

## KEY WORDS

*Fondness, Possess, Conventional, Anticipating, Socially advantageous, Social, Political, Financial, Status, Social norms, Inner conflict, Maternal, Feminine, Fleeting, Liberty.*

# Lady Capulet

## LADY CAPULET INNER CONFLICT

### COMPARISON

Lady Capulet is not as close to her daughter because she is too **pre-occupied** by her own problems and, while she does care for Juliet, doesn't bond with her on an **emotional level**. The nurse on the other hand, who spent the most time with Juliet is a sort of **proxy mother** (substitute mother) with whom Juliet is far closer to.

### COMPARISON

Lady Capulet acts as an example of a lot of mothers in Verona at the time and shows the **pressure** they were put under and the **inner conflicts** they experience.

### COMPARISON

There are few women in the play and so Lady Capulet and Juliet are the main examples of how Shakespeare represents women. He shows them, through the two, to be burdened by societal expectations. Despite Juliet being more defiant of these expectations, both are bound by them as shown by Juliet's death- she died being defined by these.

### COMPARISON

Lady Capulet and Lord Capulet appear almost as a unit in this scene, as they have both made the same error. They act as examples of **aloof** parents of that time who did not **emotionally support** their children.

### COMPARISON

Lady Capulet is far more **emotionally mature** at the end of the play than she is at the beginning. Her daughter death acted as a **catalyst** (cause) for this emotional development.

- Lady Capulet, addressing the Nurse, says **"thou know'st my daughter's of pretty age"**, **acknowledging** that she is almost of age to marry. She uses the **personal pronoun "my"**, showing she has **a degree** (level) **of fondness** (love) for her daughter; a **maternal** (motherly) **instinct** to protect her. But the **pronoun** also **connotes** possession, showing that she ultimately **possesses** a large amount of power over Juliet.
- In **Elizabethan society** it was **conventional** for women to marry at a young age. Juliet is thirteen in the play, which is shocking for modern audiences, but a **conventional** age to marry for an audience of Shakespeare's time.
- She asks the nurse **"how long [it is] until Lammas tide?"**, which is Juliet's birthday. Her **tone** is impatient, demonstrating that she is anxiously **anticipating** (waiting for) the moment she can marry her daughter off to a **socially advantageous partner**.
- At this time, there was a lot of pressure for young girls to marry to **advance** (further) their family's **social, political and financial status**, hence the pressure Juliet is under to marry Paris, who is an **aristocratic** and **influential eligible bachelor**.
- The significance of Juliet's birthday being on **Lammas eve**, is that she is born under the constellation **Leo**, meaning she is supposed to be fiery, rebellious and headstrong. The Elizabethan's placed particular **value on astrology**, hence Juliet's similarity to her astrological sign.
- Lady Capulet tells Juliet: **"younger than you/ Here in Verona [...] **are made already mothers**". This quote shows the pressure Lady Capulet feels to **conform to the social norms**. She almost sounds as though she feels she has to give **validation** (a reason) as to why she is marrying off her daughter, as though she feels guilty about it.**
- She calls Juliet's future husband **"the valiant Paris"**, trying to make him sound more appealing to her daughter who is apprehensions about the marriage. She clearly feels some **inner conflict** about wanting to do what is socially done but also caring for her daughter and her feelings.
- This scene **exemplifies** not just the conflict of Lady Capulet, but presumably **the conflict of many mothers at the time** who felt pressure to conform to what is socially the norm, but also, **maternally**, have a deep love for their daughters and **desire** to do what is best for them. .

## TOP TIP



**Your essay should focus primarily on language and form analysis (AO2), as this is weighted more heavily than other sections of the marking criteria.**

## DUTY VS LOVE (ACT 5 SCENE 3)

- Lady Capulet **is burdened by social pressure** to marry off her daughter, that she values it over the happiness of her daughter and thus indirectly causes her death. upon finding her daughter dead, she laments **"the sight of my death is a bell, / That warns my old age to a sepulcher"**.
- Her use of a **simile** to compare her daughter's death to a warning bell shows the extreme guilt she feels. Her conflict is no longer a conflict in her mind and her daughter's death has proven to her that her love for Juliet ranks above any wish for her to be married. The idea of a **"bell"** **conjures imagery of time**, reminding us of how **fleeting** (brief) life is and thus how much we should value it.
- Earlier in the scene she describes how people ran **"with outcry toward [the] monument"** where the lovers were being held. The community seems to grieve alongside Lady Capulet, making their death that much more **tragic**. Were aware the two belonged to **prominent** families but it is only after their death can we see how much they were really known.
- Lady Capulet's guilt, **by extension**, would thus be intensified.
- Her daughter's death marks a moment of realisation for her. It forces **her to realise the minor nature of their family feud** and the radical consequences it has had.

## TOPIC SENTENCES

- Lady Capulet is conflicted between **desiring** her daughter to find a **financially, socially and politically advantageous** husband and wanting her daughter to be happy. Lady Capulet loves Juliet but is also **bound by social expectations** regarding marriage.
- Although Lady Capulet has power over her daughter, **ultimately**, she is subordinate to her husband and acts as such.
- Lady Capulet, upon seeing her daughter dead, realises **the error of her ways** and that love always took precedence over social duty.



**TOP TIP** Linking to context like expectations of aristocratic women will get you context marks and make your essay seem well researched (AO3).

You need to make sure you have a thorough knowledge of how to spell high level words so that you don't lose unnecessary marks on spelling issues (AO4).