

**Year 11**

English Homework



*Romeo and Juliet by William Shakespeare*

Summer

AQA GCSE English Language

AQA GCSE English Literature

Name	
Teacher	

# Romeo and Juliet by William Shakespeare

The exam:

You will answer one question on a Shakespeare play during GCSE English Literature Paper 1.

The question will give you a short extract from the play to read and ask you to analyse a:

- Character;
- Theme;
- Attitude;
- Idea;

in that extract and across the play as a whole.

You write your answer using **PEEE(L)**.

The question is worth **30 marks** with an additional **4 marks** for spelling, punctuation and grammar.

Revision:

To be prepared for the exam, you will need to make sure that you know:

- The plot – what happens, when, where and why;
- The characters – who they are, how they behave and what they do;
- The themes and ideas – what Shakespeare was exploring;
- Shakespeare's perspective – his viewpoint on events;
- Links to the history – Elizabethan or Jacobean England.

Try to learn quotations that you can include in your answer.

Getting help:

There are a variety of different websites with revision materials. Try:

[BBC Bitesize](#) – has information on the plot, characters and themes.

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/dramaromeojuliet/](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramaromeojuliet/)

[York Notes](#) – have some free resources you can download.

[https://www.yorknotes.com/gcse/romeo-and-juliet/revision-cards/00\\_characters](https://www.yorknotes.com/gcse/romeo-and-juliet/revision-cards/00_characters)

[Revision World](#) – has summaries and videos to watch

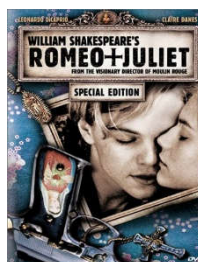
<https://revisionworld.com/gcse-revision/english/romeo-and-juliet-shakespeare/summary-overview>

[Sparknotes](#) – very good for quotes and more detail

<http://www.sparknotes.com/shakespeare/romeojuliet/>

Films:

Why not try re-watching the film versions?



## Did you know?

The whole text of the play is available [online](#) – use it to revise at home and find your key quotations!

[http://shakespeare.mit.edu/romeo\\_juliet/full.html](http://shakespeare.mit.edu/romeo_juliet/full.html)

## TASK ONE: QUOTATIONS

SKILL – English Literature AO1 ‘Judicious use of precise references to support interpretations’

Tybalt is a Capulet and the main *antagonist*<sup>1</sup> of the play. He is a *choleric*<sup>2</sup> character. He doesn’t say much in the play, but he causes the events that lead to Romeo’s banishment.

Using the mindmap below, collect key quotations that explore Tybalt’s character and his role in the play.

“What, drawn and talk of peace? I  
hate the word As I hate hell, all  
Montagues, and thee. Have at thee,  
coward.”

Act 1 Scene 1



<sup>1</sup> Antagonist (noun) – a person who actively opposes or is hostile to someone or something.

<sup>2</sup> Choleric (adjective) – bad-tempered or irritable.

## TASK TWO: ANALYSIS

SKILL – English Literature AO2 ‘Analysis of the writer’s methods with subject terminology used judiciously’

When you have learnt your key quotations, you will need to analyse them using the **PEEE(L)** structure during the exam. Consider what words Shakespeare has chosen and what effect they are designed to have on the audience. How do they present the character to the audience?

Look at the example annotated quotation below, then analyse the other two quotations and three of your own from your mindmap.

IDEAS BOX – use these analytical terms to help you.						
Connotations	Positive Pronoun	Negative Phrase	Noun Clause	Verb Rhyme	Adjective Rhythm	Adverb

This phrase shows Tybalt expressing surprise at the irony Benvolio has is sword ‘drawn’ when trying to stop the fight. It shows the importance of the feud.

Repetition of a powerful verb with negative connotations of loathing or despising someone. Shows Tybalt is acting as an antagonist

A very emotive word with negative connotations of evil and suffering. Tybalt is a Catholic character and Shakespeare’s audience would have been religious.

“What, drawn and talk of peace? I hate the word As I hate hell, all Montagues, and thee. Have at thee, coward.” Act 1 Scene 1

Archaic (old) pronoun meaning you – a direct challenge to Benvolio

A euphemistic threat to fight – Tybalt wants to kill Benvolio for being a Montague

Noun with negative connotations of weakness, suggesting Benvolio is afraid to fight. A very powerful insult in Elizabethan *patriarchy*.

This phrase shows Tybalt is looking for a fight, he judges Romeo based only on his ‘voice’. Shows he is a distrustful and antagonistic character.

“This by his voice should be a Montague, Fetch me my rapier boy...”

Act 1 Scene 5

"Now by the stock and honour of my kin, To strike him dead I hold it not a sin."

Act 1 Scene 5

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## TASK THREE: ANSWERING EXAM QUESTIONS

SKILL – English Literature Paper 1

The exam question will provide you with a short extract from the play and then ask you to analyse it looking at a specific theme, character or attitude.

To get the top mark, you need to:

Mark	AO	Features Assessed	Meaning
<b>Level 6</b>  <i>Convincing, critical analysis and exploration</i>  26-30 marks	AO1	Critical, exploratory, conceptualised response to task and whole text	You clearly understand the question and the play. You take your ideas from the extract and also from the whole play. You don't just re-tell the story as you are critical by analysing your choices of quotation.
		Judicious use of precise references to support interpretation(s)	You back up everything you say with a quotation from the text, either from the extract or quotations you know from the play. These can be stage directions or individual words and phrases.
	AO2	Analysis of writer's methods with subject terminology used judiciously	You analyse the writer's language in depth, commenting on word classes, connotations, effect on the reader and perspective/context. You use subject key words in your analysis for all things.
	AO3	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task	Discuss the writer's viewpoint (main ideas) they want you to think about. Make links to the history e.g. when the text was written and what was important at the time. Link this to your quotation and the question.

When you are writing you PEEE(L) answers, make sure you consider the key points above.

Use this checklist to help structure your answer:

Feature to include	✓
A quotation from the text that is relevant	
Analysing 2-3 key words or phrases	
Use of English subject words in analysis	
Links to the historical context	
Links to the writer's perspective	

**Point**

Your answer to the question/statement

**Evidence**

An embedded quotation or phrase using “ ” or ‘ ‘

**Explain**

What the quotation means, how it answers the question and the effect on the audience

**Explore**

Analysis of the key words/phrases in the quotation using subject specific terms

**Link**

To the historical context/writer's perspective

Starting with this speech, explore how Shakespeare presents attitude towards the feud in *Romeo and Juliet*.

Write about:

- How Shakespeare presents attitudes towards feud in this extract
- How Shakespeare presents attitudes towards feud in the play as a whole

[30 marks]

AO4 [4 marks]

Act III Scene I

**BENVOLIO**

By my head, here come the Capulets.

**MERCUTIO**

By my heel, I care not.

*Enter TYBALT and others*

**TYBALT**

Follow me close, for I will speak to them.  
Gentlemen, good den: a word with one of you.

**MERCUTIO**

And but one word with one of us? couple it with something; make it a word and a blow.

**TYBALT**

You shall find me apt enough to that, sir, an you will give me occasion.

**MERCUTIO**

Could you not take some occasion without giving?

**TYBALT**

Mercutio, thou consort'st with Romeo,--

**MERCUTIO**

Consort! what, dost thou make us minstrels? an thou make minstrels of us, look to hear nothing but discords: here's my fiddlestick; here's that shall make you dance. 'Zounds, consort!

**BENVOLIO**

We talk here in the public haunt of men:  
Either withdraw unto some private place,  
And reason coldly of your grievances,  
Or else depart; here all eyes gaze on us.

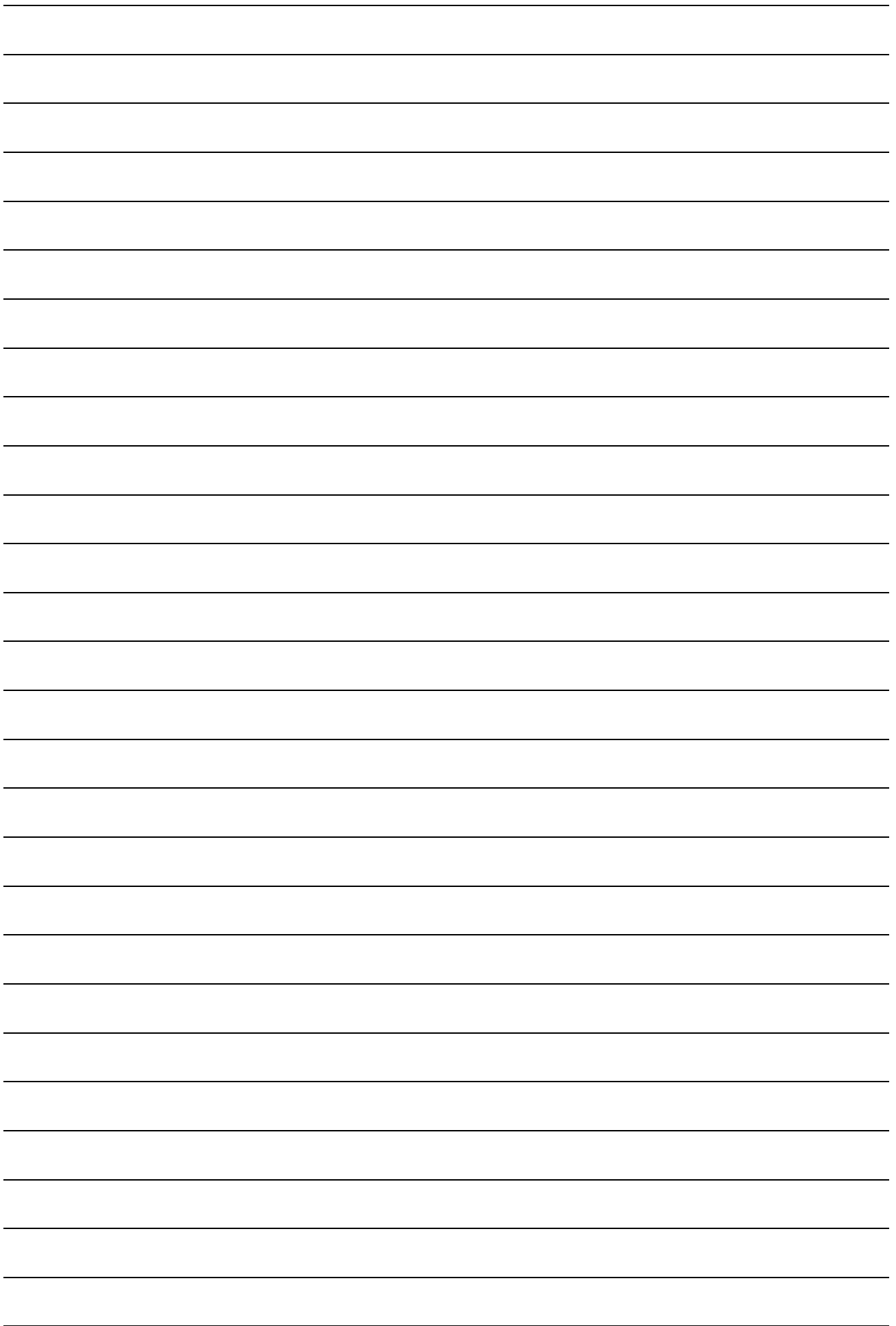
**MERCUTIO**

Men's eyes were made to look, and let them gaze;  
I will not budge for no man's pleasure, I.

*Enter ROMEO*

**TYBALT**

Well, peace be with you, sir: here comes my man.







## TASK FOUR: STRUCTURE

SKILL – English Language AO2 ‘Explain, comment on and analyse how writers use language and *structure* to achieve effects and influence readers, using relevant subject terminology to support their views

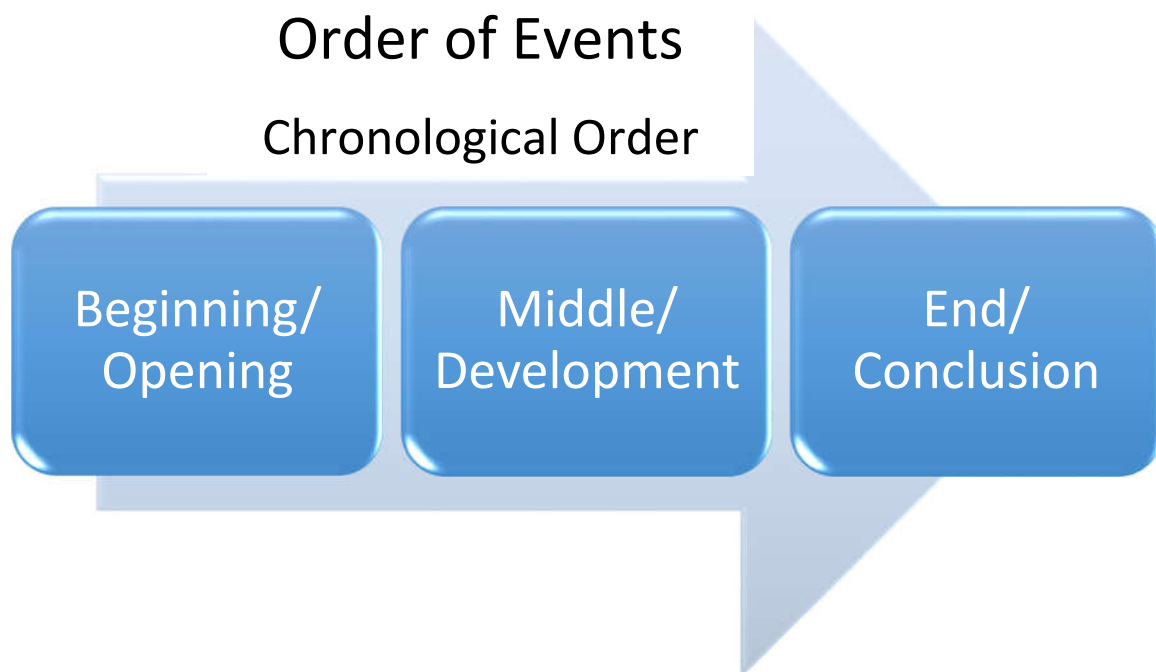
When writing about structure, you want to make sure that you **don’t** do two things:

1. Tell the story;
2. Analyse the language!

It’s an easy mistake to make.



Try to look at the following features of structure:



Then you can move on to explore:

- Shifts in focus – where we change point of view, location or event;
- Narrative voice – omniscient narrator, first or third person;
- Exposition – what we learn about the place/where events happen;
- Characters – who is there, what they do;
- Sentences – SCS1 and type of sentence e.g. declarative, imperative, interrogative etc;
- Paragraphs – any variation for effect and emphasis.

Think about **HOW** the text is put together.

When you notice a structural feature, highlight it and then include it in your answer as a quotation.

Then explain **WHY** the writer has chosen to do this, what effect it has on the reader.

Write your answer using the **PEEE(L)**.

Look at this extract from *Romeo and Juliet*. This describes the death of Mercutio after his fight with Tybalt.

**Act III Scene I**

**MERCUTIO**

O calm, dishonourable, vile submission!  
Alla stoccata carries it away.

*Draws*

5 Tybalt, you rat-catcher, will you walk?

**TYBALT**

What wouldst thou have with me?

**MERCUTIO**

10 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**

15 I am for you.

*Drawing*

**ROMEO**

Gentle Mercutio, put thy rapier up.

**MERCUTIO**

20 Come, sir, your passado.

*They fight*

**ROMEO**

25 Draw, Benvolio; beat down their weapons.  
Gentlemen, for shame, forbear this outrage!  
Tybalt, Mercutio, the prince expressly hath  
Forbidden bandying in Verona streets:  
Hold, Tybalt! good Mercutio!

*TYBALT under ROMEO's arm stabs MERCUTIO, and flies with his followers*

**MERCUTIO**

30 I am hurt.  
A plague o' both your houses! I am sped.  
Is he gone, and hath nothing?

**BENVOLIO**

35 What, art thou hurt?

**MERCUTIO**

Ay, ay, a scratch, a scratch; marry, 'tis enough.  
Where is my page? Go, villain, fetch a surgeon.

*Exit Page*

**ROMEO**

40 Courage, man; the hurt cannot be much.

5  
10  
15

**MERCUTIO**

No, 'tis not so deep as a well, nor so wide as a church-door; but 'tis enough, 'twill serve: ask for me to-morrow, and you shall find me a grave man. I am peppered, I warrant, for this world. A plague o' both your houses! 'Zounds, a dog, a rat, a mouse, a cat, to scratch a man to death! a braggart, a rogue, a villain, that fights by the book of arithmetic! Why the devil came you between us? I was hurt under your arm.

**ROMEO**

I thought all for the best.

Thinking about this extract.

This extract describes the injury of Mercutio after his fight with Tybalt.

How is the text structured to interest the audience?

You could write about:

- What the writer focusses your attention on at the beginning;
- How and why the writer changes this focus as the extract develops;
- Any other structural features that interest you.

**[8 marks]**

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## How do you think you did?

Look at the mark scheme below:

Level	Skill descriptor	What this means
<b>Level 4</b> <b>Perceptive, detailed evaluation</b> <b>16-20 marks</b>	Shows a perceptive and detailed evaluation	You understand the text (perceptive) and provide a thorough and detailed analysis using PEEE(L)
	<ul style="list-style-type: none"> <li>Evaluates critically and in detail the effect(s) on the reader/audience</li> </ul>	You know what effect the writer wants to create. You evaluate (explore) what this is and how effective it is – linking to individual words and phrases
	<ul style="list-style-type: none"> <li>Shows perceptive understanding of the writer’s methods</li> </ul>	You have a deep and clear understanding of how the writer has created these effects e.g. features of language, vocabulary etc.
	<ul style="list-style-type: none"> <li>Selects a judicious range of textual detail</li> </ul>	You support everything you say with embedded quotations from the text
	<ul style="list-style-type: none"> <li>Develops a convincing and critical response to the focus of the statement</li> </ul>	You have a clear argument, showing your own opinion. This is convincing (believable) and answers the question.

Think about your answer – have you:

Feature to include	✓
Used PEEE(L)	
Included a relevant, embedded quotation	
Analysed 2-3 key words/phrases	
Used English subject terminology	
Commented on the effect on the reader/audience	
Engaged with the question	

What mark would you give yourself?

Targets and reflection:

★ Star	
★ Star	
✍ Wish	



## **TASK SIX: WRITING**

SKILL – English Language AO5 Content and Organisation ‘Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.’

AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**REMEMBER!** GCSE English Language Question 5 is worth **25%** of your GCSE!



### **Section B: Writing**

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

You have been invited to submit an entry to an anthology of creative writing for the Lord Mayor’s charity.

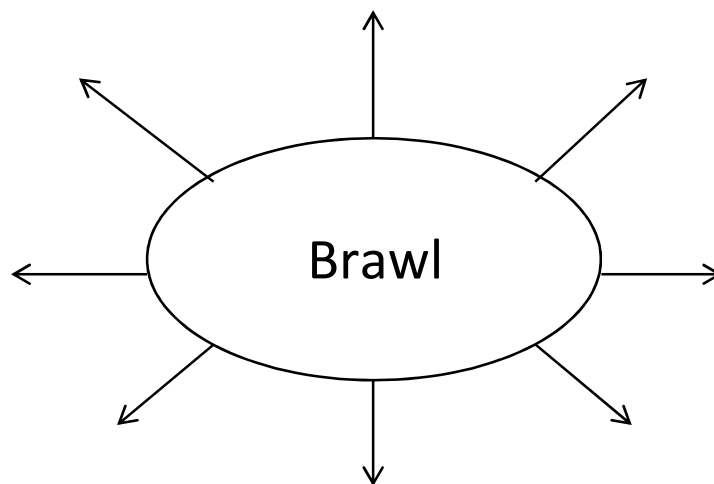
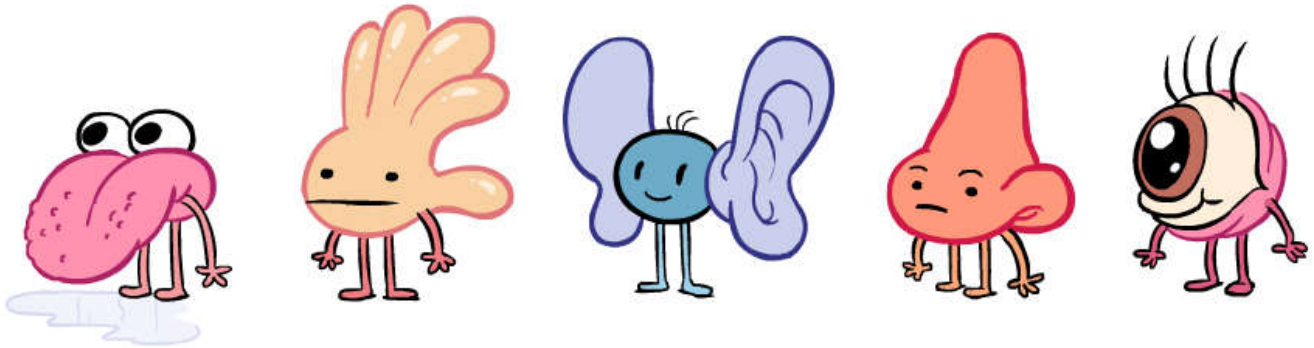
Write a story about conflict suggested by this picture:



Plan:

Sped your first ten minutes completing your mindmap plan. Use Power of 3 planning to give you enough ideas to write for thirty minutes.

Use the planning ideas below to help you:

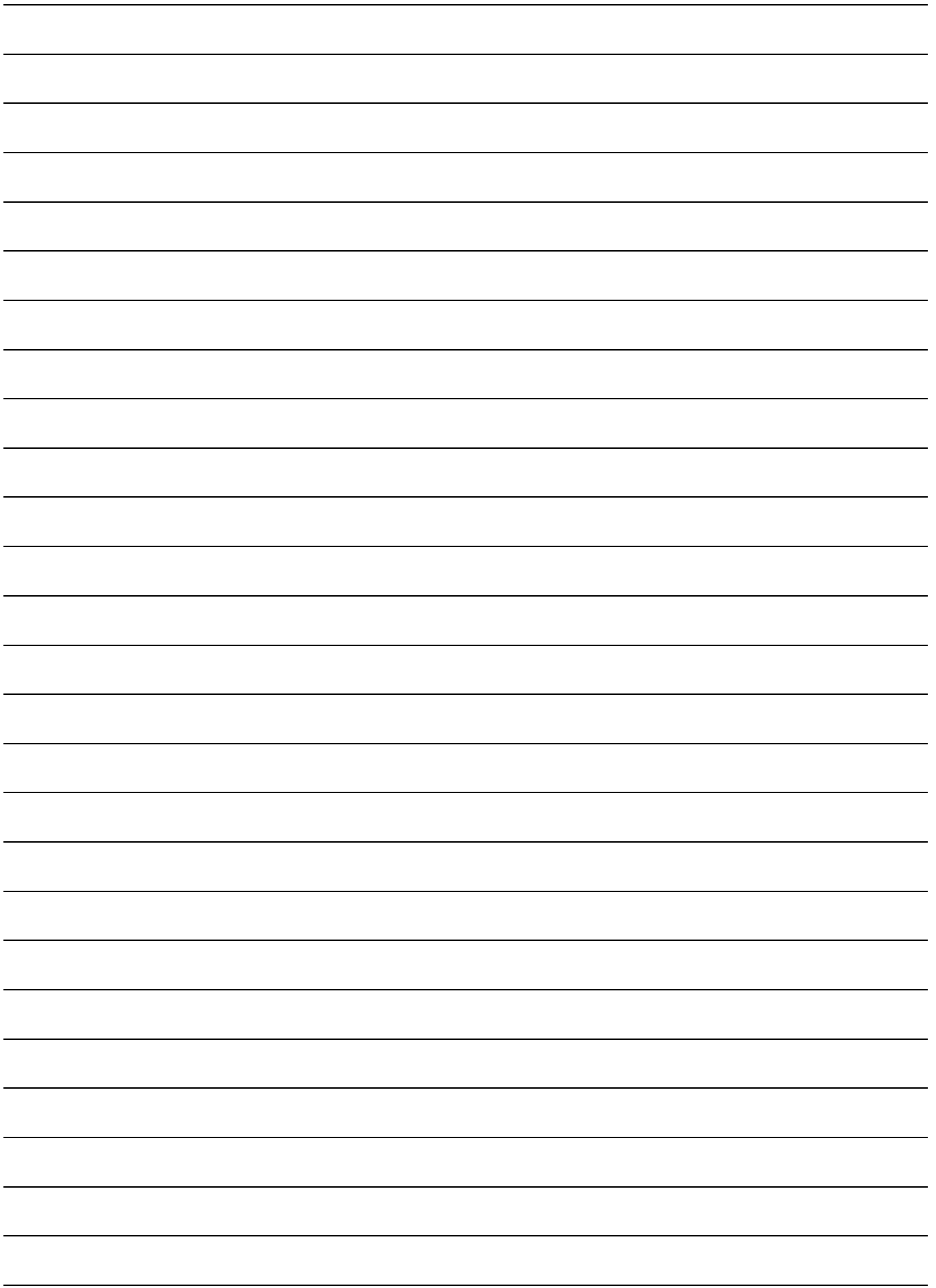


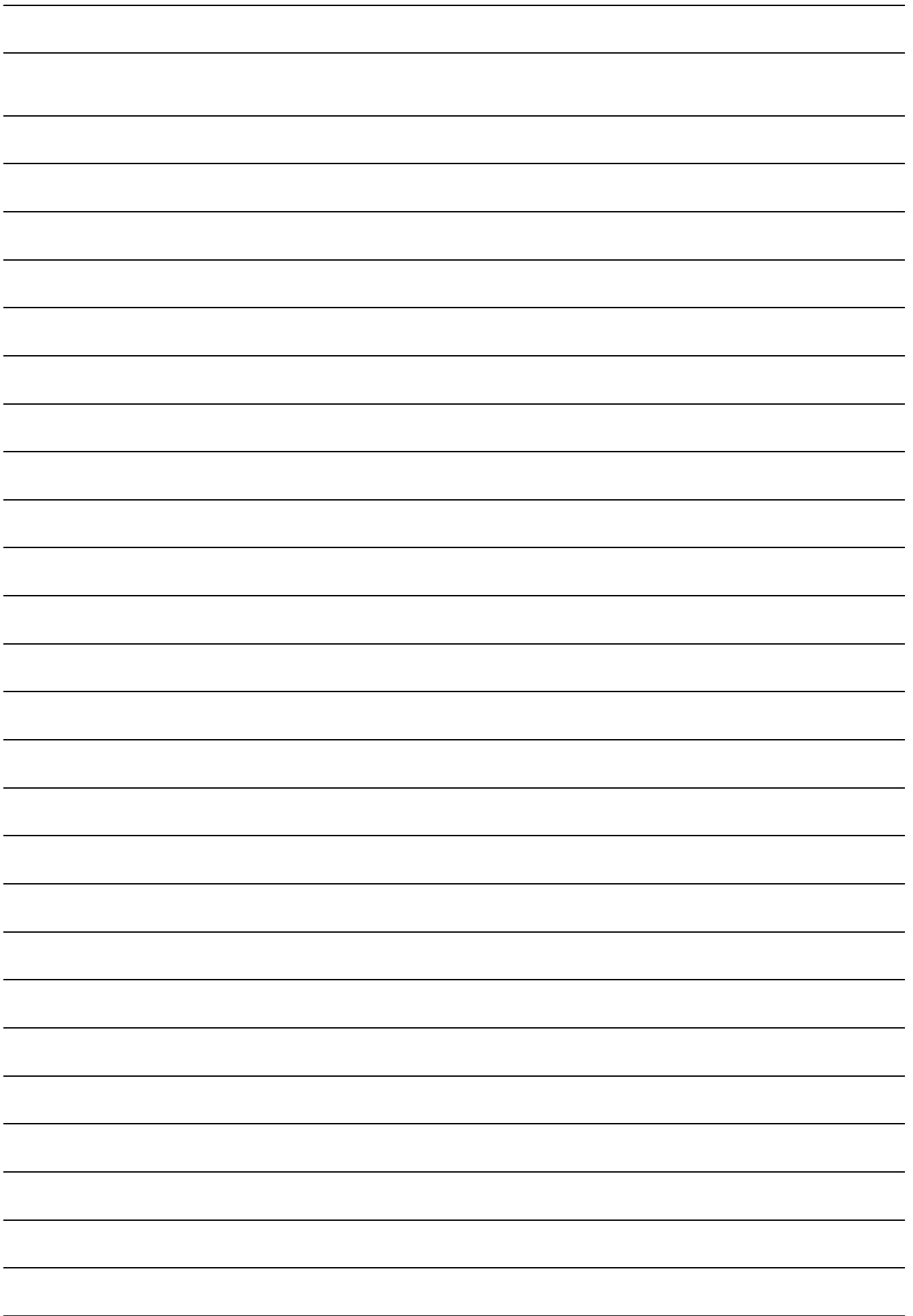
When you write, remember that you need to craft linguistic devices, use a variety of sentence lengths and structures and vary your punctuation. Use the checklist below – how many can you get?

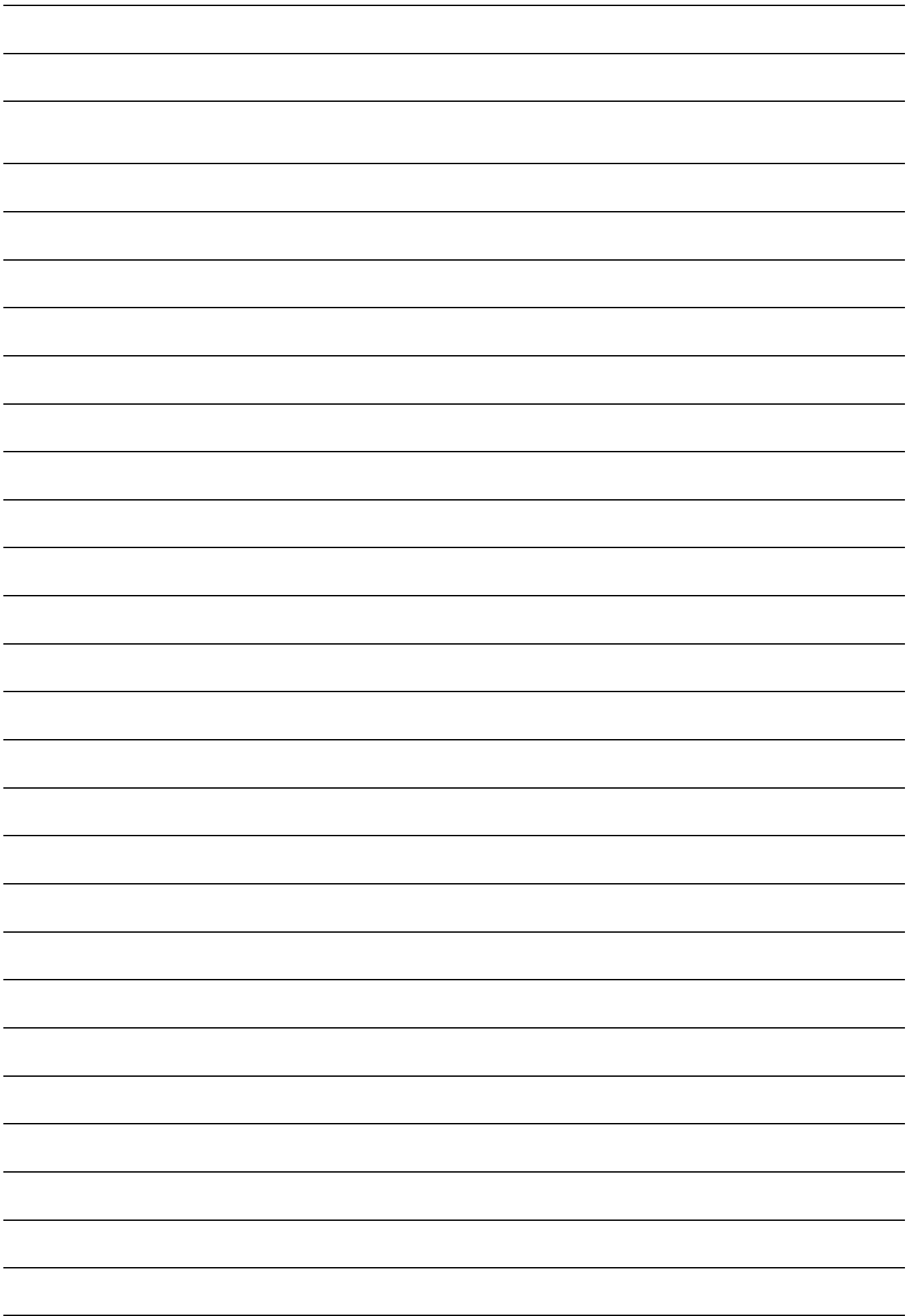
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## How do you think you did?

Look at the mark scheme below:

Level	Skill descriptor	What this means
<b>Level 4</b> <b>Compelling and Convincing</b> <b>19-24 marks</b>	Content:	
	<ul style="list-style-type: none"> <li>Register is convincing and compelling for audience</li> </ul>	You have used the right level of <i>formality</i> . Your text sounds 'right' for the intended audience. It is believable and makes the reader want to read on.
	<ul style="list-style-type: none"> <li>Assuredly matched to purpose</li> </ul>	Your choice of language and features fits with the task and the target audience
	<ul style="list-style-type: none"> <li>Extensive and ambitious vocabulary</li> </ul>	You have used a wide range of interesting words (synonyms) and polysyllabic (long) words to show off your vocabulary.
	<ul style="list-style-type: none"> <li>Sustained crafting of linguistic features</li> </ul>	You have used SPAMROD all the way through. You have deliberately chosen to create effects and used the language for key reasons. You have thought about each feature and why it should be used
	Organisation	
	<ul style="list-style-type: none"> <li>✓ Varied and inventive use of structural features</li> </ul>	You have written in paragraphs (using TiPToP) and varied the length of your paragraphs for effect. You have varied your sentences using SCS1.
<ul style="list-style-type: none"> <li>✓ Writing is compelling, incorporating a range of convincing and complex ideas</li> </ul>	You planned thoroughly meaning that you had a lot to say. The reader wants to read on as your writing is believable and contains interesting and intelligent ideas.	
<b>Level 4</b> <b>13-16 marks</b>	<ul style="list-style-type: none"> <li>✓ Sentence demarcation is consistently secure and consistently accurate</li> </ul>	You have used capital letters and full stops accurately. You have used commas where needed.
	<ul style="list-style-type: none"> <li>✓ Wide range of punctuation is used with a high level of accuracy</li> </ul>	You have used a range of punctuation (... - ; :) accurately.
	<ul style="list-style-type: none"> <li>✓ Uses a full range of appropriate sentence forms for effect</li> </ul>	You have used all of the sentences from SCS1 and begun to create deliberate effects using them
	<ul style="list-style-type: none"> <li>✓ Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> </ul>	Your writing is always formal; you don't use slang or swear. You are able to write longer, more complicated subordinate sentences that make sense.
	<ul style="list-style-type: none"> <li>✓ High level of accuracy in spelling, including ambitious vocabulary</li> </ul>	You have checked your spelling for errors and there are very few, even in long or difficult words.
<ul style="list-style-type: none"> <li>✓ Extensive and ambitious use of vocabulary</li> </ul>	You have used a wide range of synonyms and polysyllabic words.	

The mark I would give myself is:

/24	Content	/16	SPaG
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## Reflection:

Three key things I have learnt about *Romeo and Juliet* are:

- 1.
- 2.
- 3.

I still feel that I need to work on...

When analysing language and structure using PEEE(L), I feel I have done well at:

- ✓
- ✓
- ✓

I can still improve by...



Please can I have more help with...