



# Romeo and Juliet

## Homework Expectations:

- It is expected that you will complete this booklet for homework.
  
- Each section needs to be done to ensure you have a comprehensive understanding of the text.
  
- Inadequate completion will result in detentions.



# Useful Webpages and Resources

**Recommended Text:**

**William Shakespeare, Romeo and Juliet Made Easy. ISBN:  
9780748702558 (WHSmiths / Amazon)**

**Bitesize:**

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

**Mr Bruff:**

<https://www.youtube.com/user/mrbruff>

**Snap Revision: (Available to purchase from school)**

**Snap Revision: Romeo and Juliet. ISBN: 9780008247072/**

**GCSE POD:**

<https://www.gcsepod.com/>

**Spark Notes:**

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

**York Notes:**

<https://www.yorknotes.com/gcse/english-literature/romeo-and-juliet-gcse-2017/revision-cards>



# Assessment Objectives and Weighting

For Romeo and Juliet, AO4 applies (SPaG). In addition to the 30 marks, you can get another 4 for the quality of your written content.

## Assessment Objectives

The assessment objectives for this exam paper are:

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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The assessment objectives for both papers 1 and 2 are weighted, and this means that some have more importance than others:

	Paper 1	Paper 2	Overall
AO1	15%	22.5%	37.5%
AO2	15%	27.5%	42.5%
AO3	7.5%	7.5%	15%
AO4	2.5%	2.5%	5%
<b>Total</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

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# Romeo and Juliet

## Task: Key characters

Create a mini profile for EACH of the key characters.

You **MUST** include quotations for each **ONE** and try to memorise these.

You need profiles for: Romeo / Juliet / Lord and Lady Montague / Lord and Lady Capulet /  
Mercutio / Tybalt / Nurse + Friar

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# Romeo and Juliet

You need profiles for: Romeo / Juliet / Lord and Lady Montague / Lord and Lady Capulet /  
Mercutio / Tybalt / Nurse + Friar




# Romeo and Juliet

Social and Historical context – Find as much information about the background to **Macbeth and Shakespeare** as possible.

**Where did Shakespeare get the inspiration for Romeo and Juliet? Who was the monarch at the time?**

Key themes run throughout the play. Whilst love is central, there are other themes such as: Death, Hatred, Family, Time and Loyalty you should explore. Write notes below on each key theme – try to add quotations to support!



# Romeo and Juliet

Plot Points – Map out at least 10 plot points – You can do this in any way you wish – Key images / mind map or notes.

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/dramaromeojuliet/1drama\\_romeojuliet\\_plotrev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramaromeojuliet/1drama_romeojuliet_plotrev1.shtml)



# Romeo and Juliet

**QUOTATION STATION** – In the exam, you are only given an extract but **MUST** reference the rest of the play. Create a list of key quotations from the whole play for: Key Characters, Plot, Setting and Themes.

“

Did my heart  
love till now?  
forswear it, sight!  
For I ne'er saw  
true beauty  
till this night.

”





# Romeo and Juliet

Answer the following question based on Mercutio's death in Romeo and Juliet:

**How does Shakespeare present the character Mercutio in this fight and his death?**

You should comment on:

The presentation of Mercutio in Act 3 Scene 1  
The presentation of Mercutio across the wider text.

## ROMEO

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

*[Romeo steps between them.]*

90 Hold, Tybalt! good Mercutio!

*[Tybalt under Romeo's arm stabs  
Mercutio.] Away Tybalt [with his followers].*

## MERCUTIO

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

## BENVOLIO

92 What, art thou hurt?

## MERCUTIO

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

*[Exit Page.]*

## ROMEO

95 Courage, man; the hurt cannot be much.

## MERCUTIO

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

**PLAN**





# Romeo and Juliet

Romeo and Juliet Read the following extract from Act 1 Scene 2 of Romeo and Juliet and then answer the question that follows. At this point in the play Lord Capulet and Paris are discussing Juliet.

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] AO4 [4 marks]

**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.

10 The earth hath swallowed all my hopes but she;  
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.

**PLAN**





# Romeo and Juliet



**Student Friendly Mark Scheme**  
**Self Assess** or **Peer Assess** your exam questions using the mark scheme.

AO1/AO2/ AO3	
L6 26-30	<ul style="list-style-type: none"> <li>• Critical and exploratory analysis/comparison</li> <li>• Judicious and precise references</li> <li>• analysis of writers methods and subject terminology used judiciously</li> <li>• effect of methods on reader explored exploration of ideas and perspectives with specific links between context/task/text</li> </ul>
L5 21-25	<ul style="list-style-type: none"> <li>• Thoughtful and developed analysis/comparisons</li> <li>• apt embedded quotations</li> <li>• Examination of writers methods with effective subj terminology and effects of methods on the reader</li> <li>• Thoughtful consideration of ideas/ perspectives with detailed links between context/text/task</li> </ul>
L4 16-20	<ul style="list-style-type: none"> <li>• Clear and explained analysis/comparison</li> <li>• effective use of references to support</li> <li>• clear explanation of writers methods and appropriate use of relevant terminology to explain effects on reader</li> <li>• clear understanding of ideas and perspectives shown by specific links between context/task</li> </ul>
L3 11-15	<ul style="list-style-type: none"> <li>• Some explained analysis/comparison</li> <li>• references support a range of comments</li> <li>• explained relevant comments on writers method with terminology to identify effects of writers methods on reader</li> <li>• some understanding of implicit ideas /perspectives and links between context/text/task</li> </ul>
L2 6-10	<ul style="list-style-type: none"> <li>• Supported analysis/comparison to task and text</li> <li>• comments of references</li> <li>• identification of writers methods</li> <li>• some reference to terminology</li> <li>• some awareness of implicit ideas/ context</li> </ul>
L1 1-5	<ul style="list-style-type: none"> <li>• Simple comments relevant to task/comparison</li> <li>• reference to relevant details</li> <li>• awareness of writers choices/ possible reference to subject terminology</li> <li>• simple comment on explicit ideas/contextual factors</li> </ul>