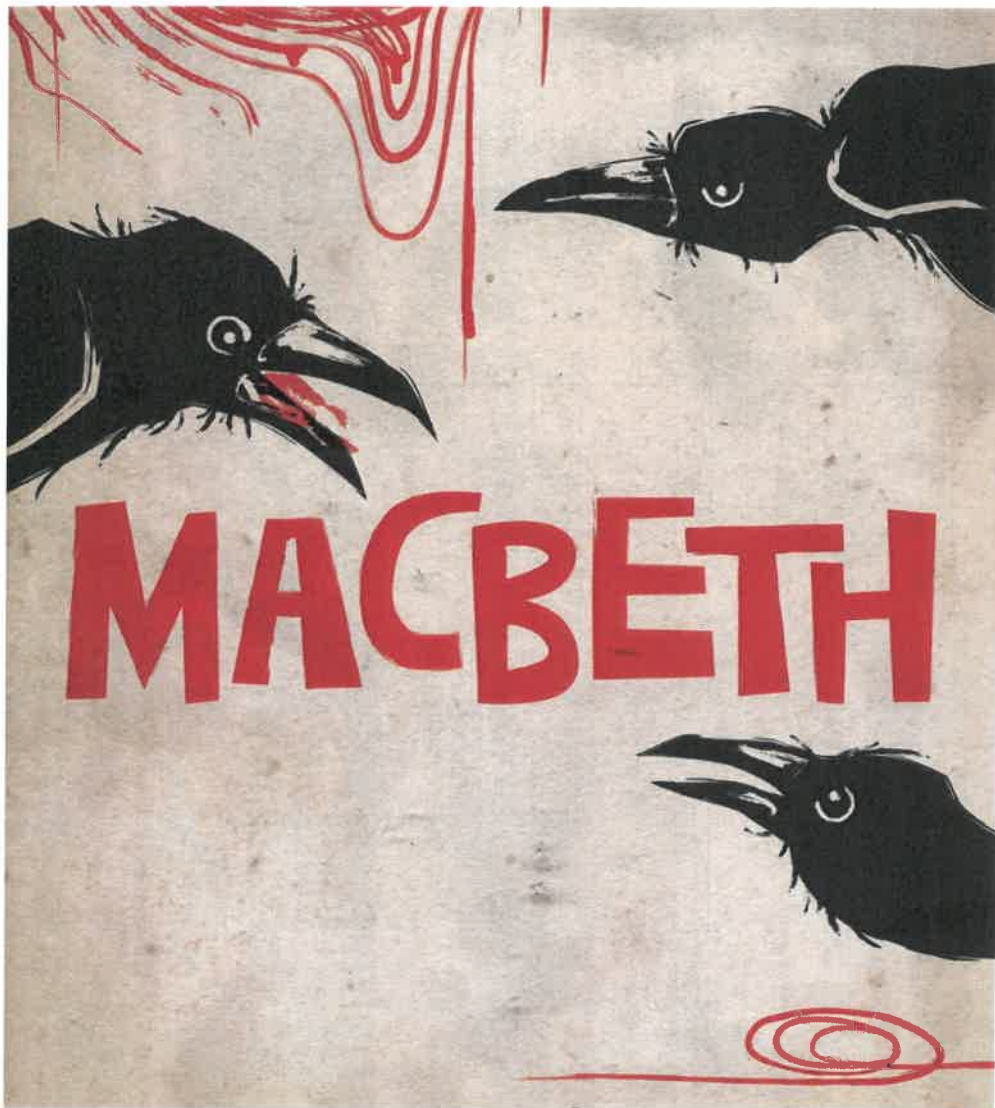






Budmouth Learning Booklet

Year 10

English Literature



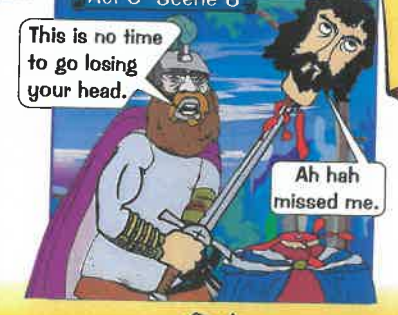
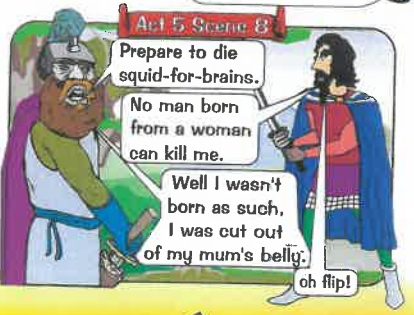
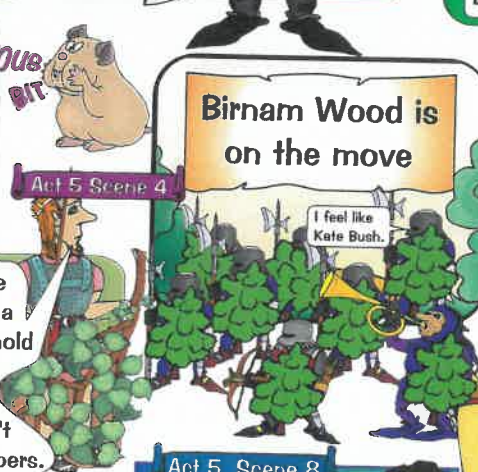
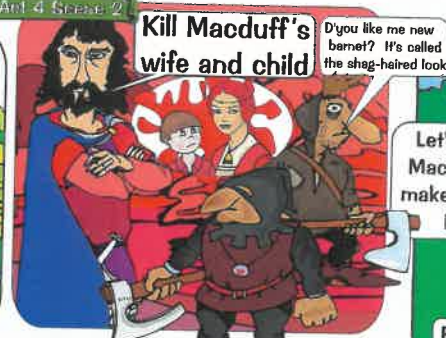
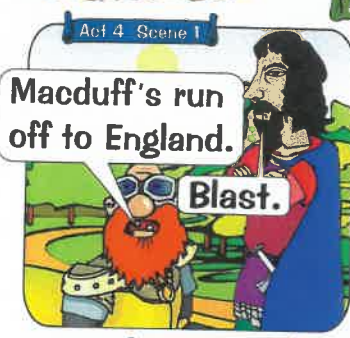
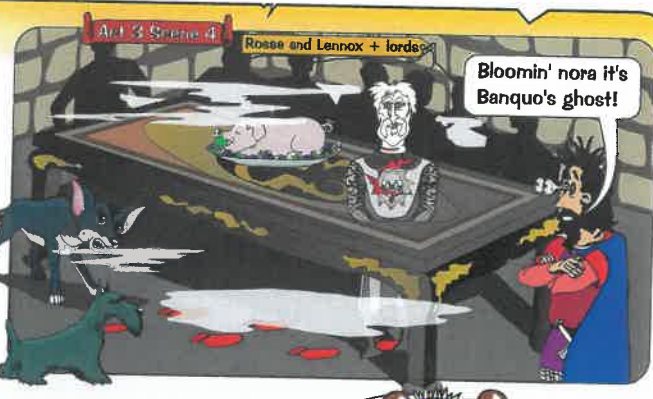
KS4 Macbeth Knowledge Organiser		
Events		Context
Act 1	<ol style="list-style-type: none"> The witches meet on the heath Macbeth and Banquo have fought and won a battle The witches meet Macbeth and Banquo. Macbeth becomes Thane of Cawdor Duncan meets with Macbeth and plans to meet him at the castle. Lady Macbeth's letter. Lady Macbeth convinces Macbeth to kill King Duncan. Duncan arrives at Macbeth's castle Macbeth's soliloquy. Macbeth tells Lady Macbeth he will not murder Duncan. She convinces him to go ahead with the murder. 	<ol style="list-style-type: none"> God is at the top of the Great Chain of Being Kings were chosen by 'divine right'. God chose the king. Males were above females. People were expected to respect their position in the chain and, if they did so, would be rewarded in heaven. King of Scotland from 1567 - 1625 King James was fascinated by the supernatural and wrote a book entitled 'Demonology' in 1597 King James's ancestor, Banquo, is made a hero in the play. King James had survived an assassination attempt. Christians believed witches to be the agents of Satan. In 1604, it was a capital offence to be a witch. Association with a witch led to hanging, burning or drowning. It was believed, witches could see into the future, change the weather and could call up the dead. A creation myth. Adam and Eve are put into the garden of Eden but told not to eat from the Tree of Knowledge. A serpent tells Eve she will not be punished if she does so. She is being deceived. Eve eats the fruit and gives some to Adam. They are banished from the Garden of Eden as a result. Society was patriarchal. War of the Roses happened between the years of 1455 and 1487. Massive disorder of the War of the Roses with 105,000 casualties. Afterwards, civil disorder was seen as the ultimate disaster and an ungodly state. A failed attempt to blow up England's King James I and the parliament Attempt happened on November 5th, 1605.
Act 2	<ol style="list-style-type: none"> Banquo and Macbeth talk briefly about the witches. Macbeth sees a dagger in front of him. Macbeth murders King Duncan. Macbeth's guilt is apparent. Lady Macbeth feels no guilt. Duncan's dead body is discovered. Macbeth becomes king. 	<p>The Great Chain of Being</p> <p>King James</p> <p>Witches and the supernatural</p>
Act 3	<ol style="list-style-type: none"> Macbeth questions Banquo. He plans his murder. Lady Macbeth and Macbeth talk. Banquo is murdered. The banquet and Banquo's ghost. Hecate Lennox shares his suspicions about Macbeth. 	<p>Adam and Eve</p> <p>The role of women</p>
Act 4	<ol style="list-style-type: none"> The witches share three prophecies as well as sharing a vision of Banquo. Macbeth has Macduff's wife and children murdered. Malcolm puts Macduff to the test. 	<p>War of the Roses</p> <p>The Gunpowder plot</p>
Act 5	<ol style="list-style-type: none"> Lady Macbeth's sleepwalking. The rebels Macbeth is fearless. Great Birnam wood rises Lady Macbeth is dead Malcolm prepares for battle Macbeth kills young Siward Macduff kills Macbeth. Malcolm is crowned king. 	
Features of form		
1. Macbeth	<ol style="list-style-type: none"> Tragedy 	<p>Tragic events are ones that deal with suffering, loss and death.</p> <p>Concerned with the downfall of one, usually very important or high status character. A unity in that it deals with one main plot, in a single location or place.</p>
2. Lady Macbeth	<ol style="list-style-type: none"> Stage directions Dialogue Soliloquy 	<p>Instructions to an actor or director on how to perform certain lines.</p> <p>A conversation between two or more people.</p> <p>When a character speaks their thoughts aloud directly to an audience and without the presence of other characters.</p>
3. King Duncan	<ol style="list-style-type: none"> Aside 	<p>A remark in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters.</p>
4. Banquo	<ol style="list-style-type: none"> Dramatic irony 	<p>A situation, or the irony, arising from a situation in which the audience has a fuller knowledge of what is happening than a character.</p>
5. The witches	<ol style="list-style-type: none"> Peripeteias Anagnorisis 	<p>A sudden reversal of fortune.</p> <p>A moment in a play when a character makes a critical discovery.</p>
6. Macduff	<ol style="list-style-type: none"> Hamartia Rhyme Hubris 	<p>A fatal flaw leading to the downfall of a tragic hero or heroine.</p> <p>A correspondence of sound between words of the ending of words, especially at the end of lines of poetry. The witches often speak in rhyme adding to the supernatural effect of creating spells.</p> <p>Excessive pride or self-confidence. Macbeth is overfilled with ambition and arrogance. He allows his hubris to think he would be able to kill the king without penalty.</p>
Characters		
1. Macbeth	<p>courageous, confident, indecisive, submissive, disloyal, tyrannical, deceiver, ambitious, remorseful, tormented, heartless, cunning, egocentric</p>	<p>1. Nature</p> <p>2. Sleep</p> <p>3. Light and dark</p> <p>4. Dreams</p> <p>5. Blood</p> <p>6. Children</p>
2. Lady Macbeth	<p>Ambitious, commanding, conniving, heartless, malicious, manipulative, ruthless, sinister, guilty, paranoid</p>	
3. King Duncan	<p>Fair, respected, naive, trusting, jovial, optimistic, meek, moral</p>	
4. Banquo	<p>Brave, loyal, diplomatic, virtuous, friendly, astute, shrewd</p>	
5. The witches	<p>Trouble-making, prophetic, evil, creepy, spooky, eerie</p>	
6. Macduff	<p>Emotional, courageous, strong-willed, righteous, justice-oriented, focused, deliberate, heroic, responsive, intuitive</p>	
Themes		
		<p>1. Ambition</p> <p>2. Fate and free will</p> <p>3. Supernatural</p> <p>4. Order and chaos</p> <p>5. Good and evil</p> <p>6. Revenge</p> <p>7. Masculinity and femininity</p> <p>8. Appearance and reality</p>
Motifs		

Assessment Objectives	Wording	Worth thinking about
	<p>Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response. • Use textual references, including quotations, to support and illustrate interpretations. 	<ul style="list-style-type: none"> • How well do I know what happens, what people say, do etc? • What do I think about the key ideas? • How can I support my viewpoint in a really convincing way? • What are the best quotations to use and when should I use them?
	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<ul style="list-style-type: none"> • What specific things does the writer “do”? What choices has the writer made (why is this particular word, phrase or speech here? Why does this event happen at this point?) • What effects do these choices create – suspense? Irony? Reflective mood?
	<p>Show understanding of the relationship between texts and the contexts in which they were written.</p>	<ul style="list-style-type: none"> • What can I learn about society from the text? • What was society like at the time of writing? Can I see this reflected in the text?
	<p>Use a range of vocabulary and sentences structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> • How accurately and clearly do I write? • Are there small errors of grammar, spelling and punctuation I can get rid of?

William Shakespeare's 'Macbeth'

CONTINUED...

SPLAT
SLASSSH
GORE



THE END...

William Shakespeare's 'Macbeth'

ACT 1

Act 1 Scene 2
 The Thane of Cawdor's a dirty rotten traitor.
 Macbeth fought like a good'un.
 OK then, kill the present Thane and make Macbeth the new Thane of Cawdor.

Act 1 Scene 3
 The king thinks you're well cool and he's made you the Thane of Cawdor.
 What about the old Thane of Cawdor?
 He's a traitor so his head's coming off!

Act 1 Scene 4
 I'm going to make Malcolm my heir so he'll be the next king.
 Oh pants!

Act 1 Scene 5
 So my hubby's the Thane of Cawdor and will be king...
 ...that fly-livered softy won't have the guts to kill the king... I'll have to persuade him.
 King Duncan is staying tonight maaaaaaarm.

Act 1 Scene 7
 I'm not going to do it.
 Cowardy custard!
 I've changed my mind. I'll do it.

ACT 2

Act 2 Scene 1
 Eat dagger old man!
 Blimey!

Act 2 Scene 3
 The king's a dead'un.
 Oi lads! Someone's bumped off your old man.
 Who did it?
 His servants are the murderers.
 It's OK, I got 'em.

Act 2 Scene 3
 I'm off to England before the psycho has a go at us.
 I'm off to Ireland then.

Act 2 Scene 4
 Malcolm and Donalbain have done a runner so it looks like they had their dad knocked off.
 Looks like Macbeth will be king then.
 Guess so. I'm off to Fife.

Act 3 Scene 1
 Kill Banquo and his son.

Plot analysis...

INITIAL SITUATION

IN THE BEGINNING WE MEET (OR HEAR ABOUT) OUR

CHARACTERS: KING DUNCAN IS A NICE OLD MAN WHO WAS GOING TO BE TAKEN ADVANTAGE OF BY TRAITORS; MACBETH IS A COURAGEOUS WAR HERO WHO DEFENDS HIS KING, HIS COUNTRY, AND HIS HONOR. SWEET! TIME FOR A HEROIC ACTION FLICK, RIGHT?

CONFLICT

ENTER THREE WITCHES

NOT SO MUCH. ALONG COME THREE PESKY WITCHES / SISTERS / FATES WHO ANNOUNCE THAT MACBETH IS GOING TO BECOME KING OF SCOTLAND. HE'S STOKED, BUT QUICKLY REALIZES THE PROBLEM: IF HE'S GOING TO BECOME KING, SOMEONE ELSE IS GOING TO HAVE TO NOT BE KING. LIKE THE CURRENT KING DUNCAN, AND DUNCAN'S SONS, MALCOLM AND DONALBAIN.

COMPLICATION

THE KING IS DEAD; LONG LIVE THE KING

WITH A LITTLE SPURRING FROM LADY MACBETH, MACBETH KILLS THE KING TO SECURE THE KINGSHIP. (THAT MUST HAVE BEEN QUITE A "HONEY-DO" LIST.) IT IMMEDIATELY BECOMES CLEAR THAT THE ONLY WAY TO HIDE THE MURDER IS TO KEEP MURDERING, WHICH MEANS THAT THE BODY COUNT BEGINS TO CLIMB.

CLIMAX

GHOST HUNTERS

A FRIENDLY LITTLE VISIT FROM THE GHOST OF HIS MURDERED FRIEND BANQUO SENDS MACBETH INTO A RAVING FIT, BRINGING A QUICK END TO THE BANQUET MACBETH HAS THROWN TOGETHER TO CELEBRATE HIS NEW KINGSHIP. WE SUSPECT THAT THINGS ARE ABOUT TO GO QUICKLY DOWNHILL.

SUSPENSE

POWER HUNGRY

MACBETH VISITS THE WEIRD SISTERS, WHO TELL HIM SOME CRYPTIC THINGS THAT HE INTERPRETS AS: "IT'S COOL; NO ONE CAN DEFEAT YOU." BUT, WHAT'S THIS? FORCES—LOTS OF FORCES, BUT KING DUNCAN'S SON MALCOLM—ARE GATHERING IN ENGLAND TO FIGHT HIS TYRANNY.

CONCLUSION

I AM NO MAN

THE LAST PART OF THE PROPHECY FULFILLED, MACBETH STANDS AGAINST A MAN NOT-OF-A-WOMAN-BORN. STILL HE FIGHTS, BUT GOOD PREVAILS OVER TYRANNY AND MADNESS. HE'S KILLED, MALCOLM IS NAMED THE RIGHTFUL KING, AND EVERYONE GOES OFF TO PARTY AT THE CORONATION CEREMONY.

DENOUEMENT

FOOL ME TWICE, SHAME ON ME

TO THE SURPRISE OF... NO ONE, IT TURNS OUT YOU CAN'T TRUST WITCHES' TALES TO HELP YOU OUT IN ANY WAY. IT LOOKS LIKE MACBETH IS GOING TO BE DEFEATED, AND HE GOES OUT COMMITTED TO DYING SOLDIERLY DEATH.

Timeline of Events

Macbeth meets the witches.
(Act 1, Sc.3)



The murder of Duncan and the morning after.
(Act 1, Sc.7 - Act 2, Sc.3)



The coronation.
(Act 2, Sc.4)



2 days

1 day

1 month

Malcolm and Donalbain flee to England.
(Act 2, Sc.3)

Macduff goes to England.
(Act 2, Sc.4)

Macbeth returns to the witches.
(Act 4, Sc.1)



6 months

The banquet.
(Act 3, Sc.4)



Macbeth orders the murder of Banquo.
(Act 3, Sc.1 - 3)

Macduff and Malcolm prepare to invade Scotland.
(Act 4, Sc.3 - Act 5, Sc.5)



1 day

2 days

Death of lady Macbeth.
(Act 5, Sc.1)


Lady Macbeth sleepwalks.
(Act 5, Sc.1)



Macduff and Malcolm attack Dunsinane.
(Act 5, Sc. 6 - 9)

Death of Macbeth.
(Act 5, Sc. 9)

Act One

Character/theme	Main Events in Act One	Quotation	Development (with links to structure and context)
	<p>Shakespeare begins the play with The Witches. The audience are immediately introduced to idea that all is not as it seems...</p>	<p>'Fair is foul, and foul is fair'...</p>	<p>A theme which develops over the course of the play. The Elizabethan audience, including King James, were intrigued by the supernatural.</p>

Quick Questions:

1. What three predictions do the Witches make?
2. What do we find out has happened to the previous Thane of Cawdor, in Act 1, Scene 4?
3. Why does Duncan make Macbeth the Thane of Cawdor?
4. Who is made next in line to the throne in Act 1, Scene 4?
5. Who convinces Macbeth to Kill Duncan?


Big Questions:

1. Why do you think Shakespeare starts the play with the Witches?
2. Give two examples of Lady Macbeth's deceitful nature from Act 1.
3. Do you think Shakespeare present Duncan as a good king? How and Why?
4. By the end of Act 1, do you think that Macbeth is an evil character? Explain you answer.
5. How does Lady Macbeth use language to manipulate Macbeth in Act 1?
6. How do we learn about the relationship between Macbeth and lady Macbeth in Act 1?
7. Write a newspaper report about the battle discussed in Act 1, Scene 2.

Golden Nuggets!



Act Two

Character/theme	Main Events in Act One	Quotation	Development (with links to structure and context)
			

Quick Questions:

1. Why was Lady Macbeth unable to kill Duncan?
2. Who does the Porter pretend to be in Act 2, Scene 3?
3. Who announces Duncan's death in Act 2, Scene 3?
4. Why does Macbeth say he killed the servants?
5. Why do Malcolm and Donalbain decide to leave Scotland at the end of Act 2, Scene 3?
6. Name one strange event Rosse and the Old Man mention in Act 2, Scene 4.
7. At the end of Act 2, who is widely suspected of killing Duncan?


Big Questions:

1. What does Macbeth's soliloquy in Act 2, Scene 1 reveal about his character?
2. Do you think Macbeth's reaction to Duncan's murder would convince the thanes that he's as shocked as they are? Explain your answer.
3. What effect do the sound effects at the end of Scene 2 and the start of Scene 3 have?
4. In Act 2, Scene 3 (lines 78-80), Macduff doesn't want to tell Lady Macbeth that Duncan has been killed. What does this tell you about Macduff's character?
5. What techniques does Shakespeare use to increase suspense during this Act?
6. Why do you think Shakespeare chose to have Duncan's murder take place of stage?
7. Write an extract from Malcolm's diary recalling the events of Act 2. Make sure you include some details about his thoughts and feelings.
8. Write a letter from Rosse to his wife telling her about Duncan's murder and the strange things described in Act 2, Scene 4. Make sure to include his feelings about these events.

Golden Nuggets!



Act Three

Character/theme	Main Events in Act One	Quotation	Development (with links to structure and context)
			

Quick Questions:

1. Why does Macbeth have Banquo killed?
2. How many murderers are sent to kill Banquo and Fleance in Act 3, Scene 3?
3. How many times does the ghost of Banquo appear in Act 3, Scene 4?
4. According to the lord in Act 3, Scene 6, where has Macduff gone?


Big Questions:

1. What impression does Shakespeare give of Macbeth's state of mind in Act 3, Scene 4?
2. How do you think Lady Macbeth is feeling Act 3, Scene 2?
3. Compare the actions of Macbeth and Lady Macbeth in Act 3, Scene 2 with Scene 4. What do these scenes tell you about their relationship?
4. How does Shakespeare build the tension in Act 3, Scene 6?
5. How do you think the thanes feel about Macbeth's behaviour in Act 3, Scene 4?
6. Rewrite Act 3, Scene 3 in modern English

Golden Nuggets!



Act Four

Character/theme	Main Events in Act One	Quotation	Development (with links to structure and context)
			

Quick Questions:

1. Give a prediction that is made by one of the apparitions.
2. Why is Macbeth so upset to see the vision of Banquo and the eight kings?
3. Who is murdered in Act 4, Scene 2?
4. Why does Macduff go to England?
5. List three characteristics that Malcolm thinks bad kings have (Act 4, Scene 3).
6. List three qualities that Malcolm thinks a good king should have (Act 4, Scene 3).
7. Who tells Macduff that his family has been killed?


Big Questions:

1. How does Shakespeare make the Witches seem evil in Act 4, Scene 1?
2. Compare the character of Macbeth in Act 1 and at the end of Act 4, Scene 1. Do you think he has changed? Give reasons for your answer.
3. Describe Lady Macduff's feelings about her husband in Act 4, Scene 2.
4. Why do you think Shakespeare includes a long dialogue between Lady Macduff and her son in Act 4, Scene 2?
5. Why does Malcolm not trust Macduff at first?
6. Rewrite lines 114-137 of Act 4, Scene 3 into modern English.
7. Does Shakespeare suggest that Malcolm has the characteristics of a good king?
8. Why do you think Shakespeare chose to include Lady Macduff's murder in the play?
9. Write an alternative version of the Witches' spell from Act 4, Scene 1 for a production of Macbeth in modern English. Think about what modern audiences would find scary.
10. Write some instructions to a set designer describing how you want the King of England's palace from Act 4, Scene 3 to look. Think about how you would make it look different from Macbeth's castle and what sort of atmosphere you want the set to create.

Golden Nuggets!



Act Five

Character/theme	Main Events in Act One	Quotation	Development (with links to structure and context)
			

Quick Questions:

1. Who sleepwalks in Act 5, Scene 1?
2. What does Lady Macbeth think she has on her hands in Act 5, Scene 1?
3. Who is the Thane of fife's wife?
4. Who is Seyton?
5. What happens to Lady Macbeth in Act 5, Scene 5?
6. How does the Witches' prophecy about Birnam Wood come true?
7. Who does Macbeth kill in Act 5, Scene 7?
8. Why is Macbeth afraid to hear that Macduff was born by caesarean section?
9. Who kills Macbeth in Act 5, Scene 8?
10. How does Malcolm reward his loyal thanes in Scene 9?
11. Give two examples of props mentioned in the stage directions of Act 5?

Big Questions:

1. How does Shakespeare use the symbolism of blood and water in Act 5, Scene 1 to represent guilt?
2. Do you think Macbeth regrets everything he has done over the course of the play by Act 5, Scene 5? Explain your answer.
3. How do you think Macbeth feels about his wife's death in Scene 5?
4. Reread Act 5, Scene 8 (lines 23-34). Rewrite these lines in modern English.
5. Do you think Macbeth is afraid to face the English army? Explain your answer.
6. Do you think Macbeth's downfall is caused by fate or his own over-confidence?
7. What do you think about Siward's reaction to his son's death?
8. Why do you think Shakespeare put Siward and his son in the play?
9. Compare Act 5, Scene 9 with Act 1, Scene 2. What similarities can you find? Why do you think Shakespeare chose to begin and end Macbeth in this way?
10. Why are sound effects important in Act 5?
11. Imagine you are Malcolm. Write a speech to give to your army before you attack Macbeth's castle.
12. Write an obituary for Macbeth to appear in a national paper. Include a short biography of his life and try to present Macbeth in a balanced way.

Golden Nuggets!



HOW TO ANSWER THE QUESTION

1. **Read the question carefully.** Identify which characters or themes you need to focus on .
2. Think back to your revision notes. **What is your opinion about this character or theme?**
3. Read the extract and **pick out 2/3 quotations** you would like to focus on. **Annotate these** to consider how Shakespeare has used language/structure/form for effect.
4. Identify **other moments** in the play that you think are important in **exploring your opinion** about the characters/themes. You should try to remember quotations.
5. Consider what information about **historical context** will help your **explore your opinion.**
6. Order your notes **into 3-5 clear points** you are going to make about the character/ theme.

CHALLENGE (Level 5 and Level 6):

- Can you see how a particular **motif** is important in this extract/the whole play?
- Have you got a point to make about **structure and/or form**?
- Can you consider **alternative opinions** to your own? What do other people think about this theme or character?
- Make sure you have a **clear line or argument (thesis)** that answers the question.

Section A: Shakespeare

Answer one question from this section on your chosen text

EITHER

Macbeth

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

As this print in the play *Macbeth* is appearing, the two had received the news that King Duncan had been murdered. The right subject is:

The seven-thimble'd hours
That eke out the fatal estate of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the top of my head
With serpents' tongues, and fangs, and scowls;
Stirr'd up with treacherous invites
To sleep no longer: soundly sleep, ye neighbours,
That here should be awake:—ye heath-faces,
And take my milk for gall, you murdering ministers,
Whom even in your sleep do see things
That wake dead senses: Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes;
Let heaven and earth be full of rebels,
To cry 'Hail, Kill!'

Sharing with this speech, explain how for you the Shakespearean presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[10 marks]
A04/07/2018

Please see p.3. 'The Exam question'. To see this question clearly.



William Shakespeare

Remember, a good response (Level 4 or higher) will always refer to my ideas.

'Macbeth' the play is a product of my imagination. The characters are things I have created. Do not treat them as real people.

To do well you need to think about the decisions I have made while writing the play and explain these ideas in your essay.

The Exam Question

Section A: Shakespeare
Answer **one** question from this section on your chosen text.

EITHER

Macbeth

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

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
5 And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
10 Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

There will only be one question based on *Macbeth*. You will not have to choose a question.

The examiner will provide a brief explanation of where in the play the extract comes from.

One extract from the play will be printed for you. You should refer to this for at least 1/3 of your answer. It's a good idea to use quotations from here. You will have to remember any other quotations yourself.

You should spend 52 minutes on this question. This includes planning, writing and checking your work.

The question will be based either around a **theme** or a **character**

The question will ask you to give your **opinion**.

0 1

You must refer to the **extract** and the whole **play**.

EXAMPLE PARAGRAPHS

Example Level 4 paragraph

Lady Macbeth describes Duncan's entrance as 'fatal' straight after hearing he will be coming to her castle, which shows power because she is capable of making instant decisions. Lady Macbeth's language in this extract suggests that she is calling for power from evil spirits to help give her strength to carry out the murder of Duncan. She wants to get rid of her feminine side: 'come to my woman's breasts and take my milk for gall'. It is as if she thinks that she will only be able to carry out the act if her female side is replaced with 'gall' – something poisonous and evil. By using imperatives such as 'come' and 'take' Shakespeare might be showing her to be a powerful woman, capable of selling her soul to get what she wants. Later in the play she no longer appears powerful as she is overcome by guilt which makes her hallucinate.

Example Level 5 paragraph

Lady Macbeth describes Duncan's entrance as 'fatal' straight after hearing he will be coming to her castle, which shows power because she is capable of making instant decisions. The adjective 'fatal' also suggests death which means that she has decided what to do: Duncan is certain to die. Lady Macbeth's language in this extract suggests she wants to get rid of her feminine (good) side in order to give her strength to carry out the murder of Duncan. She commands evil spirits to 'come to my woman's breasts and take my milk for gall'. By using imperatives such as 'come' and 'take' Shakespeare might be showing her to be a powerful woman, capable of selling her soul to get what she wants. Alternatively, the use of imperatives may also suggest her desperation and highlight the fact that, as a woman, she feels weak. In this case, Shakespeare might be implying that women were naturally 'good' and that their 'milk' makes them maternal and caring. Given her psychological demise at the end of the play where Shakespeare shows Lady Macbeth hallucinating, this argument can be easily supported. By the end of the play she highlights her weakness. Lady Macbeth describes her own hand as 'little' a word that suggests weakness and vulnerability. At this time, attitudes towards women were conflicted. While Shakespeare had lived under a strong, female monarch, Elizabeth I, many believed that women were unfit to lead and in fact had a disruptive effect.

Example Level 6 paragraph

Shakespeare clearly wants to show Lady Macbeth as a conflicted character. She is driven and ambitious and is willing to commit regicide to get what she wants. However, she also struggles with a guilty conscience and is ultimately psychologically broken by her remorse. At the start of the play she defies the contemporary fear of witchcraft and calls on evil spirits to 'unsex me here' and 'take my milk for gall'. On the one hand, Shakespeare's use of imperatives highlights her strength and determination. On the other, they illustrate a desperation in the character. This need to change herself and remove the caring, maternal 'milk' may in fact foreshadow her inability to 'stop up th'access and passage to remorse.' Although Lady Macbeth may be presented as strong and a key catalyst for Duncan's death at the start of the play, by the end she is weak and overcome by guilt. She seems to be admitting this vulnerability when she imagines seeing blood on her 'little' hand in Act 5, Scene 1. Ultimately, Shakespeare is presenting a character who cannot free herself from Christian guilt, even with the help of the supernatural. She may be powerful, but she is not free of remorse and this is her downfall.

MARK SCHEME (30+4=34)

	Students working at this level:
Level 6 (26-30) Conceptual critique	<ul style="list-style-type: none"> - All of LEVEL 4 + 5 - Convincing, critical, conceptual argument that drives response to task and text - Analytical approach – precise references to illustrate argument
Level 5 (21-25) Developed/balanced analysis	<ul style="list-style-type: none"> - All of LEVEL 4 - Consider different points of view/meanings/readings - Develop ideas by linking to whole text/ context/ other references - Offer tentative theories
Level 4 (16-20) Exploration of text as a construct/ writer's purpose	<ul style="list-style-type: none"> - Understand task and text and write a sustained response - Treat text as conscious construct/deliberate construction - Explain effect of writer's (deliberate) choices - Use references effectively to support their point - Show relative understanding of context - Understand themes/ideas linked to abstract terms
Level 3 (11-15) Reasoned explanation	<ul style="list-style-type: none"> - Make relevant points about task and whole text - Focus on content of the text rather than the construction of it - Explain what they think and why - Use references to support ideas - Identify more than one method used by the writer - Are aware of themes and ideas
Level 2 (6-10) Supported understanding	<ul style="list-style-type: none"> - Attempts to have a clear opinion/point of view - Attempts to use evidence - Begins to be aware of writer/deliberate effects (e.g. mood)
Level 1 (1-5) Narrative description	<ul style="list-style-type: none"> - Tell the story/what happens in the text - Make some reference to the text - Focus on narrative/plot

Assessment objectives and marks available

AO1 (12/34)	Read, understand and respond to texts. Maintain a critical style and develop an informed personal response ; use textual references/quotations , to support and illustrate interpretations
AO2 (12/34)	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 (6/34)	Show understanding of the relationships between texts and the contexts in which they were written.
AO4 (4/34)	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation .

Read the following extract from Act 1, Scene 3 and then answer the question that follows.

At this point in the play Macbeth and Banquo have just spoken with the Witches. Macbeth has been told he will be King.

MACBETH(*aside*)

*Two truths are told,
As happy prologues to the swelling act
Of the imperial theme. (to ROSS and ANGUS) I thank you, gentlemen.
(aside) This supernatural soliciting
Cannot be ill, cannot be good. If ill,
Why hath it given me earnest of success,
Commencing in a truth? I am thane of Cawdor.
If good, why do I yield to that suggestion
Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs,
Against the use of nature? Present fears
Are less than horrible imaginings.
My thought, whose murder yet is but fantastical,
Shakes so my single state of man
That function is smothered in surmise,
And nothing is but what is not.*

A

Starting with this extract, write about how Shakespeare presents witchcraft and the supernatural.

Write about:

- how Shakespeare presents Macbeth's reaction to the witches
- how Shakespeare presents witchcraft and the supernatural in the play as a whole.

Read the following extract from Act 1, Scene 5 and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just heard about the Witches prophecy that Macbeth will be King.

LADY MACBETH

*Yet do I fear thy nature;
It is too full o' th' milk of human kindness
To catch the nearest way: thou wouldst be great,
Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'ld'st have, great Glamis,
That which cries, "Thus thou must do," if thou have it,
And that which rather thou dost fear to do,
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear
And chastise with the valor of my tongue
All that impedes thee from the golden round,
Which fate and metaphysical aid doth seem
To have thee crowned withal.*

B

Starting with this extract, explain how far you think Shakespeare presents Lady Macbeth as an ambitious woman with influence over her husband.

Write about:

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

Read the following extract from Act 1, Scene 7 and then answer the question that follows.
At this point in the play Macbeth is on stage alone and considering whether or not to kill Duncan.

C

MACBETH

*If it were done when 'tis done, then 'twere well
It were done quickly. If the assassination
Could trammel up the consequence, and catch
With his surcease success; that but this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'd jump the life to come. But in these cases
We still have judgment here, that we but teach
Bloody instructions, which, being taught, return
To plague th' inventor: this even-handed justice
Commends the ingredients of our poisoned chalice
To our own lips. He's here in double trust:
First, as I am his kinsman and his subject,
Strong both against the deed; then, as his host,
Who should against his murderer shut the door,
Not bear the knife myself. Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels, trumpet-tongued, against
The deep damnation of his taking-off;*

Starting with this extract, explain how far you think Shakespeare presents Macbeth as a man who struggles with a guilty conscience. Write about:

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

Read the following extract from Act 1, Scene 7 and then answer the question that follows.

At this point in the play Macbeth and Lady Macbeth are in conversation. Macbeth has just informed Lady Macbeth that he does not think they should kill Duncan.

D

LADY MACBETH

*Was the hope drunk
Wherein you dressed yourself? Hath it slept since?
And wakes it now, to look so green and pale
At what it did so freely? From this time
Such I account thy love. Art thou afeard
To be the same in thine own act and valor
As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting "I dare not" wait upon "I would, "
Like the poor cat i' th' adage?*

MACBETH

*Prithee, peace:
I dare do all that may become a man;
Who dares do more is none.*

Starting with this extract, write about how Shakespeare presents masculinity in the play.

Write about:

- how Shakespeare presents masculinity in this conversation
- how Shakespeare presents masculinity in the play as a whole.

HINT: Act 1 Scene 7 has lots of sections that could be used by the examiner to write a question.



Read the following extract from Act 2, Scene 1 and then answer the question that follows. Macbeth is on stage alone. He is hallucinating and imagines a dagger before him.

MACBETH

*Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? Or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppresèd brain?
I see thee yet, in form as palpable
As this which now I draw.
Thou marshall'st me the way that I was going,
And such an instrument I was to use.
Mine eyes are made the fools o' th' other senses,
Or else worth all the rest. I see thee still,
And on thy blade and dudgeon gouts of blood,
Which was not so before.*

Starting with this extract, write about how Shakespeare presents hallucinations in the play. Write about

- What Macbeth says about the dagger he sees in this extract
- how Shakespeare presents hallucinations in the play as a whole.

Read the following extract from Act 2, Scene 2 and then answer the question that follows.

At this point in the play Macbeth and Lady Macbeth are in conversation. Macbeth has just killed Duncan and has returned with the daggers he used to kill him.

LADY MACBETH

*Who was it that thus cried? Why, worthy thane,
You do unbend your noble strength to think
So brainsickly of things. Go get some water,
And wash this filthy witness from your hand.
Why did you bring these daggers from the place?
They must lie there. Go carry them and smear
The sleepy grooms with blood.*



MACBETH

*I'll go no more:
I am afraid to think what I have done;
Look on 't again I dare not.*

LADY MACBETH

*Infirm of purpose!
Give me the daggers. The sleeping and the dead
Are but as pictures. 'Tis the eye of childhood
That fears a painted devil. If he do bleed,
I'll gild the faces of the grooms withal,
For it must seem their guilt.*

Starting with this extract, write about how Shakespeare presents the relationship between Macbeth and Lady Macbeth. Write about:

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

HINT: Act 2 Scene 2 has lots of sections that could be used by the examiner to write a question.



Read the following extract from Act 3, Scene 1 and then answer the question that follows.
Macbeth is on stage alone. He is now king and thinking about the witches' prophecy o Banquo.

MACBETH

He chid the sisters

*When first they put the name of king upon me
And bade them speak to him. Then, prophetlike,
They hailed him father to a line of kings.
Upon my head they placed a fruitless crown
And put a barren scepter in my grip,
Thence to be wrenched with an unlineal hand,
No son of mine succeeding. If 't be so,
For Banquo's issue have I filed my mind;
For them the gracious Duncan have I murdered;
Put rancors in the vessel of my peace
Only for them; and mine eternal jewel
Given to the common enemy of man,
To make them kings, the seed of Banquo kings!
Rather than so, come fate into the list,
And champion me to th' utterance.*

Starting with this extract, write about how Shakespeare presents ambition in the play. Write about:

- How Shakespeare presents Macbeth's ambition in this extract
- how Shakespeare presents ambition in the play as a whole.

Read the following extract from Act 3, Scene 2 and then answer the question that follows.

At this point in the play Macbeth and Lady Macbeth are in conversation. They feel insecure in their position as king and queen.

MACBETH

*We have scorched the snake, not killed it.
She'll close and be herself whilst our poor malice
Remains in danger of her former tooth.
But let the frame of things disjoint, both the worlds suffer,
Ere we will eat our meal in fear, and sleep
In the affliction of these terrible dreams
That shake us nightly. Better be with the dead,
Whom we, to gain our peace, have sent to peace,
Than on the torture of the mind to lie
In restless ecstasy. Duncan is in his grave.
After life's fitful fever he sleeps well.
Treason has done his worst; nor steel nor poison,
Malice domestic, foreign levy, nothing
Can touch him further.*



LADY MACBETH

Come on, gentle my lord,

*Sleek o'er your rugged looks. Be bright and jovial
Among your guests tonight.*

Starting with this extract, write about how Shakespeare Macbeth as a troubled character. Write about

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

HINT: Look at Macbeth's speech Act 3,
Scene 2, lines 45-56

Read the following extract from Act 3, Scene 4 and then answer the question that follows.

At this point in the play Lady Macbeth and Macbeth are speaking to each other while they are entertaining guests at a banquet. Macbeth believes he can see the ghost of Banquo.

LADY MACBETH: *(aside to MACBETH)* Are you a man?

MACBETH: Ay, and a bold one, that dare look on that
Which might appall the devil.

LADY MACBETH : O proper stuff!
This is the very painting of your fear.
This is the air-drawn dagger which you said
Led you to Duncan. Oh, these flaws and starts,
Impostors to true fear, would well become
A woman's story at a winter's fire,
Authorized by her grandam. Shame itself!
Why do you make such faces? When all's done,
You look but on a stool.

MACBETH : Prithee, see there! Behold! Look! Lo! How say you?
Why, what care I? If thou canst nod, speak too.
If charnel houses and our graves must send
Those that we bury back, our monuments
Shall be the maws of kites.

Exit GHOST

LADY MACBETH: What, quite unmanned in folly?

Starting with this extract, explain how far you think Shakespeare presents Macbeth as a man who is in control.

Write about:

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

HINT: Look at the rest of this scene. There are lots of extracts in it that might be used by the examiner.

Read the following extract from Act 4, Scene 1 and then answer the question that follows. Macbeth has gone to see the Witches again.

J

MACBETH

*I conjure you by that which you profess—
Howe'er you come to know it—answer me.
Though you untie the winds and let them fight
Against the churches, though the yeasty waves
Confound and swallow navigation up,
Though bladed corn be lodged and trees blown down,
Though castles topple on their warders' heads,
Though palaces and pyramids do slope
Their heads to their foundations, though the treasure
Of nature's germens tumble all together,
Even till destruction sicken, answer me
To what I ask you.*

FIRST WITCH

Speak.

SECOND WITCH

Demand.

THIRD WITCH

We'll answer.

Starting with this extract, write about how Shakespeare presents chaos and disorder in the play. Write about

- How Shakespeare presents chaos and disorder in this extract
 - how Shakespeare presents chaos and disorder in the play as a whole.
-

Read the following extract from Act 4, Scene 2 and then answer the question that follows. Lady Macduff is talking to Rosse about why Macduff has left his family to go to England.

K

LADY MACDUFF

*Wisdom! To leave his wife, to leave his babes,
His mansion and his titles in a place
From whence himself does fly? He loves us not;
He wants the natural touch. For the poor wren,
The most diminutive of birds, will fight,
Her young ones in her nest, against the owl.
All is the fear and nothing is the love,
As little is the wisdom, where the flight
So runs against all reason.*

ROSS

*My dearest coz,
I pray you school yourself. But for your husband,
He is noble, wise, judicious, and best knows
The fits o' th' season.*

Starting with this extract, write about how Shakespeare presents women in the play. Write about

- how Shakespeare presents Lady Macduff in this extract.
- how Shakespeare presents women in the play as a whole.



Read the following extract from Act 5, Scene 1 and then answer the question that follows.
A gentlewoman and a doctor watch Lady Macbeth while she is sleeping.

DOCTOR *What is it she does now? Look, how she rubs her hands.*

GENTLEWOMAN *It is an accustomed action with her to seem thus washing her hands. I have known her continue in this a quarter of an hour.*

LADY MACBETH *Yet here's a spot.*

DOCTOR *Hark! She speaks. I will set down what comes from her, to satisfy my remembrance the more strongly.*

LADY MACBETH *Out, damned spot! Out, I say!—One, two. Why, then, 'tis time to do 't. Hell is murky!—Fie, my lord, fie! A soldier, and afeard? What need we fear who knows it, when none can call our power to account?—Yet who would have thought the old man to have had so much blood in him.*

DOCTOR *Do you mark that?*

LADY MACBETH *The thane of Fife had a wife. Where is she now?—What, will these hands ne'er be clean?—No more o' that, my lord, no more o' that. You mar all with this starting.*

Starting with this extract, write about how Shakespeare presents guilt in the play. Write about

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



Read the following extract from Act 5, Scene 5 and then answer the question that follows.
Macbeth is waiting for the English army to attack his castle.

MACBETH *She should have died hereafter.
There would have been a time for such a word.
Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.*

Enter a **MESSENGER**

*Thou comest to use
Thy tongue; thy story quickly.*

Starting with this extract, write about how Shakespeare presents Macbeth's state of mind. Write about

- how Shakespeare presents Macbeth's state of mind in this extract.
- how Shakespeare presents Macbeth's state of mind in the play as a whole.



Read the following extract from Act 5, Scene 7 and then answer the question that follows. Macbeth and Macduff meet face to face. They fight.

MACBETH *I bear a charmed life, which must not yield
To one of woman born.*

MACDUFF *Despair thy charm,
And let the angel whom thou still hast served
Tell thee, Macduff was from his mother's womb
Untimely ripped.*

MACBETH *Accursèd be that tongue that tells me so,
For it hath cowed my better part of man!
And be these juggling fiends no more believed,
That palter with us in a double sense,
That keep the word of promise to our ear,
And break it to our hope. I'll not fight with thee.*

MACDUFF *Then yield thee, coward,
And live to be the show and gaze o' th' time.
We'll have thee, as our rarer monsters are,
Painted on a pole, and underwrit,
"Here may you see the tyrant."*

MACBETH *I will not yield,
To kiss the ground before young Malcolm's feet,
And to be baited with the rabble's curse.
Though Birnam Wood be come to Dunsinane,
And thou opposed, being of no woman born,
Yet I will try the last. Before my body
I throw my warlike shield. Lay on, Macduff,
And damned be him that first cries, "Hold, enough!"*

Exeunt, fighting. Alarums. They enter fighting, and **MACBETH** slain.

Starting with this extract, write about how Shakespeare presents bravery in they play. Write about

- how Shakespeare presents Macbeth's bravery in this extract
- how Shakespeare presents bravery in the play as a whole.

Read the following extract from Act 5, Scene 9 and then answer the question that follows. Malcom is made king. This is the final speech in the play.



MALCOLM *[...] What's more to do,
Which would be planted newly with the time,
As calling home our exiled friends abroad
That fled the snares of watchful tyranny,
Producing forth the cruel ministers
Of this dead butcher and his fiendlike queen,
Who, as 'tis thought, by self and violent hands
Took off her life; this, and what needful else
That calls upon us, by the grace of Grace,
We will perform in measure, time, and place.*

Starting with this extract, write about how Shakespeare presents leadership in the play. Write about

- how Shakespeare presents Malcolm's views on Macbeth's leadership.
- how Shakespeare presents leadership in the play as a whole.



QUIZ

1. Why does Macbeth become Thane of Cawdor?
 - a. He is the son of the last Thane of Cawdor.
 - b. He kills the last Thane of Cawdor.
 - c. Duncan rewards him for bravery and loyalty.
 - d. The witches predicted it.

2. What is Lady Macbeth's attitude toward the murder of Duncan before it happens?
 - a. She encourages it.
 - b. She is torn between loyalty to the king and ambition for her husband.
 - c. She is worried about the consequences.
 - d. She urges Macbeth not to do it.

3. Why do people suspect Malcolm and Donalbain of being behind Duncan's murder?
 - a. Lady Macbeth smears blood on them.
 - b. Lady Macbeth hides the bloody daggers in their belongings.
 - c. They often fought with their father.
 - d. Their running away makes them look guilty.

4. What is the main reason that Macbeth kills Banquo?
 - a. jealousy
 - b. fear that Banquo saw him kill Duncan
 - c. Banquo's lack of loyalty
 - d. the witches' prediction that Banquo's sons and grandsons will be kings

5. From Macbeth's point of view, what goes wrong at Banquo's murder?
 - a. Banquo escapes.
 - b. Fleance escapes.
 - c. A third murderer appears.
 - d. The guards cry "Murder!"

6. After Banquo's murder, who shows up at Macbeth's palace and ruins the banquet?

- a. Fleance
- b. Macduff
- c. Banquo's ghost
- d. Birnam Wood

7. Why does Macduff go to England and join Malcolm?

- a. to get revenge for the murder of his family
- b. to fight the tyrant Macbeth with Malcolm
- c. to find out if Malcolm killed Duncan
- d. all of the above

8. What are the main emotions that Lady Macbeth shows in her sleepwalking scene?

- a. love and loyalty
- b. love and grief
- c. guilt and fear
- d. anger and hatred

9. King Duncan rewarded Macbeth by dubbing him

- a. the Earl of Sinel.
- b. the Thane of Cawdor
- c. Bellona's bridegroom.

10. In addressing Banquo, the witches tell him which of these?

"Lesser than Macbeth, and greater." (I)

"Not so happy as Macbeth, yet much happier." (II)

"A future father of kings." (III)

- a. I and II
- b. I and III
- c. I, II, and III

11. Lady Macbeth characterizes her husband as being

- a. "the glass of fashion and the mould of form."
- b. "too full of the milk of human kindness."
- c. "a cannon overcharg'd with a double crack."

12. As part of the plan to kill the king, Lady Macbeth would

- a. get the chamberlains drunk.
- b. smear Duncan's face with blood.
- c. arrange an alibi for Macbeth.

13. Lady Macbeth confessed that she would have killed King Duncan herself except for the fact that

- a. she couldn't gain easy access to his bedchamber
- b. he looked like her father
- c. one of Duncan's guards spied her on the to stairway

14. Shakespeare introduced the Porter in order to

- a. allow Macduff to gain admission to the castle.
- b. remind the audience of the Witches' prophecies.
- c. provide comic relief.

15. Malcolm and Donalbain flee after the murder

- a. they "fear the daggers in men's smiles." (are afraid for their own life)
- b. in order to join Macduff in England.
- c. because they are blamed for it.

16. Macbeth arranges for Banquo's death by telling the hired killers that

- a. Banquo had ruined their careers.
- b. if they fail, they will pay with their own lives.
- c. he will erase all records of their previous crimes.

17. Macbeth startles his dinner guests by

- a. conversing with the Ghost of Banquo
- b. attempting to wash the blood from his hands
- c. saying to Lady Macbeth that, "Murder will out."

18. In Act IV, Malcolm is at first lukewarm toward Macduff because he

- a. wasn't prepared to overthrow Macbeth.
- b. suspects a trick and wants to be sure they are both against Macbeth.
- c. wasn't worthy of becoming king, in his opinion.

19. Birnam Wood comes to Dunsinane when

- a. the witches rendezvous with Macbeth.
- b. the camouflaged soldiers make their advance.
- c. Lady Macbeth convinces her husband to stand and fight.

20. Macbeth's emotional state immediately after he kills Duncan (Act II, scene ii, lines 20-51) may best be described as

- a. happy
- b. grateful
- c. guilt-ridden
- d. tired

21. Macbeth's conversation with the doctor reveals that he

- a. Is deeply concerned about his wife's well-being
- b. Wishes he could be rid of his wife
- c. Is much less concerned about his wife than he is about the ensuing battle

24. As she reads her husband's letter in the beginning, Lady Macbeth is

- a. Worried because her husband is ill
- b. Fearful because her husband has talked to witches
- c. Determined to convince Macbeth to murder the king

25. When Macbeth refuses to put the servants' daggers back in the room, Lady Macbeth

- a. Causes such an uproar that she wakes the porter
- b. Takes the daggers back into the servants' room
- c. Buries the daggers under the steps

26. In Act V, Lady Macbeth

- a. Cannot rest because she is troubled by all her sinful deeds
- b. Is plotting to kill her husband and rule by herself
- c. Helps Malcolm defeat Macbeth

27. According to evidence in Act V, Lady Macbeth died

- a. at the hands of assassins
- b. of a physical ailment
- c. by her own hand

28. When the king learns of the treason of the Thane of Cawdor, he

- a. Orders him killed
- b. Realizes all is lost
- c. Weeps bitter tears

29. Duncan disturbs Macbeth by announcing that

- a. Malcolm will be the future king of Scotland
- b. He will visit Macbeth at his castle
- c. He will make Banquo a prince

30. In Act IV, Macduff wants to go to war against Macbeth because he

- a. Wants the kingdom for himself
- b. Wants to show his wife that he is brave
- c. Considers Macbeth a tyrant

31. In Act IV scene ii, Lady Macduff calls her husband a traitor because

- a. Macbeth considers Macduff a traitor
- b. She knows Macduff is raising an army against Macbeth
- c. She feels Macduff has abandoned her and her children

32. Duncan's sons are suspected of his murder because

- a. Lady Macbeth accused them
- c. They had the most to gain from the king's death
- d. they fled Inverness Castle without explanation

33. Three apparitions appear to Macbeth in Act IV. What do they predict?

- a. Banquo and Duncan will seek revenge on Macbeth
- b. Birnam Wood will come to Dunsinane
- c. Macbeth should fear Macduff
- d. Macbeth will lose the battle

35. Lady Macbeth becomes

- a. a mute
- b. insane
- c. an insomniac

36. After Duncan's death, Macbeth finds killing

- a. impossible
- b. not worth it
- c. often necessary

37. Which of these predictions come true in the end?

- a. "None of woman born shall harm Macbeth."
- b. "Beware the Thane of Fife."
- c. "Macbeth shall never be conquered until the Forest of Birnam comes to Dunsinane Hill and fights against him."
- d. all of the above

True or False: For each of the following statements, indicate T or F (1 point each)

38. The witches tell Banquo that he will be king, but he will not father kings.
39. The Thane of Cawdor is pardoned by King Duncan.
40. In Act IV, a doctor spies on Lady Macbeth while she is praying.
41. In Act V, Donalbain and the Irish troops prepare to attack Macbeth.
42. Macbeth, by the time Malcolm attacks, knows he cannot count on support from his followers.
43. Macduff was "from his mother's womb untimely ripped" and therefore can and does kill Macbeth, fulfilling the witches' prophesy.
44. Banquo faints after the killing of Duncan.
45. Duncan is suspicious of Macbeth.
46. The doctor says he can cure Lady Macbeth if only Macbeth will pay him.
47. Lady Macbeth cries out to the spirits to "unsex" her because she is distraught over the death of her youngest son.

Matching: Number the margins and write your answers there.

- | | |
|--------------------|-------------------------------------|
| 48. England | a. praises Macbeth's castle |
| 49. eye of newt | b. a traitor to Scotland |
| 50. Birnam | c. tells Fleance to escape |
| 51. The Dagger | d. attends the banquet |
| 52. Scone | e. appears to Lady Macbeth |
| 53. bloodstain | f. where Scottish kings are crowned |
| 54. Banquo's ghost | g. appears before Duncan's murder |
| 55. Banquo | h. a forest |
| 56. Macdonwald | i. part of the witches' brew |
| 57. Duncan | j. refuge for Malcolm |

SENTENCE STARTERS

Shakespeare introduces the character as...

Shakespeare uses...

Shakespeare wants to....

Shakespeare communicates.....

Shakespeare intends to....

Shakespeare decided to start with....

Shakespeare presents Macbeth as...

The play closes/opens with....

Shakespeare wants to audience to think that.....

The character is presented as.....by the Shakespeare to.....

Shakespeare uses negative language because he wants to show.....

Shakespeare want the audience/reader to understand....

The character embodies/ represents/ symbolises....

Shakespeare illustrates the idea through...

The idea of....is presented by Shakespeare through....

The concept is explored through the use of....

When Shakespeare uses.....he wants to convey the idea that.....

X is portrayed as.....

A sense of.....is created by Shakespeare by.....

The entrance of X symbolises.....

We already know that.....because.....

The audience is aware of...

When the reader discovers

Shakespeare uses dramatic irony when....

The use of imperative/ questions suggest....

This character is first presented as....

This is a turning point because.....

Shakespeare may be trying to/ could be trying to show...

Shakespeare is influenced by....

The audience may interpret this as....

Shakespeare challenges the audience to....

The concept of.....

The writer's concept...

Glossary of Technical Terms for GCSE

	R	A	G
Abstract noun A name to describe things that have no physical qualities			
Accent A set of distinctive pronunciations that mark regional or social identity			
Active voice A grammatical structure in which the subject active part of the sentence e.g. the <u>dog</u> eats the bone			
Adjective A word that modifies a noun or pronoun			
Adverb A word that modifies verbs, adverbs, adjectives, conjunctions and prepositions			
Alliteration The repetition of the same sound in the initial position in a sequence of words			
Archaism A word or phrase no longer in current use			
Assonance A repetition of the same or similar vowel sounds			
Attitudes The opinions expressed in the text			
Caesura A mid-line pause			
Clause A group of words usually with a verb which forms part of a sentence – can be main (makes sense on its own) or subordinate (supports the main clause)			
Collective noun A name that refers to a group of people, animals or things			
Common noun A name for everyday objects			
Complex sentence A sentence made up of one main and one or more subordinate or dependent clauses			
Compound sentence A sentence made up of at least two main clauses joined together by a co-ordinating conjunction			
Connotations The associations attached to a word in addition to its literal meaning			
Content What the text is about			
Context Things outside the text which may shape its meaning e.g. when it was written, and who wrote it			
Declarative mood A mood used to express a statement			
Dependent or subordinate clause A group of words which add extra information to the independent main clause			
Dialogue Language interaction with two or more participants			
Double negative A structure in which more than one negative is used			
Ellipsis The omission of part of a sentence to create suspense			
Enjambment When a sentence, phrase, or thought does not end with the line of poetry. Rather, it carries over to the next line. Typically, enjambed lines of poetry do not have punctuation marks at the end.			
Euphemism A word that replaces a term seen by society as taboo or unpleasant			
Foreshadowing Inclusion of an event which contains elements of, or has similarities to a later event; a hint of what's to come			
Form The structure and shape of the text			
Hyperbole Exaggeration used to heighten feeling and intensity			
Iambic A unit of poetic meter containing one unstressed syllable followed by one stressed syllable -/			
Imagery A descriptive or metaphorical use of language to create a vivid picture			
Independent main clause The group of words which carries the core meaning of the sentence			
Juxtaposition Occurs when the author deliberately "places" two contrasting things side by side in order to highlight the differences. Authors can juxtapose people, places, things, and ideas.			



1 = C
2 = A
3 = D
4 = D
5 = B
6 = C
7 = B
8 = C
9 = B
10 = C
11 = B
12 = A
13 = B
14 = C
15 = A
16 = A
17 = A
18 = B
19 = B
20 = C
21 = A
24 = C
25 = B
26 = A
27 = C
28 = A
29 = A
30 = C

38 = F
39 = F
40 = F
41 = F
42 = T
43 = T
44 = F
45 = F
46 = F
47 = F

48 → j
49 → i
50 → h
51 → g
52 → f
53 → e
54 → d
55 → c
56 → b
57 → a

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