



Belfairs Academy

English Fundamentals Map

GCSE English Literature: The Shakespearean Play 'Romeo and Juliet'

<u>Students will learn and have knowledge of, and be able recall:</u>	<u>Section A of the Exam - Language Analysis. Students will be able to:</u>
<ul style="list-style-type: none"> • The plot of the play <input type="checkbox"/> The characters in the play and their role in the plot; their relationships with other characters; their motives and reactions <input type="checkbox"/> The themes of the play: <input type="checkbox"/> Violence <input type="checkbox"/> Power <input type="checkbox"/> Love <input type="checkbox"/> Revenge <input type="checkbox"/> love, <input type="checkbox"/> honour, <input type="checkbox"/> loyalty <input type="checkbox"/> fate & destiny <input type="checkbox"/> secrets <input type="checkbox"/> Youth v Age <input type="checkbox"/> the individual versus society <p>The ways in which Shakespeare uses language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification <input type="checkbox"/> Metaphor / Extended Metaphor <input type="checkbox"/> Sensory Imagery <input type="checkbox"/> Symbolism <input type="checkbox"/> Oxymoron <input type="checkbox"/> Juxtaposition <input type="checkbox"/> Semantic Fields <input type="checkbox"/> Iambic Pentameter / Free Verse / Prose <input type="checkbox"/> Sound patterning (alliteratives, plosives, sibilance, fricatives) <input type="checkbox"/> Repetition <p>The way in which Shakespeare crafts character through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of speech and thought (soliloquy/dialogue) <input type="checkbox"/> The use of foils between characters <input type="checkbox"/> How characters speak about each other <input type="checkbox"/> How characters react to other characters <p>Shakespeare's use of foreshadowing through the play as means to structure the play, to create irony, pathos, comedy, tragedy.</p> <p>How Shakespeare creates the tension as the plot unravels through stage craft (exits, entrances, timing/mistimings)</p> <p>The concepts of Tragedy as a genre Historical understanding of the time the play is set in (Elizabethan England) order to understand the motives and the behaviours of the characters.</p>	<p>Comment upon Shakespeare's language choices that craft a particular:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scene/Setting <input type="checkbox"/> Theme <input type="checkbox"/> Character <input type="checkbox"/> Relationship <p>Select words and phrases from extract to analyse, in response to the key word in the question.</p> <p>Apply technical vocabulary to analysis</p> <p>Write in a critical style about Shakespeare's choice of vocabulary and its inferred meaning within the extract.</p> <p>Write an organised response which is directly analysing the extract- consider character, plot or theme (as driven by the exam question).</p> <p>Embed quotations accurately, where possible using ellipsed quotations.</p> <p>Use a range of analytical verbs to assess the effect of the language on the audience, the character, themes or plot.</p> <p><u>Section B of the Exam – wider analysis of play. Students will be able to:</u></p> <p>Write an informed and knowledgeable exploration of the play (as directed by the focus of the question).</p> <p>Select events from the play which are relevant to the question.</p> <p>Write in a critical style about the meanings held in the play.</p> <p>Recall quotes from the play which can be used to support ideas about aspects of the play (themes, relationships).</p> <p>Use understanding and knowledge of the context of the play to inform the reading of the play – embed context within response, to illuminate interpretations of character, theme or plot.</p>



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