English Literature Paper 1

Revision Pack

OXFORD SCHOOL SHAKESPEARE

ROMEO & JULIET

WILLIAM SHAKESPEARE

Exam-style question

Read the following extract from Act 1 Scene 1 of *Romeo and Juliet*.

At this point in the play Benvolio questions Romeo about what is wrong with him. Romeo explains that he has fallen in love.

Extract A | Act 1 Scene 1 of *Romeo and Juliet*

BENVOLIO
… What sadness lengthens Romeo's hours?

ROMEO
Not having that, which, having, makes them short.

BENVOLIO
In love?

ROMEO
Out –

BENVOLIO
Of love?

ROMEO
Out of her favour where I am in love.

BENVOLIO
Alas, that Love, so gentle in his view,
Should be so tyrannous and rough in proof!

ROMEO
Alas, that Love, whose view is muffled still,
Should without eyes see pathways to his will!
Where shall we dine? O me! What fray was here?
Yet tell me not, for I have heard it all.
Here's much to do with hate, but more with love.
Why then, O brawling love, O loving hate,
O anything of nothing first create!
O heavy lightness, serious vanity,
Misshapen chaos of well-seeming forms!
Feather of lead, bright smoke, cold fire, sick health,
Still-waking sleep, that is not what it is!
This love feel I, that feel no love in this.
Dost thou not laugh?

BENVOLIO
No, coz, I rather weep.

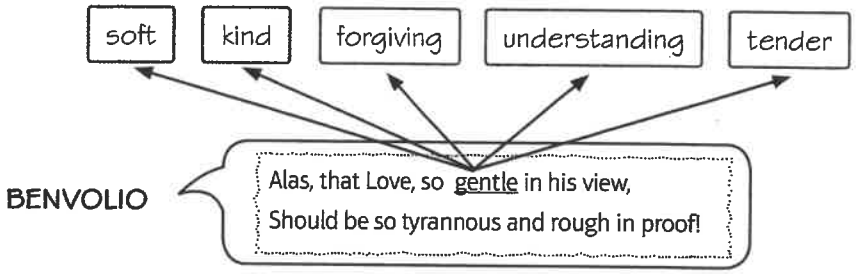
ROMEO
Good heart, at what?

BENVOLIO
At *thy* good heart's oppression.

1 How do I identify significant language choices?

The language that Shakespeare gives each character in a scene or extract can reveal a great deal about their thoughts, motivations and relationships.

1 When considering significant language choices, it is helpful to think about the connotations, or hidden meanings, of the words and phrases used. For example, in his speech below, Benvolio suggests love is 'gentle' to look at. The word 'gentle' suggests love can be:



a Which words does Shakespeare give Benvolio to suggest love is actually cruel? Circle (A) your choices.

b Now choose **one** of your words and note down all its connotations.

Word chosen: .....

Connotations: .....

c What does Shakespeare's choice of words and phrases suggest about love? Write **one** sentence to explain your ideas about their connotations.

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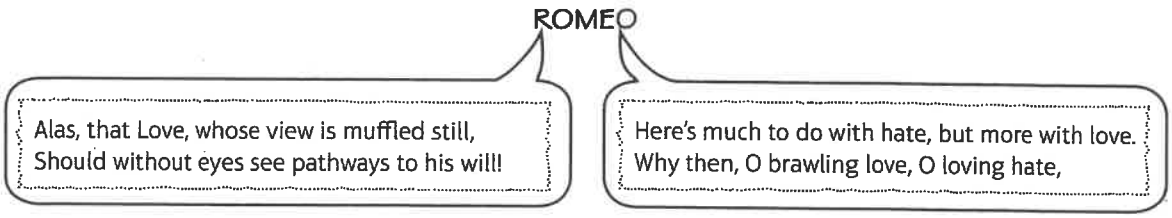
2 Now consider Shakespeare's choice of language techniques by considering some of Romeo's response to Benvolio's statement about love.



personification | metaphor | oxymoron | simile | rhetorical question

personification: giving human attributes to inanimate objects
metaphor: comparison directly equating two things
oxymoron: juxtaposing opposite ideas or apparent contradictions
simile: indirect comparison using 'like' or 'as'
rhetorical question: question posed for effect, not requiring a response

Try to use the correct subject terminology for the language and techniques you select.

a Which of the above language techniques has Shakespeare used in Romeo's speech? Circle (A) your choices and draw an arrow to where each choice appears in the speech.

b Now think about what your selections suggest about the character of Romeo or the nature of romantic love. Pick one of your choices from question a and annotate it with your ideas.

2 How do I identify significant structural choices?

When you think about Shakespeare's structural choices, you must remember that *Romeo and Juliet* is a play. This means you should consider:

- the length and position of lines in the extract
- what type of speech is used for each line.

1 Look at these lines from the extract.

BENVOLIO
... What sadness lengthens Romeo's hours?
ROMEO
Not having that which, having, makes them short.
BENVOLIO
In love?
ROMEO
Out –
BENVOLIO
Of love?

a What does this conversation suggest about Romeo, Benvolio, their friendship and romantic love? Link ✎ **one** or **two** of the following ideas to each bullet point below, or add ✎ your own.

sympathetic | *close* | *brotherly* | *sulky* | *gloomy*

despondent | *kind* | *affectionate* | *difficult* | *painful*

- Romeo
- Benvolio
- friendship
- romantic love

b How does the **length** of the lines, the **position** of the lines, and the **pace** at which the actors might deliver them, create ideas about the characters, their relationship and the theme of romantic love? Write ✎ **one** or **two** sentences explaining your ideas.

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2 Shakespeare changes the style of language throughout the play to give the audience ideas about characters and themes. For instance, for important speeches, blank verse with some rhyming couplets is used to emphasise key points for the audience.

a In this extract, who is given blank verse with rhyming couplets? ✎ .....

b What does this speech pattern suggest about the character's mood? ✎

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c Which character's lines are mostly like ordinary speech? ✎ .....

d What does this type of speech pattern suggest about the character? ✎

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3 How do I comment on the writer's choices?

An effective comment on Shakespeare's choices highlights the **choice** the writer has made, and comments on its **effect**.

Look at some of the different comments on **language** and **structure** you could make about the following part of Romeo's speech.

Romeo

Why then, O brawling love, O loving hate,
O anything of nothing first create!
O heavy lightness, serious vanity,
Misshapen chaos of well-seeming forms!
Feather of lead, bright smoke, cold fire, sick health,
Still-waking sleep, that is not what it is!
This love feel I, that feel no love in this.
Dost thou not laugh?

Evidence	Comment
A *The emotive verb 'brawling'...*	a *... suggests he is embarrassed about the strength of his feelings as it comes after a long speech.*
B *The oxymoron 'Feather of lead'...*	b *... has connotations of a rough, noisy type of fight.*
C *The personification 'O brawling love' ...*	c *... emphasises that he is finding this extreme state of love very hard.*
D *The final short line of the scene 'Dost thou not laugh?' ...*	d *... suggests love seems light and pleasant, but is really heavy to bear.*
E *The final rhyming couplet 'is' and 'this' ...*	e *... shows how powerful he feels his love is.*

(1) Draw (✎) lines to link Shakespeare's language and structure choices to the effect they would have on an audience.

Try to keep your quotations short so that your comments are very specific.

(2) a Underline (A) any other interesting language or structural choices in the short extract above.

b Write (✎) **one** or **two** sentences explaining their effect. Link your comments to the presentation of love or of Romeo.

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Commenting on the writer's choices in the extract

To comment effectively on Shakespeare's choices in the extract, you need to:

- think about the connotations of relevant language choices
- think about the style of speech used and the placement and length of lines
- use short, relevant quotations and comment on their effect.

(For more help on structuring a paragraph of analysis, see Unit 2.)

Look at this exam-style question you saw at the start of the unit on page 17.

Exam-style question

Starting with this extract, how does Shakespeare present romantic love in *Romeo and Juliet*?

1. Can you identify all the different things the student has included in this paragraph? Link the annotations to the paragraph to show where the student has included them.

Key features of an effective paragraph of analysis:

- key point focusing on the key words in the question
- evidence from the text to support the point
- comments on the evidence and its impact
- a response to the question

In this extract, romantic love is presented as painful and cruel. First, there is an exchange of several short lines between Benvolio and Romeo where Benvolio finishes Romeo's sentences with questions: 'In love?/Out –/Of love?'. The short, sharp structure of these lines introduces the idea that falling in and out of love can hurt. Benvolio then emphasises this negative side of romantic love by personifying it as something 'gentle' to look at but 'tyrannous' in reality. This suggests that love can be pleasant, as 'gentle' has connotations of kindness and understanding. However, Shakespeare's use of the adjective 'tyrannous' suggests that love is really very harsh and controlling, causing suffering and oppression.

Key features of an effective comment on the writer's choices:

- a comment on language choice(s)
- short quotations as evidence of language choices
- use of subject terminology
- a comment on structural choice(s)

Your turn!

You are now going to **write one or two paragraphs** in response to the exam-style question below, **focusing on Extract A on page 18.**

Exam-style question

Starting with this extract, how does Shakespeare present romantic love in *Romeo and Juliet*?

Write about:

- how Shakespeare presents romantic love in this extract
- how Shakespeare presents romantic love in the play as a whole.

(30 marks)
AO4 (4 marks)

1. How do you think Shakespeare presents romantic love in this extract (from Romeo: Alas, that Love...)? Write ✎ **one or two** sentences summing up your response.

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2. Now look closely at four or five lines from the extract. Select **one** short quotation that clearly supports your answer to question 1 above. Underline (A) it on page 18.

3. Think about words or phrases in your chosen section that make a significant contribution to your answer to question 1 above.

   a. Which words or phrases reveal something interesting about romantic love? Circle (A) them on page 18.

   b. What are the connotations of those words and phrases? What do they suggest about romantic love? Annotate ✎ them.

4. Now think about Shakespeare's structural choices in your chosen section. Think about:

   - the line's position in the scene
   - the length of the line(s)
   - the style of speech used in the line(s).

   Do Shakespeare's structural choices in your chosen section make a significant contribution to your answer to question 1 above? How? Annotate ✎ your chosen section with your ideas.

5. Using all the ideas you have noted, write ✎ **one** paragraph in response to the exam-style question above.

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6. Repeat questions 2–5, focusing on a different section of the extract. ✎

Exam-style question

Read the following extract from Act 3 Scene 4 of *Romeo and Juliet*.

At this point in the play Lord Capulet has decided to agree to Paris's request to marry Juliet.

Extract A | Act 3 Scene 4 of *Romeo and Juliet*

Enter CAPULET, LADY CAPULET and PARIS.

CAPULET

Things have fall'n out, sir, so unluckily,
That we have had no time to move our daughter.
Look you, she loved her kinsman Tybalt dearly,
And so did I. Well, we were born to die.
'Tis very late. She'll not come down tonight.
I promise you, but for your company,
I would have been abed an hour ago.

PARIS

These times of woe afford no time to woo.
Madam good night. Commend me to your daughter.

LADY CAPULET

I will, and know her mind early tomorrow.
Tonight she's mewed up to her heaviness.

PARIS goes, but CAPULET calls him back.

CAPULET

Sir Paris! – I will make a desperate tender
Of my child's love: I think she will be ruled
In all respects by me – nay more, I doubt it not.
Wife, go you to her ere you go to bed.
Acquaint her here of my son Paris' love,
And bid her – mark you me? – on Wednesday next--
But soft, what day is this?

PARIS

Monday my lord.

CAPULET

Monday, ah ha! Well, Wednesday is too soon.
O' Thursday let it be. O' Thursday, tell her,
She shall be married to this noble earl.
Will you be ready? Do you like this haste?
We'll keep no great ado – a friend or two.
For hark you, Tybalt being slain so late,
It may be thought we held him carelessly,
Being our kinsman, if we revel much.
Therefore we'll have some half a dozen friends,
And there an end.

1 How do I know which contextual ideas to write about?

You need to be aware of all the different contexts of *Romeo and Juliet* on which you could comment so that you can choose those that are most relevant to the focus of the question.

(1) Look at some of the features of *Romeo and Juliet* and the time in which it was written. Tick ✓ any that are relevant to the play, and cross ✗ any that are not.

Shakespeare and Elizabethan society

A *Shakespeare did not invent the story of Romeo and Juliet; many details came from a well-known poem.* ☐

B *Romeo and Juliet was written around 1595 and was one of Shakespeare's most popular plays.* ☐

C *While the play was being written, society was rather unstable and there were public riots in protest at taxes and lack of food.* ☐

Elizabethan theatres

D *An Elizabethan audience often chatted, ate and wandered about during plays so they needed plenty of action and drama to keep them interested.* ☐

E *For Shakespeare's audience, Italy was an exotic, distant country associated with wealth and romance.* ☐

F *Many strolling troupes went about the country and commonly consisted of three or four men, and a boy who took the women's parts.* ☐

G *The Elizabethan general public would pay 1 penny to stand in theatres and the wealthy would pay more to sit in the galleries, often using cushions for comfort.* ☐

16th–17th-century attitudes

H *It was a patriarchal society: that is, one ruled by men, who held total power over their wives and children.* ☐

I *Young women were expected to marry as a way to improve their family's status and were usually married between the ages of 16 and 18.* ☐

J *Wealthy children were often raised by a 'wet nurse' and had little daily contact with their parents.* ☐

K *Family honour was important to wealthy families; men would have been expected to uphold their family's honour.* ☐

(2) Now think about some of these key events and characters in the play.

Romeo | Juliet | The death of Mercutio | Paris asking to marry Juliet | The opening fight scene

Annotate ✎ the diagram with these words, using arrows to link them to all the relevant elements of context.

2 How do I comment on context?

An effective comment on context can focus on how it relates to the events of the play and its impact on different audiences.

Look at the beginning of one student's paragraph exploring how Lord Capulet is presented in Act 1 Scene 2.

Lord Capulet calls Juliet 'the hopeful lady of my earth' and says that he will only consent to a marriage with Paris if his daughter actually falls in love with him.

(1) Now look at some different students' comments on the context of the play in this scene.

A *This suggests that, although Lord Capulet is a typical patriarchal father of the time, he does actually care about Juliet's happiness.* ☐

B *Here, Shakespeare suggests that Capulet is a caring parent as most marriages in the sixteenth century were based only on increasing a family's wealth and status, not on romantic love.* ☐

C *To a seventeenth-century audience, Lord Capulet's insistence that Juliet be in love before she marry would have seemed unusual, whereas a twenty-first-century audience would see his attitude as that of a caring father.* ☐

a Which comment does what? Circle (A) or cross out (~~cat~~) the letters in the table below.

Context	Comment		
identifies the time in which the play was written	A	B	C
identifies a relevant belief, attitude or situation at that time	A	B	C
considers Shakespeare's intention	A	B	C
considers the impact on an audience	A	B	C
compares today's audience with Shakespeare's audience	A	B	C

b Which of the comments above would you use when writing about Lord Capulet in Act 1 Scene 2? Tick (✓) **one or more.**

(2) Look at these sentences from the beginning of another student's paragraph about Lady Capulet in Act 1 Scene 3.

When the audience is introduced to Lady Capulet, she is presented as a distant parent because she appears to know less about her daughter than Juliet's nurse does.

a Write (✎) **one** or **two** sentences adding a contextual comment to the paragraph.

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b Check your comment. Does it achieve all or most of the criteria listed in question (1) (a)? Adjust (✎) it as necessary.

3 How do I build my comments on context into my analysis?

You do not need to make contextual comments in every paragraph of your response, but you do need to make them relevant to your analysis of the play.

Look at the opening of a paragraph from a student's response, commenting on the presentation of family relationships in Act 3 Scene 5.

In Act 3 Scene 5, Juliet begs her mother not to send her away, calling her 'sweet my mother'. However, Lady Capulet refuses to listen, saying 'I have done with thee'.

(1) Now look at some sentences you could add to this paragraph.

A *This exchange shows how disgusted Lady Capulet is by her daughter's disobedience.*	a *A modern audience would be extremely shocked at this point, as we now have an expectation that mothers stick by their children no matter what they do or say.*
B *This cold response shows how distant Lady Capulet is as a mother.*	b *Shakespeare's audience would have understood this as women were completely dependent on men at that time.*
C *Juliet's desperate appeal to her mother shows how frightened she is to be cast out by her family.*	c *This would not have surprised a sixteenth-century audience, as women were expected to be completely subservient and respectful to their husbands.*
D *Lady Capulet's response shows how far she will go to back up her husband.*	d *Any challenge to parental authority would have shocked a sixteenth-century audience, who expected children to obey their parents in every respect.*

(a) The sentences either comment on the **impact** of the evidence in the paragraph or comment on the play's **context**. Decide which heading ('Impact' or 'Context') to add ✎ above each of the columns of text.

(b) Which comments on context are relevant to which comments on impact? Draw ✎ lines linking them.

(c) Which of the sentences above would you include in a paragraph analysing how Shakespeare presents Lady Capulet and Juliet in Act 3 Scene 5 and in what order would you sequence them? Write ✎ the sentence order here.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Commenting on context

To comment effectively on context, you need to:

- use a relevant contextual point to develop your analysis of a key point, supported by evidence
- explore what this contextual idea adds to your understanding of Shakespeare's intention and his audience's response.

Look at this exam-style question you saw at the start of the unit.

Exam-style question

Starting with this extract, explore how far you think Shakespeare presents Lord Capulet as a caring father.

Write about:

- how Shakespeare presents Lord Capulet in this extract
- how Shakespeare presents Lord Capulet in the play as a whole.

① Now look at a paragraph focusing on the play as a whole, taken from one student's response to the question.

When Lord Capulet hears Juliet's refusal to marry Paris, he becomes very angry, first asking why 'Doth she not give us thanks?', then insulting her: 'you green-sickness carrion', and then threatening her: 'My fingers itch'. This is a very disturbing moment in the play for a modern audience as it suggests he feels physical force against his daughter is acceptable. However, because Shakespeare's audience lived in a patriarchal society, where men were in total control of their families, they would be more shocked by Juliet's disobedience. Shakespeare wants his audience to be shocked at this point, as it makes Juliet's future all the more uncertain and therefore more dramatic.

- uses a key event as evidence
- uses a quotation as evidence
- comments on the impact of the evidence
- identifies a relevant contextual point
- explores Shakespeare's intention in the light of this contextual point
- explores the audience's response in the light of this contextual point

Can you identify all the different things the student has included in this paragraph? Link the annotations to the paragraph to show where the student has included them.

Your turn!

You are now going to **write your own answer** in response to the exam-style question.

Exam-style question

Starting with this extract, explore how far you think Shakespeare presents Lord Capulet as a caring 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)

1. Write **one** or **two** sentences, summarising your critical judgement in response to the question: Does Shakespeare present Lord Capulet as a caring father?

2. Which key events in the play would support your critical judgement? Note them below.

3. Look at all the evidence you have gathered. Think about:
   - what your evidence suggests about Lord Capulet
   - what your evidence suggests about Shakespeare's intention: how might the audience respond at this point?

   Annotate your evidence with your ideas.

4. Now think about the relevant contextual points you could make in your response. Annotate your evidence with your ideas.

5. Look at your annotated evidence.
   a. Which are your strongest ideas? Tick them.
   b. Number the ideas that you have ticked, and sequence them here to build an argument that supports your critical judgement. ☐ ☐ ☐ ☐ ☐

6. Now write your response to the exam-style question above on paper.

More practice questions

Units 1 and 2

Exam-style question

Read the following extract from Act 5 Scene 3 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Romeo is at Juliet's tomb and has just realised that he has killed Paris.

Extract A | Act 5 Scene 3 of *Romeo and Juliet*

ROMEO
In faith, I will. Let me peruse this face.
Mercutio's kinsman, noble County Paris!
What said my man, when my betossèd soul
Did not attend him as we rode? I think
He told me Paris should have married Juliet.
Said he not so? Or did I dream it so?
Or am I mad, hearing him talk of Juliet,
To think it was so? O, give me thy hand,
One writ with me in sour misfortune's book.
I'll bury thee in a triumphant grave. –
– A grave? – O, no – a lantern, slaughtered youth! –
For here lies Juliet, and her beauty makes
This vault a feasting presence full of light.
Death, lie thou there, by a dead man interred.
(He lays PARIS's body down, and turns towards JULIET.)
How oft when men are at the point of death
Have they been merry, which their keepers call
A lightning before death! O, how may I
Call this a lightning? O my love, my wife!
Death that hath sucked the honey of thy breath,
Hath had no power yet upon thy beauty.
Thou art not conquered. Beauty's ensign yet
Is crimson in thy lips and in thy cheeks,
And death's pale flag is not advanced there.

Starting with this extract, explain how Shakespeare presents feelings of anguish in *Romeo and Juliet*.

Write about:

- how Shakespeare presents feelings of anguish in this speech
- how Shakespeare presents feelings of anguish in the play as a whole.

(30 marks)
AO4 (4 marks)

Unit 1 Which key events in the play would you choose to write about in your response to this question?

Unit 2 Write **one** or **two** paragraphs in response to this question, focusing on the extract only.

Exam-style question

Read the following extract from Act 3 Scene 5 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Juliet has angered her parents by refusing to marry Paris and asks the Nurse for her advice.

Extract B | Act 3 Scene 5 of *Romeo and Juliet*

JULIET
O God! – O Nurse, how shall this be prevented?
My husband is on earth, my faith in heaven.
How shall that faith return again to earth,
Unless that husband send it me from heaven
By leaving earth? Comfort me, counsel me.
Alack, alack, that heaven should practise stratagems
Upon so soft a subject as myself!
What say'st thou? Hast thou not a word of joy?
Some comfort, nurse?

NURSE
Faith, here it is.
Romeo is banishèd – and all the world to nothing
That he dares ne'er come back to challenge you.
Or if he do, it needs must be by stealth.
Then, since the case so stands as now it doth,
I think it best you married with the County.
O, he's a lovely gentleman!
Romeo's a dishclout to him. An eagle, madam,
Hath not so green, so quick, so fair an eye
As Paris hath. Beshrew my very heart,
I think you are happy in this second match,
For it excels your first – or if it did not,
Your first is dead, or 'twere as good he were,
As living here, and you no use of him.

JULIET
Speak'st thou from thy heart?

NURSE
And from my soul too – else beshrew them both.

Starting with this extract, explore how Shakespeare presents the Nurse in *Romeo and Juliet*.

Write about:

- how Shakespeare presents the Nurse in this extract
- how Shakespeare presents the Nurse in the play as a whole.

(30 marks)
AO4 (4 marks)

Unit 3 Write **one** or **two** paragraphs in response to this question, focusing on the language and structure **in the extract only.**

Unit 4 Write **one** or **two** paragraphs in response to this question, focusing on the second bullet point: **the play as a whole.**

Exam-style question

Read the following extract from Act 2 Scene 3 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Romeo has fallen in love with Juliet at the Capulets' ball and is visiting Friar Lawrence.

Extract C | Act 2 Scene 3 of *Romeo and Juliet*

FRIAR LAWRENCE
Be plain, good son, and homely in thy drift;
Riddling confession finds but riddling shrift.

ROMEO
Then plainly know, my heart's dear love is set
On the fair daughter of rich Capulet.
As mine on hers, so hers is set on mine,
And all combined – save what thou must combine
By holy marriage. When and where and how
We met, we wooed, and made exchange of vow,
I'll tell thee as we pass. But this I pray,
That thou consent to marry us today.

FRIAR LAWRENCE
Holy Saint Francis, what a change is here!
Is Rosaline that thou didst love so dear,
So soon forsaken? Young men's love then lies
Not truly in their hearts, but in their eyes.
Jesu Maria, what a deal of brine
Hath washed thy sallow cheeks for Rosaline!
How much salt water thrown away in waste
To season love, that of it doth not taste!
The sun not yet thy sighs from heaven clears,
Thy old groans ring yet in my ancient ears –
Lo, here upon thy cheek the stain doth sit
Of an old tear that is not washed off yet.
If e'er thou wast thyself, and these woes thine,
Thou and these woes were all for Rosaline.
And art thou changed? Pronounce this sentence then:
Women may fall, when there's no strength in men.

ROMEO
Thou chid'st me oft for loving Rosaline.

FRIAR LAWRENCE
For doting, not for loving, pupil mine.

Starting with this extract, explore how Shakespeare presents Friar Lawrence in *Romeo and Juliet*.

Write about:

- how Shakespeare presents Friar Lawrence in this extract
- how Shakespeare presents Friar Lawrence in the play as a whole.

(30 marks)
AO4 (4 marks)

Unit 5 Plan your response to this question.

Unit 6 Write your response to this question.

Exam-style question

Read the following extract from Act 1 Scene 5 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Tybalt has recognised Romeo at the Capulets' ball and becomes very angry.

Extract D | Act 1 Scene 5 of *Romeo and Juliet*

TYBALT
This, by his voice, should be a Montague.
Fetch me my rapier, boy.
Exit Page.
What! – Dares the slave
Come hither, covered with an antic face,
To fleer and scorn at our solemnity?
Now, by the stock and honour of my kin,
To strike him dead I hold it not a sin.
CAPULET
Why, how now, kinsman! Wherefore storm you so?
TYBALT
Uncle, this is a Montague, our foe!
A villain that is hither come in spite,
To scorn at our solemnity this night.
CAPULET
Young Romeo is it?
TYBALT
'Tis he, that villain Romeo.
CAPULET
Content thee, gentle coz, let him alone.
'A bears him like a portly gentleman –
And, to say truth, Verona brags of him
To be a virtuous and well-governed youth.
I would not, for the wealth of all this town,
Here in my house do him disparagement.
Therefore be patient, take no note of him.
It is my will, the which if thou respect,
Show a fair presence and put off these frowns,
And ill-beseeming semblance for a feast.
TYBALT
It fits, when such a villain is a guest.
I'll not endure him!
...
Patience perforce with wilful choler meeting
Makes my flesh tremble in their different greeting.
I will withdraw. But this intrusion shall,
Now seeming sweet, convert to bitterest gall!

Starting with this extract, explore how Shakespeare presents hatred in *Romeo and Juliet*.

Write about:

- how Shakespeare presents hatred in this extract
- how Shakespeare presents hatred in the play as a whole.

(30 marks)
AO4 (4 marks)

Unit 7 Plan your response to the question.

Exam-style question

Read the following extract from Act 1 Scene 3 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Lady Capulet is telling Juliet that Paris has asked for her hand in marriage.

Extract E | Act 1 Scene 3 of *Romeo and Juliet*

LADY CAPULET
What say you? Can you love the gentleman?
This night you shall behold him at our feast.
Read o'er the volume of young Paris' face,
And find delight writ there with beauty's pen.
Examine every married lineament,
And see how one another lends content –
And what obscured in this fair volume lies,
Find written in the margent of his eyes.
This precious book of love, this unbound lover,
To beautify him, only lacks a cover.
The fish lives in the sea – and 'tis much pride
For fair without the fair within to hide.
That book in many's eyes doth share the glory
That in gold clasps locks in the golden story.
So shall you share all that he doth possess
By having him, making yourself no less.
NURSE
No less? Nay, bigger! Women grow by men.
LADY CAPULET
Speak briefly: can you like of Paris' love?
JULIET
I'll look to like, if looking liking move.
But no more deep will I endart mine eye
Than your consent gives strength to make it fly.

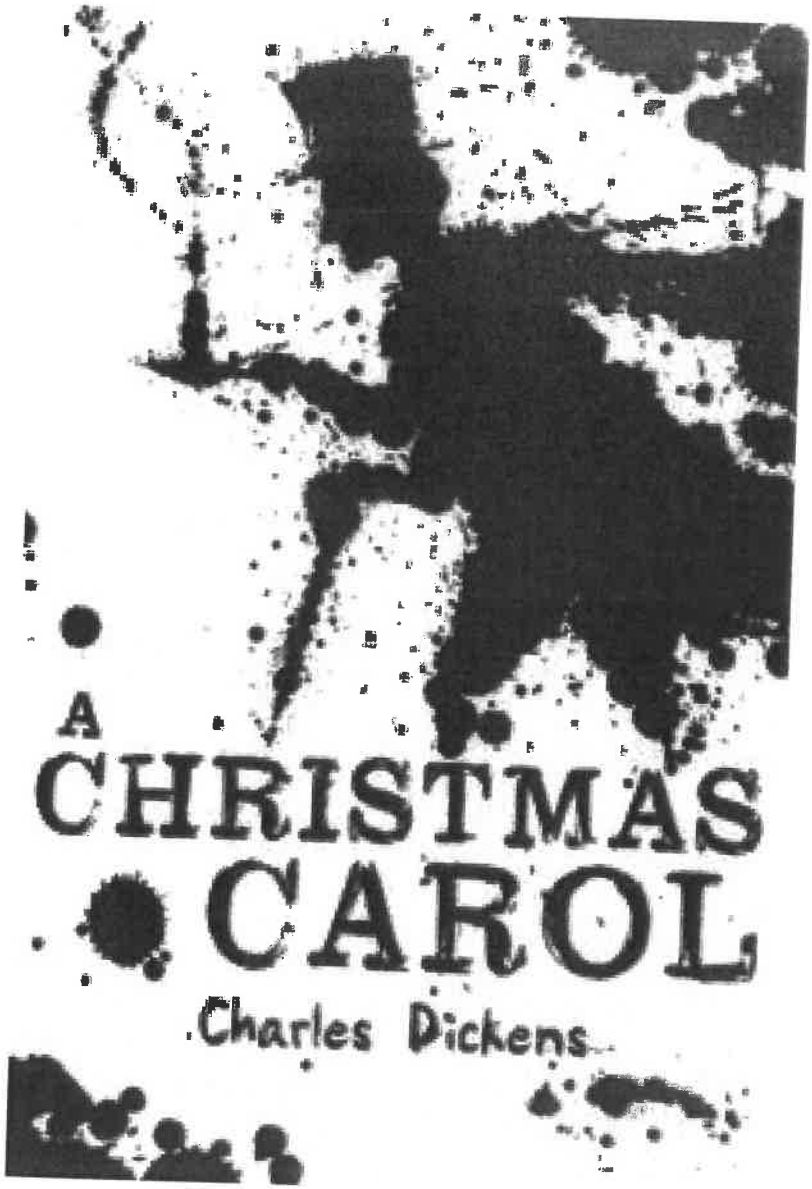
Starting with this extract, explore how Shakespeare presents marriage in *Romeo and Juliet*.

Write about:

- how Shakespeare presents marriage in this extract
- how Shakespeare presents marriage in the play as a whole.

(30 marks)
AO4 (4 marks)

Unit 8 Write your response to this question, focusing on using relevant contextual information.


A
CHRISTMAS
CAROL
Charles Dickens

Exam-style question

Read the following extract from Chapter 2 of *A Christmas Carol*.

In this extract the Ghost of Christmas Past shows Scrooge some scenes from his childhood.

Extract A | Chapter 2 of *A Christmas Carol* by Charles Dickens

The city had entirely vanished. Not a vestige of it was to be seen. The darkness and the mist had vanished with it, for it was a clear, cold, winter day, with snow upon the ground.

"Good Heaven!" said Scrooge, clasping his hands together, as he looked about him. "I was bred in this place. I was a boy here!"

The Spirit gazed upon him mildly. Its gentle touch, though it had been light and instantaneous, appeared still present to the old man's sense of feeling. He was conscious of a thousand odours floating in the air, each one connected with a thousand thoughts, and hopes, and joys, and cares long, long, forgotten.

"Your lip is trembling," said the Ghost. "And what is that upon your cheek?"

Scrooge muttered, with an unusual catching in his voice, that it was a pimple; and begged the Ghost to lead him where he would.

"You recollect the way?" inquired the Spirit.

"Remember it!" cried Scrooge with fervour – "I could walk it blindfold."

"Strange to have forgotten it for so many years!" observed the Ghost. "Let us go on."

They walked along the road; Scrooge recognising every gate, and post, and tree; until a little market-town appeared in the distance, with its bridge, its church, and winding river. Some shaggy ponies now were seen trotting towards them with boys upon their backs, who called to other boys in country gigs and carts, driven by farmers. All these boys were in great spirits, and shouted to each other, until the broad fields were so full of merry music, that the crisp air laughed to hear it.

"These are but shadows of the things that have been," said the Ghost. "They have no consciousness of us."

The jocund travellers came on; and as they came, Scrooge knew and named them every one. Why was he rejoiced beyond all bounds to see them! Why did his cold eye glisten, and his heart leap up as they went past! Why was he filled with gladness when he heard them give each other Merry Christmas, as they parted at cross-roads and bye-ways, for their several homes! What was merry Christmas to Scrooge? Out upon merry Christmas! What good had it ever done to him?

"The school is not quite deserted," said the Ghost. "A solitary child, neglected by his friends, is left there still."

Scrooge said he knew it. And he sobbed.

1 How do I identify significant language choices?

Identifying significant language choices that Dickens has made in an extract can reveal a great deal about the characters and their thoughts and feelings.

1 Look at this paragraph from Extract A on page 18. It describes Scrooge's reaction when he recognises the place to which the Ghost of Christmas Past has brought him.

"Good Heaven!" said Scrooge,	clasping his hands together,	as he looked about him.	"I was bred in this place.	I was a boy here."

a Focus on each **section** of text. Which sections show Scrooge's reaction most strongly? Underline (A) **two** choices.

b Now look at each **word or phrase** in the sections you have underlined. Which words or phrases show Scrooge's reaction most strongly? Circle (A) **two** choices.

c What does Dickens' choice of these words or phrases suggest about Scrooge's thoughts and feelings? Write **one** or **two** sentences summing up your ideas.

2 Now look at two more sections of text from Extract A.

a Annotate each section, noting what you learn from each one about Scrooge's thoughts and feelings.

b Which **one** or **two** words or phrases in each section most strongly show these thoughts and feelings? Circle (A) them.

c What does each word or phrase you have circled suggest about Scrooge? Annotate the words and phrases you have circled.

A

"Your lip is trembling," said the Ghost. "And what is that upon your cheek?"

Scrooge muttered, with an unusual catching in his voice, that it was a pimple; and begged the Ghost to lead him where he would.

B

"The school is not quite deserted," said the Ghost. "A solitary child, neglected by his friends, is left there still."

Scrooge said he knew it. And he sobbed.

3 How do the two sections of text above suggest that Scrooge is beginning to change? Write **one** or **two** sentences explaining your ideas.

2 How do I identify significant sentence forms and structural choices?

Writers structure their sentences to add impact to the ideas they want to convey to the reader.

1 Look at this section from the extract on page 18.

> The jocund travellers came on; and as they came, Scrooge knew and named them every one. Why was he rejoiced beyond all bounds to see them! Why did his cold eye glisten, and his heart leap up as they went past! Why was he filled with gladness when he heard them give each other Merry Christmas, as they parted at cross-roads and bye-ways, for their several homes! What was merry Christmas to Scrooge? Out upon merry Christmas! What good had it ever done to him?
>
> "The school is not quite deserted," said the Ghost. "A solitary child, neglected by his friends, is left there still."
>
> Scrooge said he knew it. And he sobbed.

Underline (A) any of the sentence scraps below that when combined would accurately describe what this section suggests about Scrooge.

You could use different colours to show different valid combinations.

In this section of the extract, Dickens | *shows* | *suggests*

Scrooge's | *the Ghost's*

confusion | *anguish* | *determination* | *shock*

2 Look again at the extract.

a Identify and label ✎ **two** sentences that use sentence forms **A**, **B**, **C** or **D** in the extract.

A *Dickens uses a long sentence*

B *Dickens uses a short sentence*

C *Dickens uses a rhetorical question*

D *Dickens uses an exclamation*

b Now choose **one** of the sentence forms you have identified in the extract above. What does your chosen sentence suggest about the character of Scrooge? Write ✎ **one** sentence explaining your ideas. Use some of the sentence scraps in question 1 above to help you.

In sentence ....., Dickens suggests that .....

.....

.....

c How does Dickens' choice of sentence form add to the impact of this idea? Write ✎ a **second** sentence on paper explaining your views, using some of the sentence scraps below to help you.

Dickens uses a ..... to | *emphasise* | *highlight*

that Scrooge will not admit what he is feeling.

that Scrooge is beginning to change.

that Scrooge will not change.

the variety of mixed emotions Scrooge is experiencing.

3 How do I comment on the writer's choices?

An effective comment on the writer's choices highlights the **choice** the writer has made, and comments on its **effect**.

Look at some of the different kinds of comment on **language** and **structure** you could make on this sentence from Extract A on page 18.

> He was conscious of a thousand odours floating in the air, each one connected with a thousand thoughts, and hopes, and joys, and cares long, long, forgotten.

Language

You can comment on...	choice	+	effect	
• a specific type of word	The number 'a thousand'		highlights their impact on Scrooge	☐
• the connotations or implications of a specific word or phrase	The phrase 'hopes, and joys'		suggests Scrooge's happiness as a child	☐
• the kind of language in the whole sentence.	The contrast of the 'hopes, and joys' with 'cares'		emphasises the different emotions Scrooge is experiencing	☐

Structure

You can comment on...	choice	+	effect	
• the length of the sentence	long sentence using a list		shows how many 'thoughts, hopes, joys and cares' he has forgotten.	☐
• repetition	The repetition of 'long'		emphasises how much Scrooge has changed since his childhood.	☐
• the order of the words or ideas in the sentence.	The final phrase 'long, long, forgotten'		gives it even greater emphasis.	☐

(1) Which of these would you include in your comments? Tick (✓) them.

(2) Now think about another quotation from the extract.

> "The school is not quite deserted," said the Ghost. "A solitary child, neglected by his friends, is left there still."
>
> Scrooge said he knew it. And he sobbed.

Think about: how the Ghost describes the child in the school and how this changes your impressions of Scrooge – and how Dickens describes Scrooge's reaction.

Write (✎) **one** or **two** sentences on paper, commenting on Dickens' choices of language, sentence form and structure in this section.

Commenting on the writer's choices in the extract

To comment effectively on Dickens' choices in the extract, you need to:

- identify relevant evidence from the extract to support your ideas
- select significant language and/or sentence forms and/or structural choices in the evidence you have identified
- highlight in your evidence the choices that Dickens has made and comment on their effect.

(For more help on structuring a paragraph of analysis, see Unit 2.)

Look at this exam-style question you saw at the start of the unit on page 17.

Exam-style question

Starting with this extract, how does Dickens present the change in Scrooge's nature?

1. Can you identify all the different things the student has included in this paragraph? Link the annotations to the paragraph to show where the student has included them.

Key features of an effective paragraph of analysis:

- key point focusing on the key words in the question
- evidence from the text to support the point
- comments on the evidence and its impact
- a response to the question

When Scrooge recognises the place that the Ghost has brought him to see, Dickens clearly shows it has a significant effect on him: '"Good Heaven!" said Scrooge, clasping his hands together'. The short exclamation at the beginning of this sentence emphasises his surprise, while the verb 'clasping' could suggest powerful feelings of happiness or anxiety. Scrooge then goes on to explain '"I was bred in this place. I was a boy here."' Dickens uses short sentences here to suggest how quickly Scrooge is speaking, suggesting his surprise and excitement at seeing it again. Scrooge's reaction at the start of the extract shows the impact these scenes from his childhood are having on him, encouraging the reader to think that his uncharacteristically enthusiastic and positive reaction may show he is starting to change.

Key features of an effective comment on the writer's choices:

- a comment on language choice(s)
- a comment on choice(s) of structure or sentence form

Your turn!

You are now going to **write one or two paragraphs** in response to the exam-style question below, focusing **on Extract A on page 18.**

Exam-style question

Starting with this extract, how does Dickens present the change in Scrooge's nature?

Write about:

- how Dickens presents the change in Scrooge in this extract
- how Dickens presents the change in Scrooge in the novel as a whole.

(30 marks)

1. Choose **one short section** of the extract that clearly suggests that Scrooge is beginning to change. Circle (A) it on page 18.

2. Now look closely at the section you have chosen. Select **one** short quotation that clearly shows **how** Scrooge is beginning to change. Underline A it on page 18.

3. Think about words or phrases in your chosen quotation that make a significant contribution to your impressions of Scrooge and the ways in which he is changing.

   a. Which words or phrases reveal something significant about Scrooge's thoughts or feelings at this point in the story? Highlight ✎ them on page 18.

   b. What do those words and phrases suggest about Scrooge's thoughts or feelings? Annotate ✎ them.

   c. How do these thoughts or feelings show Scrooge is beginning to change? Add ✎ to your annotations.

4. Now think about Dickens' choices of structure or sentence form in your chosen quotation. Think about:

   - the length of the sentence(s)
   - the order of the words or ideas in the sentence(s)
   - any repetition.

   Do Dickens' choices of structure or sentence form in your chosen quotation make a significant contribution to your impressions of Scrooge and the ways in which he is changing? How? Annotate ✎ your chosen quotation with your ideas.

5. Using all the ideas you have noted, write ✎ **one** paragraph on paper in response to the exam-style question above.

6. Repeat questions 1–5, focusing on a different section of the extract. ✎

1 How do I know which contextual ideas to write about?

You need to be aware of all the different contexts of *A Christmas Carol* on which you could comment so that you can choose those that are relevant to your response.

1 Look at some of the features of *A Christmas Carol* and the time in which it was written. Tick ✓ any that are relevant to the novel, and cross ✗ any that are not.

A Christmas Carol
- Written by Dickens in 1843.
- Did much to popularise the 'spirit of Christmas'.
- Set in an overcrowded, polluted London.

Christmas
- At the beginning of the 19th century, Christmas was hardly celebrated.
- Queen Victoria and Prince Albert popularised the celebration of Christmas.
- Christmas trees, cards and crackers all became popular in the 1840s.

The Industrial Revolution
- With industrialisation, thousands of workers moved from the countryside into towns and cities, leading to overcrowding.
- There was a huge gap between the rich who owned the factories and the poor who worked in them.

The Family
- Victorians idealised the family and the home as a place of love, co-operation and reliability.
- Queen Victoria and Prince Albert were seen as role models: a devoted husband and wife, and loving parents to nine children.

The Poor
- Living conditions for the city poor were terrible. Poor housing, overcrowding, pollution and expensive health care meant that one fifth of poor children died before their first birthday.
- It was a common Victorian attitude that the poor were poor because they wasted money on alcohol and gambling.

Charity
- It has been estimated that more than 300 charities started between 1800 and 1850.
- Contributing time and/or money to charities was seen as the social duty of any who had time and/or money to spare.
- Charities provided a free basic education, although many poor children had to work full time to help their families survive.

The New Poor Law of 1834
- The workhouse offered the only support to the unemployed poor. Clothing and food were provided in exchange for hard, physical labour. Conditions were intentionally terrible to deter any who were not desperate.

2 Now think about some of these key characters in the novel.

Scrooge | The Cratchits | Ghosts of Christmas | Ignorance and Want

Annotate ✎ the diagram with these words, using arrows to link them to all the relevant elements of context.

2 How do I comment on context?

An effective comment on the context of *A Christmas Carol* should focus on **when** the novel was written, a **relevant belief, attitude or situation** at that time, and the impact that Dickens intended to have on his **readers**.

Look at the beginning of one student's paragraph exploring how the Cratchits are presented in Extract A on page 58.

> *Throughout the extract, Dickens emphasises how loving the Cratchit family are as they come to terms with the death of Tiny Tim.*

(1) Now look at some different students' comments on the context of the novel in this scene.

A *Your family was thought to be very important in those days.* ☐

B *The Cratchits are presented as the perfect Victorian family, showing all the things that the Victorians admired. They are hard-working, loving and respectful.* ☐

C *Dickens presents this picture of a perfect but heartbroken family to create sympathy for them in his Victorian readers, who may have considered the poor to be lazy and irresponsible.* ☐

(a) Which comment does what? Circle (A) or cross out (~~cat~~) each letter in the table below.

Context	Comment		
identifies the time in which the novel was written	A	B	C
identifies a relevant belief, attitude or situation at that time	A	B	C
considers Dickens' intention	A	B	C
considers the impact on the reader	A	B	C

(b) Which of the comments above would you use when writing about how the Cratchit family are presented in the extract? Tick (✓) **one or more.**

(2) Look at these sentences from the beginning of another student's paragraph about Ignorance and Want.

> *At the end of Chapter 3, the Ghost of Christmas Present shows Scrooge a vision of two children: Ignorance and Want. They make you feel sorry for poor children.*

(a) Write (✎) **one** or **two** sentences adding a contextual comment to the paragraph.

Think about: Why might Dickens have wanted his readers to see the problems of ignorance and want?

.....

.....

(b) Check your comment. Does it achieve all or most of the criteria listed in question (1) (a)? Adjust (✎) it as necessary.

3 How do I build my comments on context into my analysis?

You do not need to make contextual comments in every paragraph of your response, but you do need to make them relevant to your analysis of the novel.

Look at a paragraph from a student's response, commenting on how Dickens presents the poor in Chapter 4 of *A Christmas Carol*.

> *In Chapter 4, Dickens shows a group of poor people selling a dead man's belongings in a dirty backstreet shop. These include the shirt his corpse was dressed in and curtains that were hanging around his bed as he lay on it dead. One woman comments that it is the man's fault that they stole from him because he had no family to watch his body or mourn for him.*

(1) Now look at some sentences you could add to this paragraph.

A	*This emphasises to Scrooge and to the reader that money is not the only important thing in life.*	a	*It highlights the extreme poverty of the poor in the 1840s that even some curtains and a dead man's shirt were worth stealing.*
B	*It shows how desperate these people are.*	b	*Dickens may have intended this scene to shock Victorian readers into changing their attitude to the poor and to support charities, which many Victorians thought was the duty of the rich.*
C	*Scrooge does not know who the corpse is, but realises that he treated people in the same way as this man so this helps him realise that he needs to change his ways.*	c	*It highlights to Scrooge and to the reader the Victorians' belief in the importance of family above everything else.*
D	*Although this shows the poor in a negative light, it also shows the consequences of the rich ignoring them.*	d	*It suggests that, although there was a huge gap between rich and poor in the 1840s, the rich should still treat the poor with respect.*

a The sentences either comment on the **impact** of the evidence in the paragraph or comment on the novel's **context**. Decide which heading (**'Impact'** or **'Context'**) to add ✎ above each of the columns of text.

b Which comments on context are relevant to which comments on impact? Draw ✎ lines linking them.

Which of the sentences above would you include in a paragraph analysing how Dickens presents the poor at this point in the novel and in what order would you sequence them? Write ✎ the sentence order here.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Commenting on context

To comment effectively on context, you need to:

- use a relevant contextual point to develop your analysis of a key point, supported by evidence
- explore what this contextual idea adds to your understanding of Dickens' intention and the reader's response.

Look at this exam-style question you saw at the start of the unit.

Exam-style question

Starting with this extract, how does Dickens present the poor in *A Christmas Carol*?

Write about:

- how Dickens presents the poor in this extract
- how Dickens presents the poor in the novel as a whole.

① Now look at a paragraph focusing on the novel as a whole, taken from one student's response to the question.

The most shocking part of the story in which Dickens presents the poor is when the Ghost of Christmas Present shows Scrooge the two children, Ignorance and Want. They are described as 'yellow' and 'wolfish', creating a disturbing impression of the poor. The Ghost makes it clear that Man is responsible, suggesting that the richer people in society have created children like Ignorance and Want by exploiting them, making them work long hours in poor conditions for very little money. Many Victorians blamed the poor for being poor, thinking they were lazy and irresponsible, so this scene highlights Dickens' concern at the way in which the Victorians treated the poor and encourages the reader to recognise their responsibility for them and see the importance of giving to charity.

- uses a key event as evidence
- uses a quotation as evidence
- comments on the impact of the evidence
- identifies a relevant contextual point
- explores Dickens' intention in the light of this contextual point
- explores the reader's response in the light of this contextual point

Can you identify all the different things the student has included in this paragraph? Link the annotations to the paragraph to show where the student has included them.

Your turn!

You are now going to **write your own answer** in response to the exam-style question.

Exam-style question

Starting with this extract, how does Dickens present the poor in *A Christmas Carol*?

Write about:

- how Dickens presents the poor in this extract
- how Dickens presents the poor in the novel as a whole.

(30 marks)

1. Write **one** or **two** sentences, summarising your critical judgement in response to the question: how does Dickens present the poor in *A Christmas Carol*?

2. Which key events in the novel would support your critical judgement? Note them below.

Evidence

3. Look at all the evidence you have gathered. Think about:
   - what your evidence suggests about the poor
   - what your evidence suggests about Dickens' intention: how might the reader respond at this point?

   Annotate your evidence with your ideas.

4. Now think about the relevant contextual points you could make in your response. Annotate your evidence with your ideas.

5. Look at your annotated evidence.

   a) Which are your strongest ideas? Tick them.

   b) Number the ideas that you have ticked, and sequence them here to build an argument that supports your critical judgement. ☐ ☐ ☐ ☐ ☐

6. Now write your response to the exam-style question above on paper.

More practice questions

Units 1 and 2

Exam-style question

Read the following extract from Chapter 1 of *A Christmas Carol* and then answer the question that follows.

In this extract Scrooge is explaining to the Ghost of Jacob Marley that indigestion often makes him imagine supernatural beings.

Extract A | Chapter 1 of *A Christmas Carol* by Charles Dickens

"You see this toothpick?" said Scrooge, returning quickly to the charge, for the reason just assigned; and wishing, though it were only for a second, to divert the vision's stony gaze from himself.

"I do," replied the Ghost.

"You are not looking at it," said Scrooge.

"But I see it," said the Ghost, "notwithstanding."

"Well!" returned Scrooge, "I have but to swallow this, and be for the rest of my days persecuted by a legion of goblins, all of my own creation. Humbug, I tell you – humbug!"

At this, the spirit raised a frightful cry, and shook its chain with such a dismal and appalling noise, that Scrooge held on tight to his chair, to save himself from falling in a swoon. But how much greater was his horror, when the phantom taking off the bandage round its head, as if it were too warm to wear in-doors, its lower jaw dropped down upon its breast!

Scrooge fell upon his knees, and clasped his hands before his face.

"Mercy!" he said. "Dreadful apparition, why do you trouble me?"

"Man of the worldly mind!" replied the Ghost, "do you believe in me or not?"

"I do," said Scrooge. "I must. But why do spirits walk the earth, and why do they come to me?"

"It is required of every man," the Ghost returned, "that the spirit within him should walk abroad among his fellow-men, and travel far and wide; and if that spirit goes not forth in life, it is condemned to do so after death. It is doomed to wander through the world – oh, woe is me! – and witness what it cannot share, but might have shared on earth, and turned to happiness!"

Again the spectre raised a cry, and shook its chain, and wrung its shadowy hands.

"You are fettered," said Scrooge, trembling. "Tell me why?"

"I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is its pattern strange to *you*?"

Scrooge trembled more and more.

"Or would you know," pursued the Ghost, "the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have laboured on it, since. It is a ponderous chain!"

Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathoms of iron cable: but he could see nothing.

"Jacob," he said, imploringly. "Old Jacob Marley, tell me more. Speak comfort to me, Jacob."

"I have none to give," the Ghost replied.

Starting with this extract, how does Dickens present the supernatural in *A Christmas Carol*?

Write about:

- how Dickens presents the supernatural in this extract
- how Dickens presents the supernatural in the novel as a whole.

(30 marks)

Unit 1 Which key events in the novel would you choose to write about in your response to this question?

Unit 2 Write **one** or **two** paragraphs in response to this question, focusing on the extract only.

Exam-style question

Read the following extract from Chapter 2 of *A Christmas Carol* and then answer the question that follows.

In this extract the Ghost of Christmas Past shows Scrooge a scene from his past in which his fiancée, Belle, breaks off their engagement.

Extract A | Chapter 2 of *A Christmas Carol* by Charles Dickens

"My time grows short," observed the Spirit. "Quick!"

This was not addressed to Scrooge, or to anyone whom he could see, but it produced an immediate effect. For again Scrooge saw himself. He was older now; a man in the prime of life. His face had not the harsh and rigid lines of later years; but it had begun to wear the signs of care and avarice. There was an eager, greedy, restless motion in the eye, which showed the passion that had taken root, and where the shadow of the growing tree would fall.

He was not alone, but sat by the side of a fair young girl in a mourning-dress: in whose eyes there were tears, which sparkled in the light that shone out of the Ghost of Christmas Past.

"It matters little," she said, softly. "To you, very little. Another idol has displaced me: and if it can cheer and comfort you in time to come, as I would have tried to do, I have no just cause to grieve."

"What Idol has displaced you?" he rejoined.

"A golden one."

"This is the even-handed dealing of the world!" he said. "There is nothing on which it is so hard as poverty; and there is nothing it professes to condemn with such severity as the pursuit of wealth!"

"You fear the world too much," she answered, gently. "All your other hopes have merged into the hope of being beyond the chance of its sordid reproach. I have seen your nobler aspirations fall off one by one, until the master-passion, Gain, engrosses you. Have I not?"

"What then?" he retorted. "Even if I have grown so much wiser, what then? I am not changed towards you."

She shook her head.

"Am I?"

"Our contract is an old one. It was made when we were both poor and content to be so, until, in good season, we could improve our worldly fortune by our patient industry. You *are* changed. When it was made, you were another man."

"I was a boy," he said impatiently.

"Your own feeling tells you that you were not what you are," she returned. "I am. That which promised happiness when we were one in heart, is fraught with misery now that we are two. How often and how keenly I have thought of this, I will not say. It is enough that I have thought of it, and can release you."

Starting with this extract, explore how Dickens presents money in *A Christmas Carol*.

Write about:

- how Dickens presents money in this extract
- how Dickens presents money in the novel as a whole.

(30 marks)

Unit 3 Write **one** or **two** paragraphs in response to this question, focusing on the extract only.

Unit 4 Write **two** paragraphs in response to this question, focusing on the second bullet point: the novel as a whole.

Exam-style question

Read the following extract from Chapter 3 of *A Christmas Carol* and then answer the question that follows.

In this extract the Ghost of Christmas Present shows Scrooge a vision of the streets of London on Christmas morning.

Extract A | Chapter 3 of *A Christmas Carol* by Charles Dickens

The Grocers'! oh, the Grocers'! nearly closed, with perhaps two shutters down, or one; but through those gaps such glimpses! It was not alone that the scales descending on the counter made a merry sound, or that the twine and roller parted company so briskly, or that the canisters were rattling up and down like juggling tricks, or even that the blended scents of tea and coffee were so grateful to the nose, or even that the raisins were so plentiful and rare, the almonds so extremely white, the sticks of cinnamon so long and straight, the other spices so delicious, the candied fruits so caked and spotted with molten sugar as to make the coldest lookers-on feel faint and subsequently bilious. Nor was it that the figs were moist and pulpy, or that the French plums blushed in modest tartness from their highly-decorated boxes, or that everything was good to eat and in its Christmas dress; but the customers were all so hurried and so eager in the hopeful promise of the day, that they tumbled up against each other at the door, crashing their wicker baskets wildly, and left their purchases upon the counter, and came running back to fetch them, and committed hundreds of the like mistakes, in the best humour possible; while the Grocer and his people were so frank and fresh that the polished hearts with which they fastened their aprons behind might have been their own, worn outside for general inspection, and for Christmas daws to peck at if they chose.

But soon the steeples called good people all, to church and chapel, and away they came, flocking through the streets in their best clothes, and with their gayest faces. And at the same time there emerged, from scores of bye streets, lanes, and nameless turnings, innumerable people, carrying their dinners to the bakers' shops. The sight of these poor revellers appeared to interest the Spirit very much, for he stood with Scrooge beside him in a baker's doorway, and taking off the covers as their bearers passed, sprinkled incense on their dinners from his torch. And it was a very uncommon kind of torch, for once or twice when there were angry words between some dinner-carriers who had jostled with each other, he shed a few drops of water on them from it, and their good humour was restored directly. For they said, it was a shame to quarrel upon Christmas Day. And so it was! God love it, so it was!

Starting with this extract, how does Dickens present the people of Victorian Britain in *A Christmas Carol*?

Write about:

- how Dickens presents Victorian Britain in this extract
- how Dickens presents Victorian Britain in the novel as a whole.

(30 marks)

Unit 5 Plan your response to this question.

Unit 6 Write your response to this question.