

GCSE English  
5EH2F/01

Romeo and Juliet  
Foundation Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at [www.edexcel.com](http://www.edexcel.com)

Included in this pack:

- Question and extract from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

Use this extract to answer Question 1.

*Romeo and Juliet*

Extract taken from Act 5, Scene 3.

**Romeo:** Live and be prosperous – and farewell, good fellow.

**Balthasar:** (*Aside*) For all this same, I'll hide me hereabout.  
His looks, I fear, and his intents I doubt.

*ROMEO opens the tomb.*

**Romeo:** Thou detestable maw! – Thou womb of death! –  
Gorged with the dearest morsel of the earth! –  
Thus I enforce thy rotten jaws to open,  
And in despite I'll cram thee with more food.

**Paris:** (*Aside*) This is that banished haughty Montague  
That murdered my love's cousin, with which grief  
It is supposed the fair creature died –  
And here is come to do some villainous shame  
To the dead bodies. I will apprehend him!

*He comes forward to challenge ROMEO.*

Stop thy unhallowed toil, vile Montague!  
Can vengeance be pursued further than death?  
Condemnèd villain, I do apprehend thee!  
Obey, and go with me, for thou must die.

**Romeo:** I must indeed – and therefore came I hither.  
Good gentle youth, tempt not a desperate man.  
Fly hence and leave me. Think upon these gone –  
Let them affright thee. I beseech thee, youth,  
Put not another sin upon my head  
By urging me to fury. O, be gone!  
By heaven, I love thee better than myself  
For I come hither armed against myself.  
Stay not, be gone! Live – and hereafter say  
A madman's mercy bid thee run away.

**Paris:** I do defy thy conjurations  
And apprehend thee for a felon here!

**Romeo:** Wilt thou provoke me? Then have at thee, boy!

*They fight.*

**Part (a)**

1 Answer all parts of the question.

(a) From the extract, what do you learn about the character of Romeo?

Use evidence from the extract to support your answer.

(7)

**Script 1 response to part a)**

**Band 2 – 3 marks**

Relevant points about Romeo's character but unsupported

la Romeo is upset and wants to grive for his love and tries to show that to Paris but Paris Refusing to listen because Romeo is banished from Verona Paris is trying to advise ~~Romeo~~ but Romeo wants Paris gone but Romeo ~~is saying~~ saying tempt not a desperate man and Amantians mercy shows he wants Paris to go so he can be alone

relevant point supported by valid quotation

**Examiner summary:**

*This response makes a number of relevant but unsupported points. There is some focus on Paris, which does not answer the question, but the candidate does make the supported point that Romeo wants Paris gone. There is enough to show some understanding*

**Band this answer achieves in the mark scheme:**

2	3-5	<ul style="list-style-type: none"><li>• Some understanding of the character.</li><li>• Some reference to the extract to support response.</li></ul>
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**To achieve a higher mark:** this response needs to provide comments with evidence from the extract to support the points and focus more closely on Romeo.

## Script 2 response to part a)

### Band 3 – 6 marks

Write your answer to Section A here:

A) In the extract we learn that Romeo is desperate to see his Juliet. 'Good gentle youth, tempt not a desperate man.' This shows the audience he is desperate to be a Juliet's side.

'desperate' is lifted from the extract and repeated in the explanation, but it is a valid, supported point

We also learn that Romeo is a kind man, 'live and be prosperous and farewell good fellow.' This shows the audience that he wants to see Juliet alone.

relevant point supported with a quotation, although the explanation is not entirely related

relevant point supported with a quotation and an explanation

In the extract we finally learn that Romeo is determined as he wishes to see Juliet. 'Wilt thou provoke me? Then have at thee boy!' This shows the audience he wants to be by Juliet when he dies.

(Section A continued)

### Examiner summary:

*Here the candidate uses a useful Point Evidence Explain structure. The first point is taken from the extract 'desperate' and repeated in the explanation. The explanations are somewhat repetitive, 'wants to see Juliet'. However, the candidate does show a 'generally sound' understanding of the character 'determined', 'kind' and 'desperate'*

### Band this answer achieves in the mark scheme:

3

6-7

- Generally sound or sound understanding of the character.
- Clear reference to the extract to support response.

**To achieve a higher mark:** this response needs to provide slightly stronger explanations of the exemplified points.

### Script 3 response to part a)

Band 3 – 7 marks

2 relevant points supported with a quotation and an explanation

a) Romeo is loyal and caring even at the arrival of his death. "be prosperous - and farewell, good fellow." This is symbolic as throughout the novel he's gentle and loving with his friends and even servants. He's also passionate and possesses a vile imagery towards his surroundings as he describes the tomb in a negative way, when he says, "Gorged with the dearest of the earth I'll cram thee with more food." This quote shows Juliet a model in the tomb and he's going to become "food" to the stomach. Moreover he's desperate as Paris approaches him, and in no intention to commit another crime, "Keep not a desperate man" "I beseech thee". This shows Romeo desperate and begs Paris to leave as he <sup>only</sup> wants to kill himself with Juliet and is a "madman".

sound link to character from Romeo's negativity towards the tomb

relevant points supported by quotations and relevant explanation

**Examiner summary:**

*The candidate begins by showing an understanding of the character, with a supporting quote. The explanation offers some reference to Romeo in the play as a whole, although this is not required to achieve full marks. There is a sound link to character about his negativity towards the tomb, 'passionate' and 'possesses a vile imagery'. The rest of the answer focuses on his desperation and his plea to Paris with built in quotes. This is not a lengthy answer but does show sound understanding of Romeo's character with clear references to support.*

**Band this answer achieves in the mark scheme:**

3	6-7	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of the character.</li><li>• Clear reference to the extract to support response.</li></ul>
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**To achieve a higher mark:** this response has achieved maximum marks.

Script 4 response to part a)

Band 3 – 7 marks

relevant points supported with a quotation and an explanation

From this extract we learn that Romeo is a very much in love with Juliet & that he would even kill himself just to be with her. "I'll cram thee with more food".

Here Romeo is describing the tomb as an evil hungry monster because Juliet is inside it & he will "cram" it with more food i.e. he is going to kill himself inside the tomb to be with Juliet.

We also learn that Romeo is quite peaceful and upset when he says "put not another sin upon my head" and "Good gentle youth, temp not a desperate man". These quotes show that Romeo isn't

angry but instead very upset & hurt

relevant points supported with a quotation and an explanation

relevant points with a valid reference to knowledge of Romeo related to what is seen in the extract with an appropriate explanation

(Section A continued) because of Juliet. When Romeo says ~~about~~ put not another sip upon my head this shows that he is also mourning for Tybalt & and he could also be blaming himself for Juliet's death. When Romeo describes Paris as a "gentle youth" this ~~shows~~ signifies that he isn't looking for trouble & that he is quite calm.

Relevant, supported points

We learn that Romeo has a 'short fuse' and he can get quite angry really quickly "Will thou provoke me? then have at thee boy" this quote shows that even though Romeo has come to mourn Juliet he ~~is~~ has mixed emotions

relevant supported points with explanation

**Examiner summary:**

*The candidate demonstrates a sound understanding of Romeo's character, closely referencing the extract with relevant quotations. The candidate develops their explanations of the character of Romeo as seen in the extract.*

**Band this answer achieves in the mark scheme:**

3	6-7	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of the character.</li><li>• Clear reference to the extract to support response.</li></ul>
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**To achieve a higher mark:** this response has achieved maximum marks.

## Part (b)

(b) Using your understanding of the extract, explain how the following lines might be performed.

(7)

**Romeo** Stay not, be gone! Live – and hereafter say  
A madman's mercy bid thee run away.

**Paris** I do defy thy conjurations  
And apprehend thee for a felon here!

**Romeo** Wilt thou provoke me? Then have at thee, boy!

### ***They fight***

You may consider the following in your answer:

- actions
- positioning
- movement
- voice
- gesture
- facial expression.

Script 1 response to part b)

Band 2 – 4 marks

16 during this extract I think that the following lines will be before ~~in~~ in this way

Appropriate stage directions suggested

when Romeo starts his lines he should point away and walk towards Paris while saying stay not be gone live - and hereafter say a madmans mercy bid the Rm away

Relevant comment on how Paris should perform this line

but Paris says swiftly after I do defy thy conjurations ~~at~~ wilt emphasize and apprehend thee for a felon here!

Link between character's feelings and the delivery of the lines and effect

but Romeo antagonized swiftly replies wilt thou ~~defy me~~? as a rhetorical question then resively saying then have at the but when he says boy ~~the~~ Romeo says it in a way that makes it undermining Paris then they fight

### Examiner summary:

*The answer starts with some stage directions. There is also some reference to how Paris should deliver his lines. The strongest part of the answer is the last paragraph where the candidate makes a link between how the character is feeling and how he should deliver the lines 'antagonised' and 'swiftly' 'aggressively' 'in a way that makes it undermining Paris'.*

### Band this answer achieves in the mark scheme:

2	3-5	<ul style="list-style-type: none"><li>• Occasional understanding of effectiveness of performance techniques</li><li>• Some reference to the lines from the extract to support response.</li></ul>
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**To achieve a higher mark:** this response needs further detail in terms of performance techniques.

## Script 2 response to part b)

### Band 3 – 6 marks

B) Romeo's first two lines will be performed, with Romeo moving his hand in a swishing motion to ~~show~~ tell Paris to leave. This will be done because Romeo wants to be with Juliet by himself.

relevant gesture for the selected lines, and explanation

Paris lines will have him raising his voice to Romeo to let him know he is not going without a fight. 'And apprehend me thee for a felon here! This will be performed this way because Paris is telling Romeo he is entitled to stay.'

link between character's feelings, the delivery of the lines and the reasons

Finally Romeo's last line in the extract 'Wilt thou provoke me? Then have a thee boy!' This line will have Romeo

reference to specific lines, with valid performance gestures and voice, with reasons

(Section A continued) touching his chest because he is saying 'Wilt thou provoke me?' While saying this his voice will get louder. This is performed like this because want to be alone with Juliet.

**Examiner summary:**

*The candidate structures the answer well. There are comments on the how and why, with close reference to the extract in each paragraph.*

**Band this answer achieves in the mark scheme:**

3	6-7	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of effectiveness of performance techniques</li><li>• Clear reference to the lines from the extract to support response.</li></ul>
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**To achieve a higher mark:** this response needs slightly more variation in the explanations of the performance features.

## Script 3 response to part b)

Band 3 – 7 marks

(Section A continued) b) Romeo desperately attempts to convince Paris of his intentions as he may be down to his knees and mourns and cries with his hands forward towards Paris and shouting with face full of ~~tear~~ tears. In contrast Paris is angry and defensive as he thinks Romeo is going to commit more crimes as he did before by killing his cousin Tybalt. He defies his plans and rejects him by strong tone of voice as he swings his hand towards his sword with a violent expression and walks towards Romeo on guard by saying, "approach this for a film base!" Romeo may stand up and may be wipes his face and no longer wishes to be gentle in the manner. He also draws his ~~strong~~ sword with rage like a madman ~~and~~ ~~angrily~~ ~~runs~~ angrily runs towards Paris as he says, "have at thee, boy!"

relevant references to action, gesture and voice

references to specific lines with valid performance features and links to character

Relevant references to action, gesture and voice with explanations and reference to the extract

### Examiner summary:

*The candidate shows how performance supports characterisation. In the first part of the answer, the candidate does not refer to the lines of the extract. The next part of the answer focuses on Paris' character and the strongest part deals with Paris' reaction, focusing on his actions and tone as he 'rejects' Romeo. The latter part of the response deals with the changes in Romeo as he 'stands up' and 'wipes his face'. The candidate has clearly visualised the scene and recognised the changes in Romeo within the lines.*

### Band this answer achieves in the mark scheme:

3	6-7	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of effectiveness of performance techniques</li><li>• Clear reference to the lines from the extract to support response.</li></ul>
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**To achieve a higher mark:** this response has achieved maximum marks

Script 4 response to part b)

Band 3 – 7 marks

Multiple references to specific lines with valid performance features suggested throughout this section

(Section A continued) B)  
Romeo: "stay not be gone!" this can be said with a bit of anger whilst clenching his jaws and with a partially risen voice.  
and hereafter say A madman's mercy bid thee run away this section can be said with his voice trailing off towards the end of the ~~scanto~~ sentence. Romeo would also say this whilst being quite quiet in a peaceful tone of voice, whilst standing pretty still  
Paris: I do defy ~~thee~~ thy conjurations And apprehend thee for a felon here!  
These lines would be said much angrier & louder than Romeo's lines. whilst saying these lines Paris could also be pulling out his sword prepared for a fight. Even while shouting Paris would be tearing up at the thought of Juliet. Paris's jaw would be clenched tightly whilst slowly edging towards Romeo  
Romeo: Wilt thou ~~not~~ provoke me? - this line is said with slight confusion as to why Paris wants to die & with eyebrows risen & mouth open this is

Valid suggestions of actions and tone of voice, and facial expression linked to Paris' character

(Section A continued) said in a questioning way with a sound tone.  
 Romeo: Then have at thee, boy! this however would be ~~said~~ shouted at Paris Whis pulling out his rapier & running at Paris Romeo would also be quite tearful at the thought of having to slay yet another man.

References to specific lines with valid performance features and links to character

### Examiner summary:

The candidate suggests a range of performance features which demonstrate their understanding of how the lines could be performed, including actions, gestures, tone of voice and facial expressions, all supported with close reference to the extract. The candidates also references how the performance supports characterisation 'tearful at the thought of having to slay yet another man' and has created a clear visual explanation of a performance of these lines

### Band this answer achieves in the mark scheme:

3	6-7	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of effectiveness of performance techniques</li> <li>• Clear reference to the lines from the extract to support response.</li> </ul>
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**To achieve a higher mark:** this response has achieved maximum marks

### Part (c)

(c) In the extract, we see violence.

Comment on the importance of violence in **one other** part of the play.

(10)

**Script 1 response to part c)**

**Band 2 – 5 marks**

Identification of 'one other part' of the play

IC When tybalt challenges Romeo but Romeo declines the challenge ~~tybalt~~ tybalt insults Romeo mercutio challenges tybalt but mercutio is stabbed he curses both the families houses then Romeo ~~tybalt~~ challenges tybalt after the fight tybalt is dead and this gets Romeo banished and is separated from his newly married wife Juliet

Explanation of violent events in the selected section

References to the effects of the violent events

**Examiner summary:**

*The answer, although short, does have some relevant key details from Act 3 Scene 1 and does make valid but brief comments on the implications of the violence*

**Band this answer achieves in the mark scheme:**

2	4-7	<ul style="list-style-type: none"><li>• Some understanding of theme and its importance</li><li>• Some reference to one other part of the play to support response.</li></ul>
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**To achieve a higher mark:** this response needs to develop the explanations of the importance of violence within the selected part of the play.

**Script 2 response to part c)**

**Band 3 – 8 marks**

identification of 'one other part' of the play

C) We also see violence in Act 3 where Tybalt and Romeo are arguing. This all leads to violence where Tybalt stabs Romeo's cousin Mercutio. Mercutio then says 'O' plague O' born your houses.' which is symbolized irony for the rest of the play as things go worse for Romeo and Juliet.

explanation of the violent events in the selected section, including a quotation

This is important in the play because, it is the way Romeo ends up being banished from Verona to a town called Mantua. This is important because Juliet and Friar Lawrence come up with a plan to get Juliet out of Verona.

explanations of the effects of the violent events, and their importance

explanations of the importance of the violence in the selected part to the rest of the play

It is important because Romeo changes the whole play by killing Juliet's cousin (Tybalt) because she dies of grief, but the audience know that she is alive (dramatic irony).

**Examiner summary:**

*The answer focuses on Act 3 Scene 1 and whilst it has limited details from the actual scene, it does have a direct quote, 'a plague on both your houses' and then explains the implications of 'the curse'. The candidate recognises how 3.1 is a key scene in the development of the plot leading to Romeo being banished, the Friar's plan etc. The candidate goes beyond this in the final paragraph and shows a general sound understanding of the theme of violence and its importance.*

**Band this answer achieves in the mark scheme:**

3	8-10	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of theme and its importance</li><li>• Clear reference to one other part of the play to support response.</li></ul>
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**To achieve a higher mark:** this response needs to provide more detail on the selected scene.

Script 3 response to part c)

Band 3 – 8 marks

identification of 'one other part'

c) ~~Detail~~ In the Capulet's ball ~~the~~ Tybalt finds out about Romeo and his friends gate crashing into the ball, and therefore feels dishonoured and rage with ~~a~~ vengeance. In the novel violence repeatedly comes up ~~a~~ throughout ~~at~~ the novel and is a common theme. Tybalt approaches Mercutio and exchange with argument, as Tybalt say, "they consent with Romeo" which means that ~~they~~ they're musicians. Romeo arrives at the scene and ~~he~~ rejects to fight Tybalt as he married his cousin Juliet and therefore are related. ~~At~~ Romeo is repeatedly abused by Tybalt forcing him to accept the duel in order to regain his honour and revenge. Mercutio intervenes for Romeo and ends up dead in the battle, "they made worm meat of me" and curses both the families, "plague on the Capulets and Montagues". Romeo ~~is~~ is a result is outraged and pursue Tybalt and kills him in the process. Romeo is therefore banished ~~the~~ Overall this shows violence can be catastrophic as the quarrel between the two families can lead to violence and death which is repeatedly shown.

change to another part of the play

explanations of the violent events in the selected scene, with valid quotations

explanations of the effects of the violence

explanations of the importance of the violence in the selected part to the rest of the play

### Examiner summary:

*The answer starts with a focus on Act 1 scene 5. The candidate then switches to focus on 3.1. However, there is a connection and 3.1 is dealt with in some detail with several quotations and close text references. There is then a link with Romeo being banished. The candidate also offers valid though brief comments about the importance of violence, 'catastrophic' and 'led to violence and death'.*

### Band this answer achieves in the mark scheme:

3	8-10	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of theme and its importance</li><li>• Clear reference to one other part of the play to support response.</li></ul>
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**To achieve a higher mark:** this response needs to clearly focus on one other part of the play. Candidates should follow this direct instruction from the question. Examiners will take the most creditable part, unless there is a special link being made which makes the point valid. This response also needs to provide a little more explanation of the importance of the theme.

Script 4 response to part d)

Band 3 – 10 marks

identification of 'one other part'

explanation of why this scene is important within the play

c) In the section of the novel play where Romeo gets confronted by Tybalt who starts throwing accusations at him & calling him a ~~villain~~ villain. This section is a very important section of the play because after the fight between Romeo & Tybalt the play starts to go downhill with everything after that ending up with death. Romeo tries to talk Tybalt out of fighting with him which ends up with Mercutio stepping in to start the fight Romeo manages to stop him but Mercutio still ends up getting stabbed because of Romeo. Whilst Mercutio lays dying on the floor

details of the selected section, with reference to the violent events

relevant quotations

(Section A continued) he sort of makes a joke by saying "ask for me tomorrow and you will find me a grave man" this could possibly mean he would find him in his grave i.e. dead or grave as in very upset & angry. Just before Mercutio dies he says "A plague on both your houses" this sort of foreshadows the ending of the play where both Romeo & Juliet end up dead (one from each house) after this event Romeo gets blinded with anger and goes back after Tybalt who he then slays. This ends part is extremely important because this ends up in Romeo getting banished & Juliet's grieving.

reference to the importance of the violent events within the wider play

explanation of the importance of the violent events

### Examiner summary:

The response begins by identifying the selected scene and immediately defines why the violence in this scene is important both in terms of the events within the scene and its impact on the play, 'with everything after ending in death'. The candidate then provides lots of detail about the violent events within the selected scene, including some direct quotations. Further reference to the importance of violence is given both in terms of its significance to the plot 'foreshadows the ending of the play' and in terms of the immediate effects 'Romeo getting banished and Juliet's grieving'.

### Band this answer achieves in the mark scheme:

3	8-10	<ul style="list-style-type: none"><li>• Generally sound or sound understanding of theme and its importance</li><li>• Clear reference to one other part of the play to support response.</li></ul>
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**To achieve a higher mark:** this response has achieved maximum marks.