

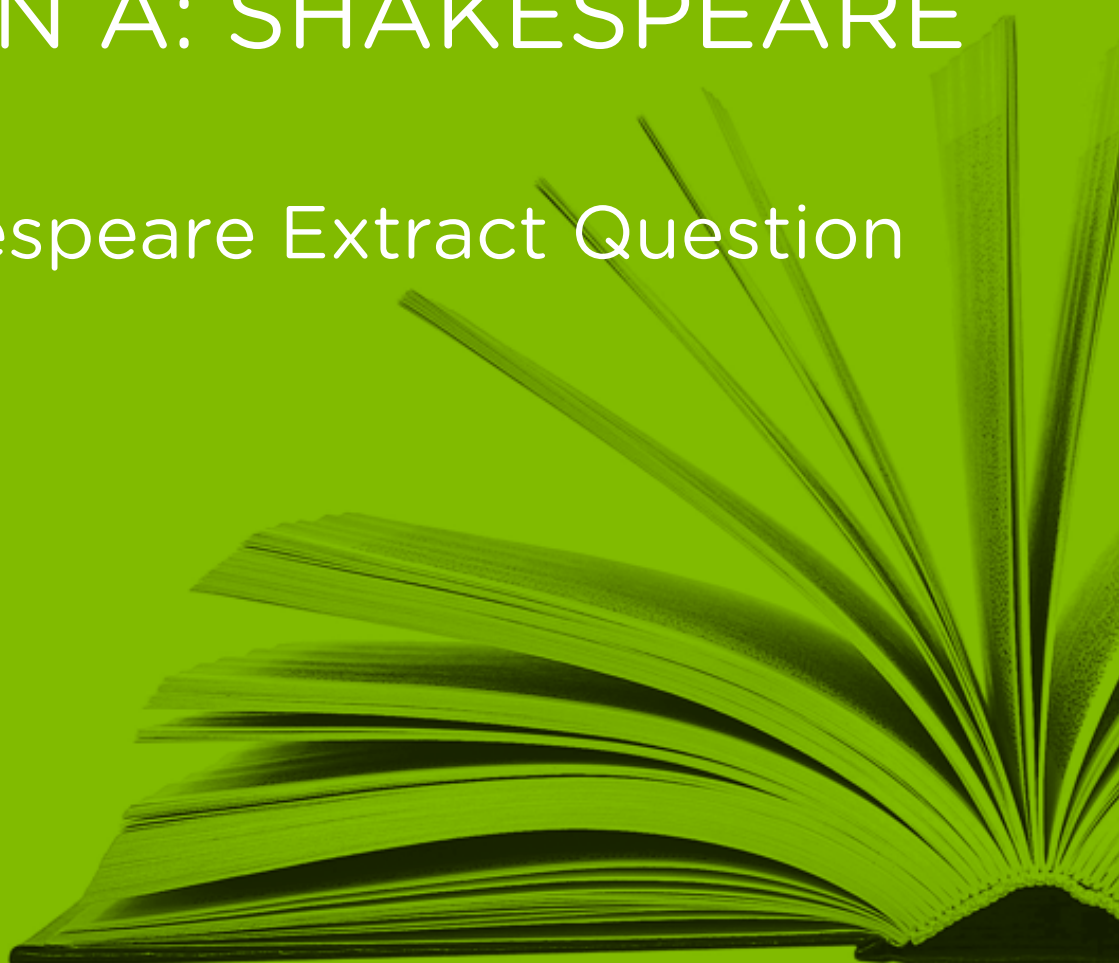
GCSE

WJEC Eduqas GCSE in
ENGLISH LITERATURE

ACCREDITED BY OFQUAL

COMPONENT 1
SECTION A: SHAKESPEARE

The Shakespeare Extract Question



KEY ASPECTS OF THE SPECIFICATION FROM 2015

COMPONENT 1, SECTION A: SHAKESPEARE

AREA OF STUDY	DESCRIPTION
<u>Shakespeare Extract Question</u>	Factors to consider, and guidelines for approaching, the Shakespeare extract question.
<u>Example Shakespeare Extract Question</u>	An example Shakespeare question based on an extract from <i>Romeo and Juliet</i> .
<u>Example Shakespeare Extract Question Mark Scheme</u>	The specific Assessment Objectives, Mark Scheme and Indicative Content for the Shakespeare question based on an extract from <i>Romeo and Juliet</i> .
<u>Example Shakespeare Extract Question</u>	Example responses to the Shakespeare extract question.

AREA OF STUDY

The Shakespeare Extract Question

Key Points:

- It should be made clear that as long as learners can back up their argument with evidence from the play they cannot provide a wrong answer.
- There tend to be very few, if any, stage directions to analyse in Shakespeare's plays. Learners should remember that most of the information is in his words.
- Some learners do not do themselves justice in their answer to the Shakespeare extract question, because they do not analyse the words and their implications closely enough.
- Context (AO3) is not assessed in the Shakespeare extract question.
- Learners should be reminded that Shakespeare wrote his plays to be watched, and enjoyed, by an audience and to bear in mind the audience's response.

AMPLIFICATION FOR TEACHING



Approaching the Shakespeare Extract Question:

- Learners should check the focus of the question and underline any key words and phrases that will support the points they want to make. Learners should ask themselves why this particular extract has been chosen, for example, is it a turning point in the story? Does it reveal something new about a character?
- Learners should write a strong, focused opening, summing up the argument they will present in the answer as a whole, and clearly addressing the question posed. Learners should be specific in their response, for example, if the question asks how Shakespeare creates mood and atmosphere then they should immediately state what the atmosphere or mood is in their response.
- The whole of the extract should be considered, there will be a good reason why it begins and ends where it does. If there are any stage directions then they should be analysed as closely as the characters' dialogue and actions.
- Relevant, brief, reference may be made to other parts of the play to put the extract into the context of the play as a whole, but the extract provided should always be the main concern.

USEFUL INTERACTIVE RESOURCES

[Approaches to the Shakespeare extract question](#)

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 1

Here are examples of our GCSE English Literature sample tasks taken from our full set of [SAMs](#).

COMPONENT 1: SECTION A

***Romeo and Juliet*, answer both 11 and part 12.**

You are advised to spend about 20 minutes on 11, and about 40 minutes on 12.

11 Read the **extract from the play**

Look at how Juliet and her father speak and behave here. What does it reveal to an audience about their relationship at this point in the play? Refer closely to details from the extract to support your answer.

[15]

12 'Even though Mercutio dies at the beginning of Act 3, he is very important to the play as a whole.' Show how Mercutio could be described as important to the play as a whole.*

[25]

****5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.***



Select the image (left) for the Mark Scheme for this question.



Select the image (left) for the Indicative Content for this question.

ADDITIONAL RESOURCES

[Approaches to the Shakespeare extract question](#)

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 1

Extract from *Romeo and Juliet*:

- 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, chop-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 pouds,
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: (*To her husband*) Fie, fie! What, are you mad?
- JULIET: Good father, I beseech you on my knees,
Hear me with patience but to speak a word.
- CAPULET: Hang thee, young baggage! disobedient wretch!
I tell thee what: get thee to church o' Thursday,
Or never after look me in the face.
Speak not, reply not, do not answer me.
My fingers itch. Wife, we scarce thought us blest
That God had lent us but this only child,
But now I see this one is one too much,
And that we have a curse in having her.
Out on her, hilding!

ADDITIONAL RESOURCES

[Approaches to the Shakespeare extract question](#)

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 1 – MARK SCHEME

Here you will find the Assessment Objectives for the **example Shakespeare question, based on the play *Romeo and Juliet*** (taken from our full set of **Specimen Assessment Materials**).

ASSESSMENT OBJECTIVE	DESCRIPTION
AO1:1a	Read, understand and respond to texts to maintain a critical style.
AO1:1b	Read, understand and respond to texts to develop an informed personal response.
AO1:2	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.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



Select the image (left) for the Mark Scheme for this question.



Select the image (left) for the Indicative Content for this question.

ADDITIONAL RESOURCES

[Approaches to the Shakespeare extract question](#)

[Specimen Assessment Materials](#)

EXAMPLES OF QUESTIONS IN COMPONENT 1 MARK SCHEME

Here you will find the Mark Scheme for the **example Shakespeare extract question, based on the play *Romeo and Juliet*** (taken from our full set of **Specimen Assessment Materials**).
Part (a), AO1 and AO2 are equally weighted in this question.

BAND	AO1: 1a+b, AO1:2	AO2
5 13–15 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 10–12 marks	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
3 7–9 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 4–6 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.
1 1–3 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.
0 0 marks	Nothing worthy of credit.	Nothing worthy of credit.

EXAMPLES OF QUESTIONS IN COMPONENT 1 MARK SCHEME

Here you will find Indicative Content for part 11 of the example Shakespeare question, based on the play *Romeo and Juliet* (taken from our full set of Specimen Assessment Materials).
This is not a checklist. Please reward valid alternatives.

COMPONENT 1: SECTION A

Shakespeare, *Romeo and Juliet*, Question 11

Responses may include:

AO1

- An overview of how Juliet and her father speak and behave
- Juliet's feelings of despair, distress and grief
- Capulet's bewilderment, then increasing anger and impatience
- How their relationship is at its lowest point here

AO2

- Shakespeare's use of language to reveal the relationship
- Comments on the way Capulet's language changes to abusive name calling and threats
- The dramatic effect of Juliet begging on her knees
- The use of structure, e.g. the way Capulet's speech dominates the extract and how the use of broken lines suggests their feelings
- The use of exclamatory statements



Select the image (left) for the extract from the example question.



Select the image (left) for the Mark Scheme for this question.

EXAMPLE ANSWERS AND EXAMINER COMMENTS FOR THE EXTRACT QUESTION IN COMPONENT 1

<p>Romeo and Juliet extract question.</p> <p>Look at how Juliet and her father speak and behave here. What does it reveal to the audience about their relationship at this point in the play?</p> <p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as aggressive. In the play, Lord Capulet says "or I will drag thee on a hurdle thither." The use of the word "drag" suggests that Lord Capulet is threatening to physically harm Juliet and force her to marry Paris. This is reinforced earlier on in the play by the use of "How, how, chop-logic! What is this?" which suggests that Lord Capulet is shouting at Juliet trying to convince her that she has made the wrong choice and that he is very angry about it. Furthermore, this could also suggest that Lord Capulet has been violent in the past towards Juliet. This links to historical context because in the Elizabethan period women were not treated equally and did not have the same rights as men. This is how Juliet is being treated, she is not getting to pick the man she marries and is being forced into marriage at a very young age. This would make a modern audience feel shocked and angry about how Lord Capulet treats his daughter and how Lady Capulet treats his daughter and how Lady Capulet doesn't do anything about it. I think some people might feel really sorry for Juliet because she is being treated in such a horrible way and no one wants to defend or protect her but herself.</p> <p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as disrespectful. In the play Lord Capulet says "Hang thee, young baggage" disobedient wretch". This suggests that Lord Capulet does not care about Juliet's feelings towards Paris. The word "disobedient" suggests that Juliet is expected to follow and obey her father and his rules. This shows how all women are expected to be obedient and controlled by their husbands or fathers and are supposed to do whatever they are told. The use of the word "wretch" shows how Lord Capulet is used to calling Juliet and other women wretches and how that is what most women are known as when they disobey orders. This also links to the historical context of the Elizabethan women and how unequally they are treated because men could control their wives and daughters and could call them whatever they like and would get away with it. A modern audience would be shocked at the way Lord Capulet disrespects his own daughter.</p> <p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as demanding. In the play Lord Capulet says 'or never look at me in the face'. This suggests that Lord Capulet is not happy with Juliet and doesn't want her to speak to him or even look at him. The use of the word 'face' suggests that Lord Capulet doesn't feel proud of Juliet. As most fathers would think that their daughters are amazing and that their faces are beautiful but Lord Capulet doesn't. He thinks that even though Juliet is his daughter he doesn't think that she is great or pretty and so he doesn't want her to look at him. Furthermore, the use of the word 'never' shows that Lord Capulet does not care if Juliet is sad or angry but that he never wants her to have anything to do with him unless she is going to follow his orders.</p> <p>Examiner's Comment: AO1: Some focus, though comments on context not appropriate here. Straightforward, with some textual support for comments. AO2: Simple comments on language and effects. Overall: The candidate gives a strong Band 2 response.</p>	<p>Comment [W1]: In a way, some inference here.</p> <p>Comment [W2]: Valid reference</p> <p>Comment [W3]: Maybe</p> <p>Comment [W4]: Context not needed here, AO3 is not assessed.</p> <p>Comment [W5]: General response</p> <p>Comment [W6]: Bit generalised</p> <p>Comment [W7]: Context not needed</p> <p>Comment [W8]: Not quite the right word</p> <p>Comment [W9]: Some comment on language.</p> <p>Comment [W10]: Simple comment</p>
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EXAMPLE ANSWERS AND EXAMINER COMMENTS FOR THE EXTRACT QUESTION IN COMPONENT 1

<p>Romeo and Juliet extract question.</p> <p>Look at how Juliet and her father speak and behave here. What does it reveal to an audience about their relationship at this point in the play?</p>	
<p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as aggressive and disrespectful. In the play, Lord Capulet says "out on her hilding". The word 'hilding' suggests Lord Capulet is resembling Juliet like she's good for nothing and she isn't worthy of anything. This is reinforced earlier in the extract by Lord Capulet when he says, "Or I will drag thee on a hurdle thither" which suggests he is willing to physically hurt her taking out his aggression on Juliet against her will to marry Paris. Furthermore, this could suggest he doesn't respect anyone else's views unless it is a good outcome for himself. This links to historical context because in the Elizabethan period women were opinionated and the men thought they had all the control over the women giving them power and to demand them what to do. This would make a modern audience feel shocked and angry about how Juliet didn't get say about what she did and now Lord Capulet was willing to hurt Juliet if she didn't do what he asked her to do. This would make a modern audience feel shocked and angry about how Juliet didn't get a say about what she did and how Lord Capulet was willing to hurt Juliet if she didn't do what he asked her to do. This could also make the modern audience feel sorrow for Juliet because by Lord Capulet's reaction it could imply he has acted aggressively before to Juliet and the audience could despise how Juliet was treated by Lord Capulet.</p>	<p>Comment [W1]: In one way</p> <p>Comment [W2]: Begins to comment on language</p> <p>Comment [W3]: Yes</p> <p>Comment [W4]: Valid inference</p> <p>Comment [W5]: Not needed here; A03 is not assessed.</p>
<p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as demanding. In the play Lord Capulet says "hang thee, young baggage disobedient wretch" suggesting Lord Capulet wants Juliet to listen to everything he is saying and for her not to walk away from him. The use of the word 'wretch' suggests Lord Capulet sees Juliet as nothing special and evil like a witch. By Lord Capulet saying 'hang thee' it shows Juliet is being disobedient which is why Lord Capulet doesn't like it. This links to Elizabethan times because women were expected to be obedient when they are told what to do and they weren't allowed to be independent or ignore orders. This would make a modern audience feel scared for how Juliet is being treated by Lord Capulet and how he expects her to follow his orders without being disobedient. Shakespeare also presents Juliet and Lord Capulet's relationship as unsupportive. In the play Lord Capulet says 'I thank you not'. The word 'not' suggests Lord Capulet is being negative and disagreeing with Juliet. This quote suggests Lord Capulet is not thankful of Juliet for what she has done and is showing that he isn't proud of Juliet and her decisions. This links to Elizabethan Periods as the men were never thankful to their wives, they just used them as sexual fantasies and only know to be good for certain things but they aren't allowed to give their opinion on anything. This would make a modern audience feel upset for Juliet because Lord Capulet isn't respecting her feelings and he's being unsupportive.</p>	<p>Comment [W6]: Maybe</p> <p>Comment [W7]: OK</p> <p>Comment [W8]: Sort of</p> <p>Comment [W9]: Maybe</p> <p>Comment [W10]: Simple comment</p> <p>Comment [W11]: Not quite understanding this bit</p> <p>Comment [W12]: Context not needed</p>
<p>Examiner's Comment:</p> <p>A01: Focused (though context not assessed here) and engaged, with some support for points made.</p> <p>A02: Comments on some details of language, though some rather simple.</p> <p>Overall: The candidate would receive a mark just into Band 3.</p>	

EXAMPLE ANSWERS AND EXAMINER COMMENTS FOR THE EXTRACT QUESTION IN COMPONENT 1

<p>Romeo and Juliet extract question.</p> <p>Look at how Juliet and her father speak and behave here. What does it reveal to the audience about their relationship at this point in the play?</p> <p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as abusive. In the play, Lord Capulet says 'My fingers itch' suggesting Lord Capulet wants to physically hurt Juliet. The use of the word 'my' suggests that when Lord Capulet loses control he doesn't have control of his emotions so he lashes out to prove his authority. Similarly, earlier in the play Lord Capulet states 'I will drag thee' reinforcing the point. The use of the word 'will' suggests he doesn't want to hurt his daughter but he would if it meant getting his way. This could be linked to historical context, because women were seen as objects instead of people, they did as they were told, but Juliet refuses too. This makes the audience feel happy for Juliet because she is standing up to her father for the first time, yet they'd also feel resentment toward Lord Capulet for threatening his daughter. In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as loveless. In the play Lord Capulet says 'disobedient wretch!'. The use of the word 'disobedient' suggests Lord Capulet is annoyed because Juliet is not complying with his wishes for her to marry Paris. This is reinforced by earlier in the extract when Lord Capulet says 'Doth she not count her blest, unworthy as she is' which suggests he thinks of Juliet as nothing because he's speaking about her so harshly, so belittlingly with her in the room. This is linked to the historical context of the play, because men looked upon women as lesser creatures who didn't matter and who didn't have feelings. The use of this language makes the audience feel sorry for Juliet as she's being treated so poorly, but proud at the same time as she's putting herself out there to disobey her father.</p> <p>In the play, Shakespeare presents the relationship between Juliet and Lord Capulet as frightful. In the play Juliet says 'Good father I beseech you on my knees' which suggests she's begging him not to get angry and praying that it works. The use of the words 'on my knees' suggests that her father has reacted this way before so she's praying as she knows what's about to happen.</p> <p>Similarly, in the play, she earlier states 'thankful even for hate that is meant love' which suggests she's trying to defy her father, but make sure she tells him she loves him so he won't get angry. This is linked to the plays historical context because women were scared of men. Juliet is not listening to her father so is petrified. This makes the audience image Juliet being punished by her father for the slightest thing, which makes them feel sorry for her.</p> <p>In the play Shakespeare presents the relationship between Juliet and Lord Capulet as distant. In the play Lord Capulet says 'is she not proud? Doth she not count her blest' this suggests that he thinks of her as nothing as he's trying to make her feel worthless by making her feel horrific. The use of the word she suggests he doesn't think highly enough of Juliet to even use her name. It's reinforced by later in the play when Juliet says 'hear me' which suggests her father rarely listens and all she wants is for Lord Capulet to treat her with some compassion. This links to the historical context of the play, because children were raised by mothers or nurses and rarely had anything to do with their fathers.</p>	<p>Comment [W1]: Selects details to support points</p> <p>Comment [W2]: Bit tenuous</p> <p>Comment [W3]: Not needed, AO3 is not assessed in this question.</p> <p>Comment [W4]: Valid</p> <p>Comment [W5]: Extract...</p> <p>Comment [W6]: Not needed.</p> <p>Comment [W7]: Engaged with the text</p> <p>Comment [W8]: Maybe</p> <p>Comment [W9]: Thoughtful</p> <p>Comment [W10]: Engaged</p> <p>Comment [W11]: ?</p> <p>Comment [W12]: Good point</p>
<p>Examiner's Comment:</p> <p>AO1: Mainly focused, and thoughtful at times. Engaged and detailed. Ideas are mostly coherent. Occasional drift into context, which isn't required here.</p> <p>AO2: Some analysis of words and effects. There is an increasingly assured discussion of language, form and structure here.</p> <p>Overall: This response would take the candidate into the lower end of Band 4.</p>	