

**By what means, and to what effect, does Shakespeare show “the fearful passage of [Romeo and Juliet’s] death-marked love, / And the continuance of their parents’ rage, / That, but their children’s end, / May yet their blood bestow” in Act 3, scene 5 of *Romeo and Juliet*?**

**Consider:**

- What the quotation means and how it applies to this scene
- The language and behaviour of the characters in the scene
- How Shakespeare uses language
- The contexts of the play – both in terms of production and reception
- Your response to the scene and the play as a whole
- How this scene reflects and extends what has gone before, and foreshadows the conclusion of the play

**Remember:**

- To PEEE
- To avoid pink fluff

**First draft deadline:**

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	EN2 – READING	LITERATURE
A* 49 - 54	Show originality of analysis and interpretation when evaluating: <ul style="list-style-type: none"> <li>• The play’s moral, philosophical or social significance</li> <li>• Shakespeare’s stagecraft and/or appeal to the audience</li> <li>• Patterns and details of words and images</li> </ul>	Show originality of analysis and interpretation when evaluating: <ul style="list-style-type: none"> <li>• The effects of character and action</li> <li>• The effects of dramatic devices or structures</li> <li>• The layers of meaning in language, ideas and themes</li> <li>• The social and historical setting or cultural context or literary tradition</li> </ul>
A 43 - 48	Show analytical and interpretative skills when evaluating: <ul style="list-style-type: none"> <li>• The play’s moral and philosophical context</li> <li>• Significant achievements within the dramatic genre</li> <li>• Shakespeare’s exploitation of language for dramatic, poetic and figurative effects</li> </ul>	Show analytical and interpretative skills when evaluating: <ul style="list-style-type: none"> <li>• The effects of character and action</li> <li>• The effects of dramatic devices or structures</li> <li>• The layers of meaning in language, ideas and themes</li> <li>• The social and historical setting or cultural context or literary tradition</li> </ul>
B 37 - 42	Show analytical skill when exploring: <ul style="list-style-type: none"> <li>• The play’s implications, contemporary relevance and historical context</li> <li>• Characterisation, structure and theatricality</li> <li>• Shakespeare’s use of linguistic devices</li> </ul>	Show analytical skill when exploring: <ul style="list-style-type: none"> <li>• The effects of character and action</li> <li>• The effects of dramatic devices or structures</li> <li>• The layers of meaning in language, ideas and themes</li> <li>• The social and historical setting or cultural context or literary tradition</li> </ul>
C 31 - 36	Show insight when discussing: <ul style="list-style-type: none"> <li>• The nature of the play, its implications and relevance</li> <li>• Characterisation and stagecraft</li> <li>• Shakespeare’s use of language</li> </ul>	Show insight when discussing: <ul style="list-style-type: none"> <li>• Character and action</li> <li>• The effects of dramatic devices or structures</li> <li>• Language, ideas and themes</li> <li>• The text’s setting or cultural context or tradition</li> </ul>
D 25 - 30	Show understanding when discussing: <ul style="list-style-type: none"> <li>• The nature of the play, its implications and relevance</li> <li>• The appeal of the play to an audience</li> <li>• Shakespeare’s use of language</li> </ul>	Show understanding when discussing: <ul style="list-style-type: none"> <li>• The dramatic effects of character and action</li> <li>• The effects of dramatic devices or structures</li> <li>• Language, ideas and themes</li> <li>• The text’s setting or cultural context or tradition</li> </ul>