

hii here are some quotes i tried to unpick and im not sure if these are okay for a 6: Duality of love

"O brawling love! O loving hate!

O any thing, of nothing first create!" stick to the first part im not convinced we need this part right now

The use of opposites (fighting check word accuracy love, loving hate) shows how love is full of contradictions. The oxymoron "Brawling" brawling on its own isnt an oxymoron, make sure you include the whole technique suggests conflict, linking love to violence. This foreshadows the fighting caused by Romeo and Juliet's relationship. The phrase "Loving hate" shows that love and hate are closely connected, reflecting the Montague and Capulet feud. i would potentially start a new paragraph here and make it a different point The line "O any thing, of nothing first create!" suggests that love can appear from nowhere, making it feel magical and powerful. However, this also suggests that love is unstable, personally i think a semicolon would fit better here over a comma. if it comes from nothing, it could disappear just as easily. This foreshadows Romeo's quick change from loving Rosaline to Juliet and later, the tragic ending of his love.

"These violent delights have violent ends,  
And in their triumph die, like fire and powder,  
Which, as they kiss, consume."

The Juxtaposition "Delights" (happiness) and "violent" (destruction) suggest that extreme passion can lead to disaster. Foreshadowing that their love will end in tragedy. The noun "Triumph" suggests joy, but "die" immediately ruins this happiness, showing that their love is doomed. The metaphor "Like fire and powder" portrays how fire and gunpowder explode when they meet, just like Romeo and Juliet's intense love. Suggests their love is passionate but dangerous and destructive. In the line "Which, as they kiss, consume", the verb "Kiss" is romantic, but the verb "consume" suggests being destroyed. This suggests that their love will burn too brightly and then destroy them both. Foreshadowing Romeo and Juliet's deaths at the end of the play. This is overall a good paragraph but i think there's too much going on in terms of evidence, too many quotes and you keep repeating the fact that they die at the end (which is important but i think there's too much focus on it here)

Familial love

"Sweet, sweet, sweet nurse,  
tell me, what says my love?"

Juliet is impatiently waiting for news from the Nurse about her marriage to Romeo. cut this, the examiner already knows what happens so repeating the story is unnecessary

This moment shows the close, motherly bond between Juliet and Nurse. Juliet repeats "sweet" multiple times, showing affection and excitement. In the phrase "Sweet, sweet, sweet nurse" The repetition of "sweet" emphasises Juliet's deep affection for the Nurse.

It highlights their familial bond, as Juliet trusts and relies on the Nurse like a mother. This contrasts with her formal, distant relationship with Lady Capulet, her actual mother. The Imperative "Tell me" suggests Juliet feels comfortable giving the Nurse direct orders, showing their close relationship. "My love" refers to Romeo, but the fact that she asks the Nurse first shows that she values her opinion. This reinforces the idea that the Nurse is her closest family figure, rather than her own parents. The Nurse acts as Juliet's real mother figure, offering support and care. Juliet speaks to the Nurse with warmth and affection, unlike how she speaks to Lady Capulet. again, you've repeated yourself in different words which is not needed so if you cut this it will save you time. Their relationship is built on trust and comfort, showing that family love is not always based on blood but on emotional closeness.

Time

"O, she doth teach the torches to burn bright!"

Romeo says this when he first sees Juliet at the Capulet ball. This moment marks the beginning of their love, showing how quickly time moves in the play. **How?** It highlights the theme of time and fate, as their love story starts suddenly and ends just as fast. **"O"** The exclamation shows his amazement at Juliet. **Try to embed the quote rather than have it stick out at the start of the sentence.** This suggests that love happens in an instant, linking to the idea of time moving quickly. The metaphor "She doth teach the torches to burn bright!" Suggests Juliet is so beautiful that even torches (light) **i dont think we need this because the examiner will know what a torch is.** seem dim compared to her. There is irony in this phrase because light is usually linked to life and hope, but for Romeo and Juliet, their love will burn too intensely and lead to destruction rather than lasting happiness. Romeo falls in love at first sight, showing how quickly time moves in the play. This links to the idea that time in their love story is brief, it shines brightly but disappears quickly. The idea of burning bright suggests that their love is like a flame, strong and passionate, but it will not last long. Romeo meets Juliet at the perfect (or worst) moment, showing how time pushes them towards their destiny.

### **Www: 1. Clear understanding of themes**

You consistently link ideas to bigger concepts like love, conflict, and family relationships. This is essential for higher-band responses.

### **2. Good use of subject terminology**

You confidently use terms like oxymoron, juxtaposition, metaphor, and imperative. This shows strong technical knowledge.

### **3. Relevant and well-chosen quotations**

Your quotes are appropriate and support your ideas well, especially the focus on contrast in love and violence.

### **Ebi: 1. Reduce repetition and be more concise**

You often repeat the same idea in slightly different ways. This limits sophistication and wastes time. Aim for one clear, developed point rather than multiple similar statements.

### **2. Analyse more precisely at word level**

You sometimes identify techniques but don't fully zoom in on *individual words*. Grade 9 responses focus closely on language and explore multiple interpretations.

### **3. Develop a more conceptual argument**

Instead of repeatedly saying it "foreshadows tragedy," try to explore *why* Shakespeare presents love this way. For example, link it to impulsivity, fate, or the dangers of extreme emotion.

I've noticed that you haven't included any **context**, which is something that will hold you back.

Here's a model answer I wrote, assuming the question was about love. I know you had different themes, so I've picked one and written about it, but see if you can spot what I've done differently. I've done my best, considering I haven't studied the play.

## Point

## Quote

## Analysis

## Context

I've highlighted the first 2 paragraphs, see if you can colour code the others and also try and colour code yours and compare the two

At the beginning of the play, Romeo describes love as "O brawling love, O loving hate," immediately establishing it as a paradox. The oxymoronic pairing of "brawling" and "love" suggests that love is inseparable from conflict, while "loving hate" blurs the boundary between opposing emotions. This reflects the feud between the Montagues and Capulets, where love is shaped by violence and division. Shakespeare implies that in a society defined by hatred, even the most personal emotions become unstable. Romeo's exaggerated language also reveals his emotional immaturity, as he experiences love in extremes rather than with balance or reason. This foreshadows the intensity of his later relationship with Juliet and suggests that such overwhelming passion may be dangerous.

Shakespeare develops this idea further through Friar Laurence's warning that "these violent delights have violent ends." The juxtaposition of "delights" and "violent" reinforces the idea that intense pleasure is closely linked to destruction. The adjective "violent" suggests a lack of control, implying that Romeo and Juliet's love is impulsive rather than considered. Additionally, the metaphor "like fire and powder" presents their relationship as explosive, as these elements burn when combined. This reflects the speed and intensity of their romance, but also suggests inevitability, as such a reaction cannot be prevented once it begins. Written for a Renaissance audience, this may have served as a warning against excessive emotion, aligning with contemporary beliefs that valued reason and moderation. Shakespeare, therefore, presents passionate love not as ideal, but as something that must be controlled to avoid tragedy.

However, Shakespeare also explores love as deeply genuine and emotionally significant, particularly through Juliet's relationships. Her affectionate address to the Nurse, "sweet, sweet, sweet nurse," highlights a form of familial love built on trust and emotional closeness rather than social expectation. The repetition of "sweet" conveys warmth and dependency, suggesting that Juliet finds comfort in the Nurse in a way she cannot with her own mother. This reflects the limited role of parental affection in upper-class Elizabethan families, where children were often raised by servants. By presenting this contrast, Shakespeare suggests that love is not defined by status or blood, but by emotional connection. This makes the loss of such relationships later in the play more poignant.

Finally, Shakespeare presents love as immediate and overwhelming through Romeo's reaction when he first sees Juliet, claiming she "doth teach the torches to burn bright." The hyperbolic metaphor elevates Juliet above natural sources of light, suggesting that Romeo is instantly captivated. This reflects the idea of love at first sight, which was often associated with impulsivity rather than stability. The imagery of light is traditionally linked to hope and beauty, yet throughout the play, it becomes ironic, as their love ultimately leads to darkness and death. Shakespeare may be suggesting that while such intense love feels powerful, it is ultimately fleeting and unsustainable.

