw his sword. A proud man who cannot lose face. Hates Montagues. Vain, aggressive, impulsive and violent.</p>	<p>Lady Capulet – Juliet's mother Lord Montague – Romeo's father Lady Montague – Romeo's mother Balthasar – Romeo's page Peter – The Nurse's page Gregory – Capulet servant Sampson – Capulet servant Abram – Montague servant</p>	<ul style="list-style-type: none"> Revise these characters by linking them to the main characters. What FUNCTION do these characters perform? Why has Shakespeare CONSTRUCTED them? 	<p>Themes are important ideas which run through the play. You will come across them many times. They link together the story, the characters and the different acts and sections in the play. They are the messages Shakespeare wants his audience to take away, think about, learn or change.</p>	
	<p>Shakespeare's construction of characters</p>		<p>CONFLICT: A key driving force in the play and it occurs between a range of characters: between warring households; within families; within friendship groups; and between members of the communities. This conflict results in violence. Violence opens the play and also concludes it with the deaths of the two lovers. The climax of the conflict is in Act 3, Scene 1 and is an episode of extreme and shocking violence.</p> <p>Associated themes and ideas: violence, hate, reconciliation, authority, death, secrecy, family, women, hypocrisy, masculinity, aggression, youth vs age, individual vs society/religion, order vs chaos, appearance vs reality.</p> <p>LOVE: The love Romeo and Juliet share is beautiful, passionate, exhilarating and transformative, and they are willing to give everything for it. But it is also chaotic and destructive, bringing death to friends, family and to themselves. It is worth noting that the motif of light vs dark is linked to many ideas of love.</p> <p>Associated themes and ideas: conflict, courtly love, marriage, sex, youth, fate, religion, family, friendship, prejudice, violence, reconciliation, parents – maternal / paternal, desire.</p> <p>FATE: No matter how much they love each other or what plans they make, their struggles against fate only help fulfil it. But defeating or escaping fate is not the point. No one escapes fate. It is Romeo and Juliet's determination to struggle against fate in order to be together, whether in life or death that shows the fiery passion of their love and which makes that love eternal.</p> <p>Associated themes and ideas: love, authority, conflict, death, grief, masculinity, religion, family, tragedy, destiny, control, fear, suicide, authority,</p>	
<ul style="list-style-type: none"> EVERY CHARACTER IS A CONSTRUCT. EVERY CHARACTER HAS BEEN CREATED BY SHAKESPEARE TO PERFORM A FUNCTION OR FULFIL A ROLE IN DELIVERING HIS MESSAGE. EACH CHARACTER INSIDE THE PLAY ALLOWS SHAKESPEARE TO SHARE HIS MESSAGES ABOUT LIFE OUTSIDE THE PLAY. CHARACTERS ARE A DEVICE USED BY SHAKESPEARE TO SHARE HIS IDEAS ABOUT SOCIETY, RELIGION, CULTURE, TRADITIONS AND LIFE IN ELIZABETHAN ENGLAND. THIS IS CONTEXT. 	<p>AO2 Shakespeare's Methods AO2</p>		<p>Understanding AO2</p>	<p>Language: the writer's choice of words and their effect.</p> <p>Structure: how the plot is ordered and put together. The organisation of the narrative, how it begins develops and ends. Freytag's Pyramid.</p> <p>Form: the text type that the writer uses and what it shows about the writer's intentions, characters or key themes.</p>
	<p>Alliteration Aside Blank verse Dramatic irony Entrance Exits Foreshadowing Hyperbole Iambic pentameter</p>	<p>Imagery Metaphor Oxymoron Pathetic fallacy Personification Poetic verse Prologue Prose Pun</p>	<p>Rhyming couplet Stage directions Stichomythia Soliloquy Sonnet Simile Timing</p>	

'Romeo and Juliet' by William Shakespeare	AQA GCSE English Literature Paper 1 (1hr 45mins)		Section A: 50 minute response – Extract to whole
Context AO3	Plot Summary		Important quotations
<p>The play was written by William Shakespeare, and was first performed around 1594 during the reign of Elizabeth I.</p> <p>Duelling and the concept of honour: Maintaining the honour of your family name was hugely important at the time. If you were challenged to a duel and you refused, you would be deemed a coward, thus damaging your honour and the status of your family. Most Elizabethan gentlemen carried swords in public and many did fight in the streets.</p> <p>Role of women in a patriarchal society: Elizabethan England was a society controlled by men. Women were seen as the weaker sex and were expected to be meek and mild, and most importantly, obedient to their fathers and later their husbands.</p> <p>Arranged marriages: Marriages amongst the wealthy were arranged by parents in order to match or improve social standing. However, in practice, parents did try to choose someone their child liked and was happy to marry. Secret marriages such as that between the young Romeo and Juliet would have been both illegal and shocking.</p> <p>Courtly Love & cures for lovesickness: Common in medieval literature where a knight was consumed with passion for an unattainable noblewoman; Romeo fits this perfectly. Elizabethan doctors saw unrequited love or desire as a disease, a type of melancholy sometimes called lovesickness. They tried various cures and sometimes sent patients to church to confess to a priest. They believed that if lovesickness was left untreated, it could lead to madness.</p> <p>The Italian setting of the play: The play is set in Italy, which was known for its warring states. It is also a Catholic country; religion was extremely important and marriage vows were seen as sacred – once made, they could not be broken.</p> <p>Fate: The belief that your life is mapped out for you, or 'written in the stars'. Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life.</p> <p>Social context: Patriarchal society, women and their role in society.</p> <p>Historical context: Reigning monarch was Elizabeth I.</p> <p>Cultural context: Includes religion, beliefs and superstitions. Shakespeare's theatre, the conventions and experience of being at The Globe.</p>	<p>P Introduction to the tragedy.</p> <p>1:1 Montagues and Capulets fight. Romeo is love-sick.</p> <p>1:2 Romeo reluctantly agrees to go to the Capulet party.</p> <p>1:3 Her mother urges Juliet to marry Count Paris.</p> <p>1:4 Mercutio urges Romeo not to give in to the misery of love.</p> <p>1:5 Romeo and Juliet fall in love at the party.</p> <p>2:1 Romeo escapes his friends.</p> <p>2:2 Romeo and Juliet exchange love vows on her balcony.</p> <p>2:3 Friar Lawrence agrees to marry Romeo and Juliet.</p> <p>2:4 Romeo arranges to marry Juliet.</p> <p>2:5 Nurse reports back to Juliet.</p> <p>2:6 The secret wedding.</p> <p>3:1 Mercutio and Tybalt killed in street fight. Romeo banished.</p> <p>3:2 Juliet forgives Romeo.</p> <p>3:3 Friar Lawrence advises Romeo.</p> <p>3:4 Capulet promises Juliet to Paris.</p> <p>3:5 Romeo and Juliet sleep together. Lord Capulet argues with Juliet. Juliet refuses to marry Paris.</p> <p>4:1 Friar Lawrence's potion plan for Juliet.</p> <p>4:2 Juliet 'gives in' to her parents.</p> <p>4:3 Juliet takes the potion.</p> <p>4:4 Preparations for the wedding.</p> <p>4:5 Juliet found 'dead'.</p> <p>5:1 Romeo hears of Juliet's 'death'.</p> <p>5:2 Friar Lawrence hears that his message didn't get through.</p> <p>5:3 Romeo and Juliet kill themselves.</p>	<p>Prologue</p> <p><i>"Two households, both alike in dignity"</i></p> <p><i>"Ancient grudge"</i></p> <p><i>"A pair of star-cross'd lovers" with a "deathmark'd love"</i></p> <p>Act One</p> <p>Benvolio: <i>"I do but keep the peace"</i> (1:1)</p> <p>Romeo: <i>"o brawling love, o loving hate."</i></p> <p>Lord Capulet, to Paris: <i>"Let two more summers wither in their pride / Ere we may think her ripe to be a bride."</i> (1:2)</p> <p>Tybalt, about Romeo: <i>"To strike him dead I hold it not a sin"</i> (1:5)</p> <p>Romeo, about Juliet: <i>"she doth teach the torches to burn bright"</i> (1:5)</p> <p>Juliet, about Romeo: <i>"if he be married, /My grave is like to be my wedding bed."</i>(1:5)</p> <p>Act Two</p> <p>Juliet, about Romeo: <i>"Tis but thy name that is my enemy"</i> (2:2)</p> <p>Friar Lawrence: <i>"This alliance may so happy prove to turn your household rancour to pure love"</i> (2:3)</p> <p>Friar Lawrence: <i>"These violent delights have violent ends"</i> (2:6)</p> <p>Act Three</p> <p>Tybalt, to Romeo: <i>"thou art a villain"</i> (3:1)</p> <p>Mercutio: <i>"a plague o' both your houses"</i> (3:1)</p> <p>Mercutio: <i>"ask for me to-morrow, and you shall find me a grave man."</i> (3:1)</p> <p>Romeo: <i>"O, I am fortune's fool!"</i> (3:1)</p> <p>Lord Capulet, about Juliet: <i>"I think she will be ruled in all respects by me"</i> (3:4)</p> <p>Lady Capulet, about Juliet: <i>"I would the fool were married to her grave"</i> (3:5)</p> <p>Lord Capulet, about Juliet: <i>"Hang thee young baggage, disobedient wretch!"</i> (3:5)</p> <p>The Nurse, to Juliet, about Paris: <i>"I think it best you married with the County"</i> (3:5)</p> <p>Act Four</p> <p>Juliet, to Friar Lawrence: <i>"I long to die if what thou speak'st speak not of remedy"</i> (4:1)</p> <p>Lord Capulet, about Juliet: <i>"Death is my son-in-law, Death is my heir"</i> (4:5)</p> <p>Lord Capulet: <i>"with my child my joys are buried"</i> (4:5)</p> <p>Act Five</p> <p>Romeo: <i>"here lies Juliet, and her beauty makes / This vault a feasting presence full of light."</i>(5:3)</p> <p>Prince: <i>"all are punish'd"</i> (5:3)</p> <p>Capulet: <i>"O brother Montague, give me thy hand"</i> (5:3)</p>	
	<p>Aristotelian tragedy AO2 Form</p>		
	<p>According to Aristotle, "the structure of the best tragedy should not be simple but complex and one that represents incidents arousing fear and pity—for that is peculiar to this form of art."</p> <p>Vocabulary relating to Tragedy:</p> <p>Fatal flaw / Hamartia: the secret weakness of character that brings about a tragic hero's downfall.</p> <p>Catharsis: providing relief from strong or repressed emotions</p> <p>Tragic hero: a literary character who makes a judgment error that inevitably leads to his/her own destruction.</p> <p>Protagonist: the leading character.</p> <p>Antagonist: an opponent, enemy or foe.</p> <p>Comic relief: humorous content intended to offset more serious moments.</p> <p>External conflict: a problem, antagonism, or struggle that takes place between a character and an outside force.</p> <p>Internal conflict: psychological struggle within the mind of a literary or dramatic character</p> <p>Poetic justice: experiencing a deserved punishment for one's actions.</p>		

