

Section A (55 mins)

Answer 1 question about a given extract and the play as a whole.

ROMEO + JULIET

LOVE

Established as key theme through Romeo's unrequited love for Rosaline: *'O brawling love, O loving hate'*

Intense, passionate love presented through Romeo and Juliet's relationship, despite feuding families: *'My only love sprung from my only hate'*

Love is destructive when Romeo and Juliet tragically take their lives: *'Thus with a kiss I die'*

CONFLICT

Established immediately and quickly escalates into a violent *'civil brawl'* between the families

At the Capulet ball, Tybalt swears revenge on Romeo: *'This intrusion shall, now seeming sweet, convert to bitt'rest gall'*

Tybalt kills Mercutio; Romeo, in revenge, kills Tybalt: *'fire-eyed fury be my conduct now'*

Juliet feels inner conflict: *'O serpent heart hid with a flow'ring face'*

FATE

Romeo and Juliet's love is *'death-marked'* – they are doomed from the outset

Romeo and Juliet constantly see bad omens: *'Methinks I see thee ... as one dead in the bottom of a tomb'*

Romeo believes he is a victim of fate: *'O I am Fortune's fool'* and later tries to change his destiny: *'I defy you stars!'*

Romeo and Juliet's suicides and the dramatic irony shows their death was inevitable

DEATH

Immediately, the Prince threatens death: *'Your lives shall pay the forfeit of the peace'*

Masculine honour quickly turns to violence as Tybalt kills Mercutio; in vengeance, Romeo kills Tybalt: *'Either thou, or I, or both, must go with him'*

Tragically believing Juliet is dead, Romeo commits suicide by drinking poison. Juliet wakes and stabs herself: *'O happy dagger'* and their deaths end the feud

ROMEO

Established as a lover in his unrequited love for Rosaline then genuine, yet impulsive love for Juliet: *'Did my heart love 'til now?'*

Passionate nature leads him to kill Tybalt in revenge for Mercutio, setting him on his tragic path: *'banishment? Be merciful – say death'*

Returns to Verona, kills Paris, kills himself believing Juliet is dead: *'O, here will I set up my everlasting rest, and shake the yoke of inauspicious stars'*

JULIET

First, established as an obedient, stereotypical Elizabethan daughter describing marriage as *'an honour that I dream not of'*

Asserts her independence in marrying Romeo, showing her passionate and mature nature: *'I have bought the mansion of a love, but not possessed it'. Later, she stands up to her father: 'Proud can I never be of what I hate'*

Bravely, desperately takes the potion to fake her death, which ultimately leads to tragedy

MERCUTIO

Mercutio's practical, bawdy and sexual view of love contrasts with Romeo's romantic view: *'Prick love for pricking you'*.

Mercutio insults Tybalt when he is looking for Romeo. He is disgusted by what he perceives as Romeo's cowardice in refusing to fight Tybalt: *'calm, dishonourable, vile submission'*.

Mercutio's death shows the impact of the feud on characters outside of the families: *'A plague o'both your houses'*

TYBALT

Tybalt is the driving force behind much of the violence in the play: *'Peace? I hate the word, as I hate hell, all Montagues, and thee'*.

He swears revenge on Romeo at the ball: *This intrusion shall, now seeming sweet, convert to bitt'rest gall'*

He thinks Romeo is a *'villain'* and challenges him to a duel: *'turn and draw'*. Tybalt kills Mercutio when he gets in the way and is then killed by Romeo.

LORD CAPULET

Initially, Lord Capulet is reluctant to allow Juliet to marry so young: *'Let two more summers wither in their pride'*.

He prevents Tybalt attacking Romeo at the ball and seems reasonable and peaceful. Later, Capulet is furious when Juliet refuses to marry Paris: *'you baggage'* and threatening her: *'Hang, beg, starve, die in the streets!'* After Juliet's tragic death, he makes peace with the Montagues.

Shakespeare's Intentions

- Shakespeare demonstrates the destructive nature of intense, passionate love.
- Shakespeare juxtaposes the themes of love, conflict, fate and death in order to entertain his Elizabethan audience.
- The play is a warning not to defy authority.
- Shakespeare allows the audience to question whether they can escape their fate.
- Shakespeare reflects Elizabethan stereotypes of masculinity.

Thesis: At first glance, 'Romeo and Juliet' is a tragic love story, but at a deeper level, Shakespeare explores ideas about _____.

CF	In Act __ / At the beginning of the play, As the play progresses, /At the end of the play, Shakespeare presents/ conveys/ introduces/ develops...
E	This is evident when.... / When CHARACTER does ACTION,as CHARACTER says/states/claims (etc.) '_____ ...in the dialogue '_____ ...in the stage directions '_____'
AQ	Here, Shakespeare suggests/ implies/ demonstrates/ indicates/ emphasises/ highlights/ reflects/ connotes/ signifies/ establishes...
WM	Here, Shakespeare uses/employs foreshadowing/ dramatic irony/ violent language/ contrast/ characterisation/ dialogue/ stage directions/ exclamations/ questions/ the metaphor/ personification/ oxymorons/ light imagery / a rhyming couplet...
EF	Perhaps the audience would think/ feel/ imagine/ understand... Shakespeare evokes EMOTION in the audience ...
WI	Clearly, Shakespeare's intention is to... / Ultimately, Shakespeare challenges/ highlights/ reflects/ engenders/ creates a sense of...
Z	The word '____' connotes/ is effective as...
S	Shakespeare has deliberately structured the text/included this moment/event/method to prepare the audience for... This links to the beginning/end of the play / This links to earlier/later in the play when... This links to the play's overarching theme(s) of... Thematically, this moment/event is significant as... Structurally, this is significant as...
CON	This reflects Elizabethan attitudes towards... A modern audience may react with EMOTION to this as... / In contrast, a modern audience...
AC	Alternatively, CHARACTER/MOMENT can be perceived/viewed as... However, we must consider the idea/ interpretation that...

Conclusion: Ultimately, through the THEME/CHARACTER of _____, Shakespeare propels the action towards its tragic conclusion: the deaths of Romeo and Juliet.

Section B (50 mins)

Answer 1 question about a given extract and the novella as a whole.

A Christmas Carol



STAVE 1

Scrooge – a caricature of wealthy, greedy Victorian businessmen – is constructed as a cold, selfish miser: a ‘covetous old sinner’, ‘solitary as an oyster’ who claims he ‘can’t afford to make idle people merry’.

Scrooge reluctantly allows Bob Christmas day off, rejects Fred’s offer of Christmas with family and refuses to donate to charity, saying the poor should die to ‘decrease the surplus population’ echoing Malthus’ words.

Once home, Scrooge is visited by the ghost of his old business partner, Jacob Marley. Marley is covered in chains with ‘cash boxes, keys, padlocks, ledgers, deeds’ to symbolise his sins in life, only now realising ‘Mankind was my business’. Dickens uses him as a warning for Scrooge’s fate if he does not change and to explain he will be visited by 3 ghosts.

STAVE 3

The Ghost of Christmas Present embodies the Christmas spirit: ‘jolly’, ‘glorious’, generous and kind; sat on a throne of food to show there is enough for everyone if the wealthy share.

First, Scrooge is shown the Cratchit family, who represent the hardworking poor. They are grateful for the little they have and Scrooge demonstrates empathy for Tiny Tim and his ‘iron frame’. The ghost repeats Scrooge’s earlier words back to him about the ‘surplus population’ and he immediately feels shame.

Next, Scrooge sees what he’s missing out on at Fred’s and is forced to see that he is not respected or feared, but ridiculed.

Finally, we see Ignorance and Want – symbols of the effects of poverty: ‘Yellow, meagre, ragged, scowling, wolfish; but prostrate’.

STAVE 5

Scrooge awakes a changed man, vowing to ‘live in the Past, the Present and the Future’. A series of similes convey his transformation into a better person: ‘I am as light as a feather!’ In order to achieve redemption, Scrooge must take action: he ‘regarded everyone with a delighted smile’ sends a ‘prize turkey’ to the Cratchits; donates to charity including a ‘great many back-payments’; goes to Fred’s for dinner; tells Bob he will ‘raise your salary’ and becomes a ‘second father’ to Tiny Tim. Here, Dickens exemplifies kindness, generosity, compassion and social responsibility to his Victorian readers. The cyclical narrative emphasises the huge change in Scrooge and ends the novel with an optimistic and hopeful tone. The final words ‘God Bless Us, Everyone’ convey the empathy and good feeling as Scrooge is saved from a terrible fate.

Dickens’ Intentions

1. Dickens raises awareness of the plight of the poor and create a more empathetic Victorian society.
2. Dickens highlights the importance of Christian values and Christmas traditions.
3. Dickens warns readers that wealth cannot be enjoyed unless shared.
4. Dickens highlights that wealth is not simply material- it can also be spiritual.

Thesis: At first glance, Dickens’ ‘A Christmas Carol’ is an entertaining story about Christmas, but at a deeper level, this text is an allegory that explores _____.

CF	In Stave __, / At the beginning of the novella, As the novella progresses, /At the end of the novella, Dickens presents/ conveys/ introduces/ develops...
E	This is evident when.... / When CHARACTER does ACTION,as CHARACTER says/states/claims (etc.) ‘_____’ ...in the dialogue ‘_____’ ...in the narrative ‘_____’
AQ	Here, Dickens suggests/ implies/ demonstrates/ indicates/ emphasises/ highlights/ reflects/ connotes/ signifies/ establishes...
WM	Here, Dickens uses/employs foreshadowing/ irony/ satire/ humour/ positive language/ contrast/ characterisation/ dialogue/ detailed description/ exclamations/ questions/ metaphor/ personification/ pathetic fallacy/ cold imagery / a semantic field of/ Biblical allusion...
EF	Perhaps the reader would think/ feel/ imagine/ understand... Dickens evokes EMOTION in the reader ...
WI	Clearly, Dickens’ intention is to... / Ultimately, Dickens challenges/ highlights/ reflects/ criticises/ creates a sense of...
Z	The word ‘_____’ connotes/ is effective as...
S	Dickens has deliberately structured the text/included this moment/event/method to prepare the reader for... This links to the beginning/end of the novella / This links to earlier/later in the novella when... This links to the novella’s overarching theme(s) of... Thematically, this moment/event is significant as... Structurally, this is significant as...
CON	This reflects Victorian attitudes towards... A Victorian reader may react with EMOTION to this as... / In contrast, a modern audience...
AC	Alternatively, CHARACTER/MOMENT can be perceived/viewed as... However, we must consider the idea/ interpretation that...

Conclusion: Ultimately, through the THEME/CHARACTER of _____, Dickens presents his moral message to Victorian readers, emphasising the power of kindness and the potential we all have for redemption.