

❖ **Chorus 1**

- In what ways does the Prologue prepare the audience for the next scene?

❖ **Scene 1**

- What do you think of the way in which Marlowe chooses to open the play and introduce its chief character?
- Discuss and then make notes on the different techniques Marlowe employs to engage the attention and interest of the audience
- To what extent are modern day readers or spectators likely to sympathise with Faustus at this stage of the play?
 - Do you think your answer would be different for the spectators of Marlowe's day?

❖ **Scene 2**

- How is the audience likely to react to scene 2 given the content and tone of scene 1?
- What does this scene tell us about the kind of play we can expect *Doctor Faustus* to be?

❖ **Scene 3**

- List the ways in which Faustus challenges or offends God in scene 3
- What aspects of Faustus' personality begin to emerge in the scene?
- What is your reaction to the events of this scene?
- How do you think it is likely to differ from the reactions of an Elizabethan audience?

❖ **Scene 4**

- What does scene 4 tell us about the ways in which Marlowe uses the comic episodes in *Doctor Faustus*?

❖ **Scene 5**

- What have you discovered about Faustus' character from his choices in scene 5?
- How does Marlowe use language to reflect the dualistic nature of the struggle between good and evil, within and outside Faustus? Consider:
 - The use of imagery
 - The impact of parallelism
 - The good angel and evil angel
 - For example, do these two characters suggest the struggle within Faustus?
 - Or is Marlowe representing objective good and evil in the universe?

❖ **Chorus 2**

- How does the second chorus go about describing for the audience events that cannot be shown on stage?
- Make a list of the other references to people flying in the play
 - How might these references apply to Faustus?

❖ **Scene 6**

- Since scene 6 is a comic interlude, it has much in common with scenes 2 and 4
 - What is the effect of using prose instead of blank verse in these scenes?

- Does the style used make the mood more, or less, informal?
- Does it make the comedy more, or less, effective?
- Think about the semantic fields used in this scene
 - Record the diction used in loose categories such as:
 - Work
 - Love
 - Food
 - What is the effect of these fields on the structure of the scene?

❖ Scene 7

- Compare scene 7 with the aspirations and emotions expressed by Faustus in earlier scenes
 - To what extent has he fulfilled those ambitions?
- What do you learn about Faustus from the tricks he plays on the Pope and friars?

❖ Chorus 3

- Re-read all the passages spoken by the Chorus/Wagner
 - What kind of language is used here?
 - Do the words fall into a consistent semantic field?
- What is the attitude of the Chorus in each of his speeches to Faustus' actions?
- How well do you think the Chorus prepares the audience for the scene that he introduces?

❖ Scene 8

- During the rest of the play, try to find the lines where Marlowe is using a

combination of language and the spectator's imagination to overcome the limitations of the stage

- Is the purpose of scene 8 simply to provide a change of mood?
- How many parallels can you find between Faustus and the comic characters? For example:
 - The two ostlers and the wine merchant are made the object of ridicule, being outwitted by Mephistophilis
 - In a more tragic manner, Faustus is overwhelmed by Satan and Mephistophilis
 - Rafe and Robin seem able to summon Mephistophilis and the demons, but not to control them
 - When does Faustus realise that he is in the same position?

❖ Scene 9

- Compare this version of the scene with that of the **B text**
- In what ways does this scene resemble scene 7 and in what ways is it different? Consider:
 - Events
 - Setting
 - Attitude
 - Mood
 - Outcome
- What is the effect of the passing of time upon Faustus' mood?
- Comparing the presentation of Faustus in scenes 7 and 9, use a grid or table to make a note of:
 - The language used by Faustus

- The way in which he tricks some of the other characters in the scenes
- How Mephistophilis assists Faustus.

❖ **Scene 10**

- Make notes on:
 - The ways in which scene 10 contributes to the themes of the play
 - How the scene develops our understanding of what is happening to Faustus'
 - Character
 - Behaviour.

❖ **Scene 11**

- What sort of life does Faustus experience as a result of the pact with Satan?
 - Think about where he spends his time
 - What kinds of people accompany him in the later scenes of the play and how do they differ from his friends and companions at the beginning?
- Has Faustus changed his priorities from when he first decided to practise magic?

❖ **Chorus 4**

- Compare the various speeches that the Chorus gives in the whole play
 - In what ways does the Chorus introduce the scenes following each speech?
 - How does his attitude towards Faustus change as the play goes on?
 - What is the effect of knowing that the fourth

Chorus speech is spoken by Wagner?

❖ **Scene 12**

- Think about scene 12 as part of a sequence beginning with scene 6
 - How does the text balance the elements of comedy and seriousness?
 - What seems to be happening to Faustus during these scenes?
- How has Faustus' relationship with Mephistophilis developed and changed by this point in the play?

❖ **Scene 13**

- What do you notice about how Marlowe handles time in this scene?
- List the techniques that Marlowe uses to increase the tension of Faustus' final hour
- What challenges would this scene present to an actor playing the part?
 - As a director, write down the guidance you would give the actor playing Faustus for his final soliloquy. As you go through the speech, cover areas such as:
 - Movement
 - Vocal expression
 - Motivation
 - Dramatic shape
 - Desired impact on the audience

❖ **The epilogue**

- What does the Chorus suggest are the chief lessons to be learned from the story of Faustus?