

# Year 11 English Literature Revision

## Assessment Objectives

<b><u>Section A</u></b> <b><i>Macbeth</i></b> <b>(40 marks – 55 minutes)</b>	<b><u>Section B</u></b> <b><i>An Inspector Calls</i></b> <b>(40 marks – 50 minutes)</b>
<ul style="list-style-type: none"><li>• You need to divide your time equally between the two parts</li><li>• Part A – extract question; look at language, form and structure and effect on audience</li><li>• Part B – rest of the play question; how a theme is explored elsewhere in the play; bring in context, choose relevant quotations and use a critical style</li></ul>	<ul style="list-style-type: none"><li>• You will be given a choice of two questions, answer one only</li><li>• You must plan your answer</li><li>• You need to include relevant context in your response</li><li>• Remember to leave 5 minutes at the end to read over your work – you get 8 marks for SPaG</li></ul>

## How to prepare for this section of the exam:

### 1) Consolidate Knowledge:

Learn your knowledge organisers off by heart. You need to look, cover, check until you have learned the information off by heart. This will provide the basis of what you need to excel in the exam questions.

### 2) Read Model Answers:

Read and annotate the models answers so you know what excellent essays looks like. Annotate – language analysis, form and structure analysis, effect on audience, subject terminology, context.

### 3) Deliberate Practice:

Use this revision guide to deliberately practise the skills you need to become a better essay writer. Annotate/plan questions from the booklet and answer them.

### 4) Challenge—Wider Reading:

Read lots of articles about Macbeth and An Inspector Calls. Annotate and then use ideas from these articles in your writing. Follow Educators on Twitter and other forms of social media (such as blogs) to read expert answers and gain a wider insight.

## Contents Page and Tracker

Page Description	Revised Task?
Key Context (P6-5)	<input type="checkbox"/>
Summary of Play and Revision Questions—Act One (P7)	<input type="checkbox"/>
Summary of Play and Revision Questions—Act Two (P8)	<input type="checkbox"/>
Summary of Play and Revision Questions—Act Three (P9)	<input type="checkbox"/>
Summary of Play and Revision Questions—Act Four (P10)	<input type="checkbox"/>
Summary of Play and Revision Questions—Act Five (P11)	<input type="checkbox"/>
Part A: Language Techniques (P12-13)	<input type="checkbox"/>
Part A: Structural Techniques (P14-15)	<input type="checkbox"/>
Part A: Form Techniques (P15)	<input type="checkbox"/>
Example Annotated Extracts—Part A (P16-17)	<input type="checkbox"/>
Student Exemplar and Annotated Notes—Part A (P18-21)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 1, Scene 3 (P22-23)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 1, Scene 4 (P23-34)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 1, Scene 7 (P25)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 1, Scene 7 (P26-27)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 2, Scene 1 (P28)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 2, Scene 2 (P29-30)	<input type="checkbox"/>
Key Extracts and Exam Questions—Act 3, Scene 1 (P31)	<input type="checkbox"/>
Student Exemplar and Annotated Notes—Part B (P32-35)	<input type="checkbox"/>
Example Essay Plan—Part B (P36)	<input type="checkbox"/>
Practice Essay Plan—Part B— Evil (P37)	<input type="checkbox"/>
Practice Essay Plan—Part B— Supernatural (P38)	<input type="checkbox"/>
Practice Essay Plan—Part B— Gender (P39)	<input type="checkbox"/>
Practice Essay Plan—Part B— Conflict (P40)	<input type="checkbox"/>
Practice Essay Plan—Part B— Ambition (P41)	<input type="checkbox"/>
Macbeth Knowledge Organiser (P42-43)	<input type="checkbox"/>
Blank Knowledge Organiser (P44-45)	<input type="checkbox"/>



## Section Two:

# Macbeth



## Key Context

### The Great Chain of Being

- In Shakespeare's time people believed that authority was derived from God, in a great chain of being. God was at the top then came angels, mankind, animals, birds, fish and so on. In the human order the king was supreme. Males were above females. It was believed that kings were appointed by 'divine right' and were anointed by God. Challenging one's place in society disrupted the chain and could lead to terrible chaos. People were expected to respect their position in the hierarchy. Those who accepted their given place would be rewarded in heaven.



### King James I

- Macbeth was written between 1603 and 1606 which coincides with the accession of James the Sixth of Scotland to the English throne, as James the First of England. The play appeals to many of the king's interests: it echoes his fascination with the supernatural (witches and prophecies); it compliments him by making his ancestor, Banquo, a hero in the play. King James had survived an assassination attempt, so the questions about the role of the monarchy and the duties of their subjects that this play explored would have been pertinent.



### Witches and the Supernatural

- During Shakespeare's time, witches were associated with dark and death. In Christian countries they were thought to be the agents of Satan going about their business at night where they were believed to gather near graves to conduct their evil rites and make poisons. In 1597, King James I wrote a book entitled Demonology. In 1604 witchcraft became a capital offence. Evidence of a relationship with evil spirits condemned a suspect to death by hanging, burning or drowning. It was believed that witches could see into the future; that they could create storms, hail, thunder and lightning; stop the sun and change night into day and day into night. In order to work their charms they would open graves and steal parts of the bodies to make potions. Witches could call up the dead.



## Key Context

### Adam and Eve

- The role of Lady Macbeth and Eve as temptress. Lady Macbeth goes to great extents to make sure Macbeth goes through with the murder. Eve, in comparison, is told that the one rule she and Adam must abide by is not to eat from the Tree of Knowledge. When a serpent tells Eve she will not be punished for doing so, she eats the fruit. The serpent planted the seed into Eve's head about eating the fruit despite being told not to whilst the witches planted a seed of ambition in Macbeth's head when they prophesised that he would become king.



### War of the Roses

- A century earlier, England had suffered under the massive disorder of the War of the Roses. Civil disorder was now seen as the ultimate disaster, and also an ungodly state.



### The Gunpowder Plot

- The play was first performed not long after the Gunpowder plot. Shakespeare shows the murderers of a king tormented by their own guilt and driven to their doom.

### The Role of Women

- Society, at the time, was patriarchal. Women were regarded as the 'weaker sex' and it was believed that they always needed someone to look after them. If they were married, their husband was expected to look after them. If they were single, then their father, brother or another male relative was expected to take care of them.

# Summary of Play and Revision Questions

## Act 1 Summary

On a bleak Scottish moorland, Macbeth and Banquo, two of King Duncan's generals, discover three strange women (witches). The witches prophesy that Macbeth will be promoted twice: to Thane of Cawdor (a rank of the aristocracy bestowed by grateful kings) and King of Scotland. Banquo's descendants will be kings, but Banquo isn't promised any kingdom himself. The generals want to hear more, but the "weird sisters" disappear.

Soon afterwards, King Duncan names Macbeth Thane of Cawdor as a reward for his success in the recent battles. The promotion seems to support the prophecy.

The King then proposes to make a brief visit that night to Macbeth's castle at Inverness. Lady Macbeth receives news from her husband about the prophecy and his new title. She vows to help him become king by whatever means are necessary.



## Act 1 Questions

**Act 1 Scene 1:** Where are the witches at the start of Act 1 and why is this significant?

**Act 1 Scene 1:** What is the paradox used at the start of the play and why is this a significant theme?

**Act 1 Scene 2:** How is Macbeth described in this scene? What does this reveal about what people thought about Macbeth at the start of the play?

**Act 1 Scene 2:** What does Duncan ask Ross to see to with regard to the Thane of Cawdor and why does he give this order?

**Act 1 Scene 3:** What do you notice about how the witches speak in this scene? Why do they speak in this way?

**Act 1 Scene 3:** How does Banquo describe the witches? What impression do you form of them as a result?

**Act 1 Scene 3:** How does Macbeth react to what the witches say to him?

**Act 1 Scene 4:** How does Duncan address Macbeth? What does this reveal?

**Act 1 Scene 4:** What does Macbeth reveal in his aside?

**Act 1 Scene 5:** How does Lady Macbeth respond to Macbeth's news?

**Act 1 Scene 5:** Who does Lady Macbeth appeal to and why?

**Act 1 Scene 5:** What instruction does Lady Macbeth give Macbeth?

**Act 1 Scene 6:** What does Duncan say when he arrives at the castle? Why is this an example of dramatic irony?

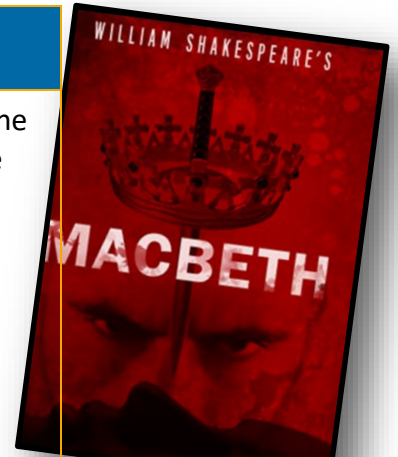
**Act 1 Scene 7:** What does Macbeth reveal through his soliloquy?

**Act 1 Scene 7:** How does Lady Macbeth respond when Macbeth tells her he will not kill the king?

**Act 1 Scene 7:** How is Macbeth persuaded to go ahead and kill the king?

## Act 2 Summary

Macbeth returns to his castle, followed almost immediately by King Duncan. The Macbeths plot together to kill Duncan and wait until everyone is asleep. At the appointed time, Lady Macbeth gives the guards drugged wine so Macbeth can enter and kill the King. He regrets this almost immediately, but his wife reassures him. She leaves the bloody daggers by the dead king just before Macduff, a nobleman, arrives. When Macduff discovers the murder, Macbeth kills the drunken guards in a show of rage and retribution. Duncan's sons, Malcolm and Donalbain, flee, fearing for their own lives; but they are, nevertheless, blamed for the murder.



## Act 2 Questions

**Act 2 Scene 1:** Why does Banquo say 'There's husbandry in heaven'?

**Act 2 Scene 1:** How does Macbeth greet Banquo and what does he tell Banquo? Why is this an example of dramatic irony?

**Act 2 Scene 1:** What does Macbeth see in front of him and why does it appear?

**Act 2 Scene 2:** After the murder of King Duncan, how are the reactions of Macbeth and Lady Macbeth different?

**Act 2 Scene 2:** What word can Macbeth not say and why is this significant?

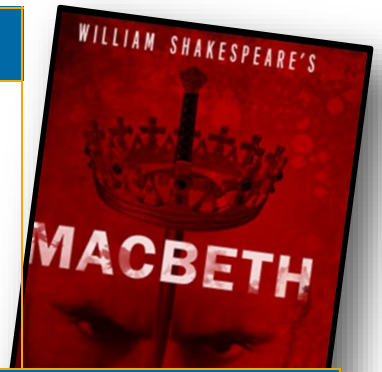
**Act 2 Scene 3:** Who discovers Duncan dead? Why do you think this might be significant?

**Act 2 Scene 3:** Upon the discovery of Duncan's body, what do Malcolm and Donalbain decide to do? he will not kill the king?



## Act 3 Summary

Macbeth becomes King of Scotland but is plagued by feelings of insecurity. He remembers the prophecy that Banquo's descendants will inherit the throne and arranges for Banquo and his son Fleance to be killed. In the darkness, Banquo is murdered, but his son escapes the assassins. At his state banquet that night, Macbeth sees the ghost of Banquo and worries the courtiers with his mad response. Lady Macbeth dismisses the court and unsuccessfully tries to calm her husband.



## Act 3 Questions

**Act 3 Scene 1:** What does Banquo reveal about his feelings towards Macbeth at the start of this scene?

**Act 3 Scene 1:** What does Macbeth ask Banquo when he sees him? Why does he ask him this?

**Act 3 Scene 1:** What does Macbeth reveal in his soliloquy about his thoughts on Banquo?

**Act 3 Scene 1:** How does Macbeth convince the murderers to murder Banquo?

**Act 3 Scene 2:** How has the relationship between Macbeth and Lady Macbeth changed in this scene?

**Act 3 Scene 2:** What does Macbeth reveal to Lady Macbeth and how does Lady Macbeth respond?

**Act 3 Scene 2:** How does Macbeth distance himself from Lady Macbeth?

**Act 3 Scene 3:** What happens in this scene?

**Act 3 Scene 4:** How does Macbeth respond to the murderers' news?

**Act 3 Scene 4:** What does Macbeth see at the table?

**Act 3 Scene 4:** How does Lady Macbeth try to organise Macbeth?

**Act 3 Scene 4:** What does Lady Macbeth tell the guests and why does she do this?

## Act 4 Summary

Macbeth seeks out the witches who say that he will be safe until Birnam Wood, marches into battle against him. He also need not fear anyone born of woman. They also prophesy that the Scottish succession will still come from Banquo's son. Macbeth embarks on a reign of terror, slaughtering many, including Macduff's family. Macduff had gone to seek Malcolm (one of Duncan's sons who fled) at the court of the English king. Malcolm is young and unsure of himself, but Macduff, pained with grief, persuades him to lead an army against Macbeth.



## Act 4 Questions

**Act 4 Scene 1:** Why does Macbeth go to see the witches again?

**Act 4 Scene 1:** What do the witches tell Macbeth?

**Act 4 Scene 1:** What do the witches tell Macbeth about Banquo's future?

**Act 4 Scene 1:** What does Macbeth learn about Macduff? What does he plan in response?

**Act 4 Scene 2:** What is Lady Macduff's attitude towards her husband at the start of Act 4 Scene 2?

**Act 4 Scene 2:** What happens to Lady Macduff and her son?

**Act 4 Scene 3:** What does Malcolm test in this scene?

**Act 4 Scene 3:** How does Macduff describe Scotland in this scene?

**Act 4 Scene 3:** What does Malcolm think of Macbeth in this scene?

**Act 4 Scene 3:** How does Macduff respond to the news of his wife and son's death?

## Act 5 Summary

Macbeth feels safe in his remote castle at Dunsinane until he is told that Birnam Wood is moving towards him. Malcolm's army is carrying branches from the forest as camouflage for their assault on Macbeth's stronghold. Meanwhile, an overwrought and conscience-ridden Lady Macbeth walks in her sleep and tells her secrets to her doctor. She commits suicide. As the final battle commences, Macbeth hears of Lady Macbeth's suicide and mourns.

In the midst of a losing battle, Macduff challenges Macbeth. Macbeth learns Macduff is the child of a caesarean birth (loophole!), realises he is doomed, and submits to his enemy. Macduff triumphs and brings the head of the traitor Macbeth to Malcolm. Malcolm declares peace and goes to Scone to be crowned king.



## Act 5 Questions

**Act 5 Scene 1:** How has Lady Macbeth changed since Act 2?

**Act 5 Scene 2:** What do we learn in this scene?

**Act 5 Scene 3:** How is Macbeth feeling in this scene?

**Act 5 Scene 4:** When the soldiers arrive at Birnam wood, what do they decide to do?

**Act 5 Scene 5:** How do we know Macbeth is fearless in this scene?

**Act 5 Scene 5:** How does Macbeth react to the news that Lady Macbeth is dead?

**Act 5 Scene 5:** How does Macbeth react to the news that Birnam wood is on the move?

**Act 5 Scene 8:** When Macduff confronts Macbeth what does he tell him?

**Act 5 Scene 8:** How does the play end?

## Part A: Analysing language, structure and form

You must make sure you know and understand the following terms. For each term offer a definition and an example from the play. In Part A of the exam, you need to be able to identify and comment on the range of techniques that Shakespeare draws upon to present a character, a situation, a theme or a setting.



### LANGUAGE TECHNIQUES

Technique	Definition	Macbeth Example
NOUN		
VERB		
ADJECTIVE		
ADVERB		
PERSONAL PRONOUN		
POSSESSIVE PRONOUN		



Technique	Definition	Macbeth Example
<b>SIMILE</b>		
<b>METAPHOR</b>		
<b>PERSONIFICATION</b>		
<b>IMAGERY</b>		
<b>TONE</b>		
<b>HYPERBOLE</b>		

## STRUCTURAL TECHNIQUES

Technique	Definition	Macbeth Example
REPETITION		
RHETORICAL QUESTION		
DECLARATIVE SENTENCES		
EXCLAMATORY SENTENCE		
IMPERATIVE SENTENCE		
SHORT SENTENCE		
RHYMING COUPLETS		
OXYMORON		
PARADOX		

<b>JUXTAPOSITION</b>		
<b>LIST OF THREE</b>		
<b>FORM TECHNIQUES</b>		
<b>Technique</b>	<b>Definition</b>	<b>Macbeth Example</b>
<b>A TRAGEDY</b>		
<b>STAGE DIRECTIONS</b>		
<b>HAMARTIA</b>		
<b>RHYME</b>		
<b>DIALOGUE</b>		
<b>HUBRIS</b>		
<b>SOLILOQUY</b>		
<b>ASIDE</b>		
<b>DRAMATIC IRONY</b>		

## Example Annotated Extract—Part A

### Exam Question

- a) Explore how Shakespeare presents the character of Lady Macbeth as being in control in this extract.



**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.

*Exit. Knocking within*

**Imperative: 'give' - taking control and commanding.**

**Dismissive tone: as though the dead bodies mean nothing – they are simply pictures.**

**Noun: 'devil' - reinforces her evil nature.**

**MACBETH**

Whence is that knocking?

How is't with me, when every noise appals me?

What hands are here? ha! they pluck out mine eyes.

Will all great Neptune's ocean wash this blood

Clean from my hand? No, this my hand will rather

The multitudinous seas in incarnadine,

Making the green one red.

*Re-enter LADY MACBETH*

**LADY MACBETH**

My hands are of your colour; but I shame

**Verb: 'shame' - attacking someone's masculinity was so offensive during this time.**



**Imagery: 'white' - reflects lack of courage.**

**To wear a heart so white.**

*Knocking within*

I hear a knocking

At the south entry: retire we to our chamber;

**A little water clears us of this deed.**

**How easy is it, then!** Your constancy

Hath left you unattended. (Knocking again) Hark! - more knocking

Get on your nightgown, lest occasion call us,

And show us to be watchers—**Be not lost**

**So poorly in your thoughts!**

**Adjective: 'little' & Adverb: 'easy' - to show how, with little effort, they can forget, a little naïve.**

**Imperative: 'Be' - instructing Macbeth to forget what he has done.**



# Student Exemplar and Examiner's Notes—Part A

## Exam Question

- a) Explore how Shakespeare presents the character of Lady Macbeth in this extract.

a) At the start of the extract Lady Macbeth is quick and snappy as she speaks in a short sentence, which shows her initial thoughts as being limited, possibly insinuating her ~~loss~~ control of her mind also being limited. As she speaks, Shakespeare also uses the reactions of other characters to illustrate her <sup>built</sup> insanity in this extract. The doctor is shocked to hear her speak as he shouts 'Hark!', clearly through Shakespeare's use of an exclamation mark. This exclamatory tone helps Shakespeare build ~~a sudden and shocking atmosphere~~ a sudden and shocking atmosphere which portrays Lady Macbeth as acting unusual and not like herself.

Analysis of structure (short sentences) and the meaning this creates - 'control of her mind being limited'

Using embedded quotations effectively, not just general references.

Knowledge of subject terminology is strong and sophisticatedly embedded—'exclamatory tone'. Accurate identification and use of appropriate linguistic terms to support the comments on the effect of this.

Whole answer is structured chronologically, the student is commenting and quoting from the extract in order from top, middle and bottom.

Every language/structure comment is followed by an effect and writer's intentions.

Subject terminology is once again used effectively, very high level of language analysis.

Shakespeare builds of Lady Macbeth's insanity in this extract by suddenly making her speak in broken speech through his use of dashes which convey hesitation and jumping between words. At this point we can see that Lady Macbeth doesn't have control over what she's saying and therefore can be seen to be losing her mind. She shouts using an imperative phrase, "Out, damned spot!", which shows her attempts to gain control and we can also see that her mind is full of evil and menacing thoughts as she <sup>uses</sup> the word "damned" as an adjective which connotes to words from the similar lexical field of evil, hellish and cursed. Therefore, we could also argue that

## Student Exemplar and Examiner's Notes—Part A

the reason for Lady Macbeth losing her mind in this extract is due to the influence of supernatural evil. However, it could also show that she sees herself as evil and is desperate to get rid of it, so therefore explains the use of imperative language. We can also see her desperate state as she repeats "Out, ~~out~~ the word "Out", ~~in~~ in a manner of ~~an~~ agitation as she realises she cannot get rid of the spot. Shakespeare also attempts to illustrate the character of Lady Macbeth as having subtle signs of "fear" as she admits she didn't know that "the old man" had "so much blood in him?". This conveys potential guilt at this point of the extract as Lady Macbeth questions herself (through

Subtle analysis of structure (repetition) and the meaning this creates.

Relevant quotations are short and embedded into the flow of the text.

A strong consideration of the words and presence of the Doctor. Analysing and quoting what the Doctor said has helped the interpretation of Lady Macbeth at a higher, more in-depth level.

the question mark) and by using the adjective "old" she paints a vulnerable image of which she underestimated the blood of, therefore she seems to be realising her loss of power, control and rationalising as she cannot think clearly or know herself ~~as~~ (as she questions her own actions). ~~The Doctor~~ The Doctor reply to her speech also reinforces her insanity as he uses a short ~~yes~~ question. In comparison to Lady Macbeth's speech, we see that the Doctor only needs small sentences to present his thoughts whereas Lady Macbeth no longer can, so she uses long and unclear ~~sentences~~ paragraphs to resemble her unclear and out-of-control mind. Because the Doctor questions her we can also see that she <sup>has confused</sup> ~~no longer~~ him.

therefore not making sense for the other characters in the extract. Therefore at the start of this extract, ~~Lady Macbeth~~ <sup>the audience would</sup> is ~~growing~~ recognise Lady Macbeth's growth in insanity due to her evil thoughts, ~~but she is not~~ <sup>as well as her not</sup> acting as her usual self therefore confusing the other character.

An understanding of the effect on the audience.

## Try to annotate the rest of the response yourself...

### Exam Question

- a) Explore how Shakespeare presents the character of Lady Macbeth in this extract.

~~As~~ // As the extract moves on, Lady Macbeth's length of paragraphs in her speech shorten gradually. This could potentially connote her gaining control of her thoughts or on the other hand, it could also convey her state as getting worse as she no longer has the strength to speak, therefore portray her decay in physical strength. However, at the middle of the extract, Lady Macbeth seems to have a collected thought pattern as she uses a colon to order her ideas, but she still shows signs of insanity as she has to repeat "no more" in order to not lose control. Lady Macbeth's evil thoughts seem to have gone at that point yet seem to

suddenly return when she can "smell... blood still!" By using the sense description of smell, we can clearly see she has no control over her senses and her body, and by using the word "still" we get the sense that she's haunted by these menacing ~~the~~, murderous thoughts. When she says that none of the "perfumes of Arabia" will "sweeten" her "little hand" we see her trying to help herself and make herself seem less guilty as she makes her hands seem innocent through the adjective "little". By using the noun "perfumes" we see that her sense of smell is bothering her as well. ~~the~~ Throughout this extract she uses repetition to portray

her loss of <sup>consciousness and</sup> ~~conscious~~ ~~conscious~~ trail of thought, and we see that she can no longer be helped as the doctor also repeats "well, well, well -" and admits "this disease is beyond" his ability to cure. ~~the~~ The audience could analyze this



## Think about where the student would have picked up marks...

as Lady Macbeth being too troubled and ill. At the end, we return to a cyclical ending as it's of acceptance and realisation. At the start Lady Macbeth notices the "spot" and at the end she notices that tongue "cannot come out on's grave". This suggests that she has accepted her fate. Therefore, throughout this extract Lady Macbeth has been presented as an insane woman who can no longer be helped and therefore accepts her fate.

This response gained  
19/20 marks for Part A.  
This student was a  
London Academy student  
from 2017-2018!

## Key Extracts and Exam Questions

### **Act 1 – Scene 3 – In this extract, Banquo and Macbeth meet the witches for the first time**

#### **MACBETH**

So foul and fair a day I have not seen.

#### **BANQUO**

How far is't call'd to Forres? What are these  
So wither'd and so wild in their attire,  
That look not like the inhabitants o' the earth,  
And yet are on't? Live you? or are you aught  
That man may question? You seem to understand me,  
By each at once her chappy finger laying  
Upon her skinny lips: you should be women,  
And yet your beards forbid me to interpret  
That you are so.

#### **MACBETH**

Speak, if you can: what are you?

#### **First Witch**

All hail, Macbeth! hail to thee, thane of Glamis!

#### **Second Witch**

All hail, Macbeth, hail to thee, thane of Cawdor!

#### **Third Witch**

All hail, Macbeth, thou shalt be king hereafter!

.....

#### **First Witch**

Lesser than Macbeth, and greater.

#### **Second Witch**

Not so happy, yet much happier.

#### **Third Witch**

Thou shalt get kings, though thou be none:  
So all hail, Macbeth and Banquo!

#### **First Witch**

Banquo and Macbeth, all hail!

#### **MACBETH**

Stay, you imperfect speakers, tell me more:  
By Sinel's death I know I am thane of Glamis;  
But how of Cawdor? the thane of Cawdor lives,  
A prosperous gentleman; and to be king



Stands not within the prospect of belief,  
No more than to be Cawdor. Say from whence  
You owe this strange intelligence? or why  
Upon this blasted heath you stop our way  
With such prophetic greeting? Speak, I charge you.  
Witches vanish

**BANQUO**

The earth hath bubbles, as the water has,  
And these are of them. Whither are they vanish'd?

**MACBETH**

Into the air; and what seem'd corporal melted



## Exam Question

- a) Explore how Shakespeare presents the interaction between Macbeth, Banquo and the witches in this extract
- b) Explore how Shakespeare presents the supernatural elsewhere in the play (Explore - where the supernatural is shown and - why it is important in the play)

## Act 1 – Scene 4 – In this extract, Duncan warmly welcomes Macbeth after the battle

**DUNCAN**

There's no art  
To find the mind's construction in the face:  
He was a gentleman on whom I built  
An absolute trust.

Enter MACBETH, BANQUO, ROSS, and ANGUS

O worthiest cousin!  
The sin of my ingratitude even now  
Was heavy on me: thou art so far before  
That swiftest wing of recompense is slow  
To overtake thee. Would thou hadst less deserved,  
That the proportion both of thanks and payment  
Might have been mine! only I have left to say,  
More is thy due than more than all can pay.

**MACBETH**

The service and the loyalty I owe,  
In doing it, pays itself. Your highness' part  
Is to receive our duties; and our duties  
Are to your throne and state children and servants,  
Which do but what they should, by doing every thing

# Key Extracts and Exam Questions

## Act 1 – Scene 4 – continued...

### **DUNCAN**

Welcome hither:

I have begun to plant thee, and will labour  
To make thee full of growing. Noble Banquo,  
That hast no less deserved, nor must be known  
No less to have done so, let me enfold thee  
And hold thee to my heart.

### **BANQUO**

There if I grow,  
The harvest is your own.

### **DUNCAN**

My plenteous joys,  
Wanton in fulness, seek to hide themselves  
In drops of sorrow. Sons, kinsmen, thanes,  
And you whose places are the nearest, know  
We will establish our estate upon  
Our eldest, Malcolm, whom we name hereafter  
The Prince of Cumberland; which honour must  
Not unaccompanied invest him only,  
But signs of nobleness, like stars, shall shine  
On all deservers. From hence to Inverness,  
And bind us further to you.

### **MACBETH**

The rest is labour, which is not used for you:  
I'll be myself the harbinger and make joyful  
The hearing of my wife with your approach;  
So humbly take my leave.

### **DUNCAN**

My worthy Cawdor!

### **MACBETH**

[Aside] The Prince of Cumberland! that is a step  
On which I must fall down, or else o'erleap,  
For in my way it lies. Stars, hide your fires;  
Let not light see my black and deep desires:  
The eye wink at the hand; yet let that be,  
Which the eye fears, when it is done, to see.



## Exam Question

- a) Explore how Shakespeare presents the relationship between Macbeth and Duncan in this extract
- b) Explore how Shakespeare presents loyalty and betrayal elsewhere in the play (Explore - where loyalty and betrayal is shown and - why it is important in the play)



## Act 1 – Scene 7 – In this extract, Macbeth agonises over killing Duncan

### 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 the inventor: this even-handed justice  
Commends the ingredients of our poison'd 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;  
And pity, like a naked new-born babe,  
Striding the blast, or heaven's cherubim, horsed  
Upon the sightless couriers of the air,  
Shall blow the horrid deed in every eye,  
That tears shall drown the wind. I have no spur  
To prick the sides of my intent, but only  
Vaulting ambition, which o'erleaps itself  
And falls on the other.

## Exam Question

- a) Explore how Shakespeare presents Macbeth's indecision in this extract
- b) Explore how Shakespeare presents morality elsewhere in the play. (explore – where morality is shown and – why it is important)

## Key Extracts and Exam Questions

### **Act 1, Scene 7 – In this extract, Lady Macbeth tries to convince Macbeth to murder King Duncan**

#### **MACBETH**

We will proceed no further in this business:  
He hath honour'd me of late; and I have bought  
Golden opinions from all sorts of people,  
Which would be worn now in their newest gloss,  
Not cast aside so soon.

#### **LADY MACBETH**

Was the hope drunk  
Wherein you dress'd 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 valour  
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' the adage?

#### **MACBETH**

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

#### **LADY MACBETH**

What beast was't, then,  
That made you break this enterprise to me?  
When you durst do it, then you were a man;  
And, to be more than what you were, you would  
Be so much more the man. Nor time nor place  
Did then adhere, and yet you would make both:  
They have made themselves, and that their fitness now  
Does unmake you. I have given suck, and know  
How tender 'tis to love the babe that milks me:  
I would, while it was smiling in my face,  
Have pluck'd my nipple from his boneless gums,  
And dash'd the brains out, had I so sworn as you  
Have done to this.

#### **MACBETH**

If we should fail?





**LADY MACBETH**

We fail!

But screw your courage to the sticking-place,  
And we'll not fail. When Duncan is asleep--  
Whereto the rather shall his day's hard journey  
Soundly invite him--his two chamberlains  
Will I with wine and wassail so convince  
That memory, the warder of the brain,  
Shall be a fume, and the receipt of reason  
A limbeck only: when in swinish sleep  
Their drenched natures lie as in a death,  
What cannot you and I perform upon  
The unguarded Duncan? what not put upon  
His spongy officers, who shall bear the guilt

**MACBETH**

Bring forth men-children only;  
For thy undaunted mettle should compose  
Nothing but males. Will it not be received,  
When we have mark'd with blood those sleepy two  
Of his own chamber and used their very daggers,  
That they have done't?

**LADY MACBETH**

Who dares receive it other,  
As we shall make our griefs and clamour roar  
Upon his death?

**MACBETH**

I am settled, and bend up  
Each corporal agent to this terrible feat.  
Away, and mock the time with fairest show:  
False face must hide what the false heart doth know.



## Exam Question

- a) Explore how Shakespeare presents the relationship between Lady Macbeth and Macbeth in this extract
- b) Explore how Shakespeare presents ideas about gender and masculinity elsewhere in the play (explore - where it shown and - how it affects the characters)

## Key Extracts and Exam Questions

**Act 2 – Scene 1 – In this extract, Macbeth hallucinates. As he moves to murder Duncan, his thoughts are filled with evil images**

### **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-oppressed 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' the 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. There's no such thing:  
It is the bloody business which informs  
Thus to mine eyes. Now o'er the one halfworld  
Nature seems dead, and wicked dreams abuse  
The curtain'd sleep; witchcraft celebrates  
Pale Hecate's offerings, and wither'd murder,  
Alarum'd by his sentinel, the wolf,  
Whose howl's his watch, thus with his stealthy pace.  
With Tarquin's ravishing strides, towards his design  
Moves like a ghost. Thou sure and firm-set earth,  
Hear not my steps, which way they walk, for fear  
Thy very stones prate of my whereabout,  
And take the present horror from the time,  
Which now suits with it. Whiles I threat, he lives:  
Words to the heat of deeds too cold breath gives.

*A bell rings*

I go, and it is done; the bell invites me.  
Hear it not, Duncan; for it is a knell  
That summons thee to heaven or to hell.

*Exit*



## **Exam Question**

- a) Explore how Shakespeare presents Macbeth's feelings in this extract

## Act 2 - Scene 2 – In this extract, Macbeth returns from killing King Duncan

### MACBETH

One cried 'God bless us!' and 'Amen' the other;  
As they had seen me with these hangman's hands.  
Listening their fear, I could not say 'Amen,'  
When they did say 'God bless us!'

### LADY MACBETH

Consider it not so deeply.

### MACBETH

But wherefore could not I pronounce 'Amen'?  
I had most need of blessing, and 'Amen'  
Stuck in my throat.

### LADY MACBETH

These deeds must not be thought  
After these ways; so, it will make us mad.

### MACBETH

Methought I heard a voice cry 'Sleep no more!  
Macbeth does murder sleep', the innocent sleep,  
Sleep that knits up the ravell'd sleeve of care,  
The death of each day's life, sore labour's bath,  
Balm of hurt minds, great nature's second course,  
Chief nourisher in life's feast,--

### LADY MACBETH

What do you mean?

### MACBETH

Still it cried 'Sleep no more!' to all the house:  
'Glamis hath murder'd sleep, and therefore Cawdor  
Shall sleep no more; Macbeth shall sleep no more.'

### 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.



## Key Extracts and Exam Questions

### 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.

*Exit. Knocking within*

### MACBETH

Whence is that knocking?  
How is't with me, when every noise appals me?  
What hands are here? ha! they pluck out mine eyes.  
Will all great Neptune's ocean wash this blood  
Clean from my hand? No, this my hand will rather  
The multitudinous seas in incarnadine,  
Making the green one red.

*Re-enter LADY MACBETH*

### LADY MACBETH

My hands are of your colour; but I shame  
To wear a heart so white.

*Knocking within*

I hear a knocking  
At the south entry: retire we to our chamber;  
A little water clears us of this deed:  
How easy is it, then! Your constancy  
Hath left you unattended.



## Exam Question

- a) Explore how Shakespeare presents the relationship between Lady Macbeth and Macbeth in this extract
- b) Explore how Shakespeare presents ideas about guilt elsewhere in the play (explore - where it shown and - how it affects the characters)

## Act 3 – Scene 1 – In this extract, Macbeth discusses his fear about Banquo and the witches' predictions

### MACBETH

To be thus is nothing;  
But to be safely thus.--Our fears in Banquo  
Stick deep; and in his royalty of nature  
Reigns that which would be fear'd: 'tis much he dares;  
And, to that dauntless temper of his mind,  
He hath a wisdom that doth guide his valour  
To act in safety. There is none but he  
Whose being I do fear: and, under him,

Mark Antony's was by Caesar. He chid the sisters  
When first they put the name of king upon me,  
And bade them speak to him: then prophet-like  
They hail'd him father to a line of kings:  
Upon my head they placed a fruitless crown,  
And put a barren sceptre in my gripe,  
Thence to be wrench'd 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 murder'd;  
Put rancours 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 the utterance! Who's there!



## Exam Question

- Explore how Shakespeare presents Macbeth's fears about Banquo in this extract
- Explore how Shakespeare presents fear and horror elsewhere in the play (explore – where fear and horror are shown and how it affects the characters)

## Student Exemplar and Examiner's Notes—Part B

### Exam Question

b) Explore how Shakespeare presents guilt elsewhere in the play.

(20)

Shakespeare mainly presents the majority of guilt felt in the whole play to be stemmed from the murder of Duncan, which ~~is~~ would have been completely unacceptable in the context of Jacobean Era as regicide would directly violate the Divine Right of Kings, ~~therefore~~, ~~for~~ stating that the King is directly in line to God. Therefore, for one to murder the king, they <sup>that would be</sup> ~~would be~~ harming God and religion. Thus, guilt is induced.

**Thesis statement explicitly links to context and generically introduces the theme.**

**Topic sentence which answers the question.**

~~An instantaneous~~ Before even before the murder of Duncan, the guilt to be brought upon the character is clearly acknowledged as the Macbeths both explicitly reveal their desire to lose their conscience as they do not want to and know that the guilt that they would bear would ~~be~~ <sup>be</sup> too overwhelming. Firstly, when Lady Macbeth reveals her intentions to contribute to

**A strong knowledge of the play is demonstrated through accurate embedding of quotes.**

the murder using the "volar of <sup>her</sup> [her] tongue", she ~~as~~ displays her desires to be "inse'd" in her speech. ~~The effect is that Shakespeare makes clear to the audience that~~ To be rid of one's ~~is~~ would be to become neutral and ~~be~~ therefore, immune to emotions. The effect is clear ~~and~~ such that Shakespeare establishes that Lady Macbeth has no intent to harbor such feelings which will haunt her with guilt after the murder of Duncan.

**A critical style of writing.**



## Student Exemplar and Examiner's Notes—Part B

Although used in a different context in the play, a similar attitude can be ~~seen~~ noted with Macbeth as he exclaims that he wishes for "light [to] not see [his] black and deep desires". Here, he refers to Heaven and God to be "light" and his "black and deep desires" to be ~~his~~ <sup>his</sup> ~~ambitions~~ <sup>ambitions</sup> and strive to ~~then~~ obtain the "golden round". It is clear that he is fully aware of the deed he must commit in order to satisfy these "desires" and therefore, bear the consequences, including the lasting guilt. Both characters' ~~attitudes~~ wishes to throw away their feelings are in ~~the~~ reference to the ~~best~~ beliefs of many of the people in Shakespeare's audience at that time: The Divine Right of Kings. As the ~~king~~ <sup>murder</sup> ~~words~~ of the King would have religious connotations, the audience would understand that the Macbeths' fear of guilt is not ~~an~~ irrational or religious ~~thing~~ <sup>idea</sup> itself would be against them.

Consistently makes references integrated throughout the answer.

Context woven throughout the response with an awareness of the audience.

Full exploration of the theme: where guilt is both seen and not seen across the play.

Clear line of argument followed and consistently supported throughout the response.

Directly after the murder, Macbeth ~~displays~~ <sup>displays</sup> ~~his~~ undoubtedly displays his tainted conscience with guilt as he states himself that he could not say "Amen" during ~~the~~ <sup>and</sup> after the murder in Act 2, Scene 2. This clearly reinforces the idea that Macbeth violates the Divine Right of Kings and Shakespeare shows an ~~immediate~~ <sup>immediate</sup> consequence in this scene as religion begins to desert him as well as hope.



## Try to annotate the rest of the response yourself...

### Exam Question

b) Explore how Shakespeare presents guilt elsewhere in the play.

(20)

Another example of Macbeth's guilt due to the Duncan's murder is his lack of ability to sleep. Shakespeare describes the Macbeth "doth murder sleep" and his character begins to show envy towards Duncan, who rests in peace for eternity. In this example, Macbeth views sleep as a source of rest and peace where ~~unrest~~ troubled thoughts are paused and soothed. However, his bed remains bed-ridden activity may suggest otherwise and that he can never achieve that state of calmness for as long as he lives. Shakespeare illustrates that with this concept that, for the rest of Macbeth's life, he will be forever be ~~under~~ suffering from the guilt of committing sinful murder.

Furthermore, ~~in Act Three~~, Shakespeare provides yet another example of Macbeth continuously being tormented by his past actions and consequences as he begins to see illusions. In Act Two, a dagger of the mind is conjured in front of Macbeth and, in Act Three, Banquo's ghost haunts his "spot" at the banquet. Although these apparitions can be argued to be a form of supernatural in the play, they can also be argued to be ~~a manifestation~~ a visual manifestation of Macbeth's guilt as the dagger is never confirmed to be able to be seen by others as even Macbeth questions if the dagger is from his "heat-oppressed" mind. Shakespeare's intentions are straightforward in showing that the murder has taken a toll on Macbeth's mental health as he begins to embark on a psychological decline to a diseased state of mind.

Think about where the student would have picked up marks...

As well as the Divine Right of Kings, Macbeth also violates the Great Chain of Being, which was believed by many in the era of Shakespeare's writing. The Great Chain of Being suggests that, in the natural order of things, the King was at the top, only underneath to God and the angels. Therefore, for Macbeth to murder the King, Macbeth disrupts the natural order of the world and his guilt can be argued to take the form of the multiple occurrences that "plague" the Scottish land. For example, after the murder of Duncan, a large darkness was said to have enveloped Scotland, which is reminiscent to the ~~Bible~~ darkness that the world experienced after Christ's crucifixion as the ~~earth~~ fold in the Bible. The effect is that the audience is able to witness the large scale of knock-on effects of the murder and they are able to picture Duncan as the Christ-like figure and ~~therefore~~ Macbeth to resemble Judas Iscariot with his traitorous actions. As told in the Bible, the guilt was too overwhelming for Judas and drove him to suicide. A similar effect is ~~seen~~ with Macbeth as he cannot bear the guilt of regicide.

**This response gained 20/20 marks for Part B.**

**This student was a  
London Academy student  
from 2017-2018!**

Another example of the natural disorder that Macbeth brings  
 down is evident in nature itself as Duncan's ~~horse~~ horses  
 begin to eat each other and a "falcon [a superior bird]  
 tending [her] pride of place was by a mousing owl [an inferior  
 bird] hawked at and killed". The ~~game and animal~~ ~~and~~  
 animalistic analogy also describes ~~the~~ Macbeth's actions  
 as he attacks and "hawk[s]" the natural order with  
 Duncan's murder.

## Example Essay Plan— Part B

### Exam Question:

Explore how Shakespeare presents guilt elsewhere in the play.



Section 1	<p><b>Thesis statement: (What is Shakespeare trying to show through that theme?)</b></p> <p><i>Through his depiction of guilt, Shakespeare demonstrates its corruptive power on humanity. Guilt is the play's main driving force – it leads to death, to suicide, a loss of power and a fractured world.</i></p>
Section 2	<p><b>Example of that theme (references, quotations, interpretations, context)</b></p> <p><i>Topic sentence:</i> Guilt is shown in Act 1 when Macbeth considers killing the king.  <i>Reference:</i> "Is this a dagger I see before me?"/"make my seated heart knock at my ribs"  <i>Interpretation:</i> guilt is significant before killing Duncan  <i>Context</i> – divine right of kings/link to religion</p>
Section 3	<p><b>Example of that theme (references, quotations, interpretations, context)</b></p> <p><i>Topic sentence:</i> Act 2 – Macbeth kills Duncan and guilt becomes fully formed leading him towards insanity.  <i>References:</i> "too full of the milk of human kindness"/ "Will all great Neptune's ocean wash this blood clean from my hands/motif of blood  <i>Interpretation:</i> internal turmoil  <i>Context</i> – Great Chain of Being/disruption of natural order/Shakespearean audience</p>
Section 4	<p><b>Example of that theme (references, quotations, interpretations, context)</b></p> <p><i>Topic sentence:</i> Guilt is a destructive influence on Macbeth and it causes his descent into tyranny and insanity  <i>References:</i> supernatural appearance of "blood boltered" Banquo "blood will have blood" killing of Macduff's family/ "Scotland weeps and bleeds"  <i>Interpretation:</i> guilt is punishment for his sins  <i>Context</i> – Gun powder plot/warning</p>
Section 5	<p><b>Example of that theme (references, quotations, interpretations, context)</b></p> <p><i>Topic sentence:</i> Macbeth plays the ultimate price for his ungodly act – the suicide of his beloved wife.  <i>Reference:</i> "Out, damned spot!" "A little water clears us of this deed (act 2) "all the perfumes of Arabia will not sweeten this little hand."  <i>Interpretation:</i> corruptive effect of guilt  <i>Context</i> – Shakespearean beliefs about suicide/female power</p>
Conclusion	<p><b>Conclude by exploring Shakespeare's overall intentions:</b></p> <p><i>Following the failed gunpowder plot, Macbeth can be read as a cautionary tale for anyone considering attempting to overthrow the king.</i></p>

## Practice Essay Plan—Part B

### Exam Question:

Explore how Shakespeare presents evil elsewhere in the play.



Section 1	Thesis statement: (What is Shakespeare trying to show through that theme?)
Section 2	Example of that theme (references, quotations, interpretations, context)
Section 3	Example of that theme (references, quotations, interpretations, context)
Section 4	Example of that theme (references, quotations, interpretations, context)
Section 5	Example of that theme (references, quotations, interpretations, context)
Conclusion	Conclude by exploring Shakespeare's overall intentions:

## Practice Essay Plan— Part B

### Exam Question:

Explore how Shakespeare presents supernatural elsewhere in the play.



Section 1	Thesis statement: (What is Shakespeare trying to show through that theme?)
Section 2	Example of that theme (references, quotations, interpretations, context)
Section 3	Example of that theme (references, quotations, interpretations, context)
Section 4	Example of that theme (references, quotations, interpretations, context)
Section 5	Example of that theme (references, quotations, interpretations, context)
Conclusion	Conclude by exploring Shakespeare's overall intentions:

## Practice Essay Plan—Part B

### Exam Question:

Explore how Shakespeare presents gender elsewhere in the play.



Section 1	Thesis statement: (What is Shakespeare trying to show through that theme?)
Section 2	Example of that theme (references, quotations, interpretations, context)
Section 3	Example of that theme (references, quotations, interpretations, context)
Section 4	Example of that theme (references, quotations, interpretations, context)
Section 5	Example of that theme (references, quotations, interpretations, context)
Conclusion	Conclude by exploring Shakespeare's overall intentions:



## Practice Essay Plan— Part B

### Exam Question:

Explore how Shakespeare presents conflict elsewhere in the play.



Section 1	Thesis statement: (What is Shakespeare trying to show through that theme?)
Section 2	Example of that theme (references, quotations, interpretations, context)
Section 3	Example of that theme (references, quotations, interpretations, context)
Section 4	Example of that theme (references, quotations, interpretations, context)
Section 5	Example of that theme (references, quotations, interpretations, context)
Conclusion	Conclude by exploring Shakespeare's overall intentions:

## Practice Essay Plan—Part B

### Exam Question:

Explore how Shakespeare presents ambition elsewhere in the play.



Section 1	Thesis statement: (What is Shakespeare trying to show through that theme?)
Section 2	Example of that theme (references, quotations, interpretations, context)
Section 3	Example of that theme (references, quotations, interpretations, context)
Section 4	Example of that theme (references, quotations, interpretations, context)
Section 5	Example of that theme (references, quotations, interpretations, context)
Conclusion	Conclude by exploring Shakespeare's overall intentions:

# Macbeth Knowledge Organiser

Macbeth – Literature Paper 1 Section A (40 marks – 55 mins)				
Key Terminology (Part A)		Characters		
Language (words and techniques)		Macbeth	Protagonist, ambitious and ruthless	
Light and dark imagery	Illustrates battle between good and evil and Macbeth's corruption	Lady Macbeth	Defies expectations, strong and ambitious, but goes mad	
Blood motif - repeated symbol	Reflects Macbeth's guilt	Witches	Supernatural beings, make prophecies could represent conscience	
Symbolism	References to disrupted nature show the repercussions of Macbeth's actions	Banquo	Macbeth's friend, son's prophesied to rule, killed and returns as ghost	
Structure (order of ideas)		Duncan	Good king, praises M at start, murdered in Act 2	
Rhyming couplets - two lines which rhyme	Reflect the supernatural (incantations/spells) and link Macbeth to the witches	Macduff	Wife and children killed, kills Macbeth, born by caesarian	
Order of ideas	Look for how ideas develop in the extract or turning points	Malcolm	Heir to throne, finally crowned	
Foil - a character used for contrast	Loyal Banquo is a foil to disloyal Macbeth	Fleance	Banquo's son, represents innocence	
Form (type of text)		Key Context (Part B)		
Soliloquy - one character speaking their thoughts and feelings aloud	Reveals thoughts of characters; Macbeth makes audience complicit in his crimes	Following the failed gunpowder plot, Macbeth can be read as a cautionary tale for anyone considering attempting to overthrow the king.		
Dramatic Irony - Audience knows something the characters don't	Creates tension – audience know Duncan will die	The 'Weird Sisters' would have appealed to King James's fascination with the supernatural – he believed that witches were emblems of darkness and conflict.		
Hamartia - a tragic flaw within a character	Macbeth's own 'vaulting ambition' causes his downfall	Lady Macbeth denies her own femininity, directly subverting social expectations of women at the time, who were expected to be nurturing and caring.		
Blank verse – unrhymed iambic pentameter (10 or 11 syllables per line)	Shows high status of the characters	By killing Duncan, Macbeth is defying the 'Divine right of Kings', i.e. interfering with God's will as Jacobians believed that God chose the King.		
Prose – ordinary speech with no pattern	Lady Macbeth uses this when she sleepwalks – implies she has lost control	Shakespeare shows the repercussions of breaking the 'Great Chain of Being' (hierarchical order of the world, with God at the top) through negative consequences on Scotland and Macbeth after he commits regicide.		
Part A		Part B		
A02 – Analyse language, form and structure (20 marks)		A01- Read, understand and respond to texts (15 marks) and A03 – Context (5 marks)		
Plot		Act 1	Macbeth and Banquo meet witches, Cawdor executed, Lady M reads letter, taunts Macbeth, Duncan arrives.	
Act 2	Macbeth kills Duncan, Malcolm flees, Macbeth crowned King.	Act 3	Macbeth murders Banquo, Fleance escapes, Macbeth haunted by Banquo's ghost.	
Act 4	Witches make more prophecies, Macduff's family murdered, Malcolm says he is dishonest to test Macduff's loyalty.	Act 5	Lady Macbeth sleepwalks and dies, Macduff kills Macbeth, Malcolm restored as King.	
Key Themes and Top Ten Quotes (Part B)				
Appearance vs reality	The witches: "Fair is foul and foul is fair"			
Violence	Captain about Macbeth: "he unseam'd him from the nave to th'chaps"			
Supernatural	Macbeth about the witches: "This supernatural soliciting/ Cannot be good, cannot be ill"			
Ambition	Macbeth: "let not light see my black and deep desires"			
Masculinity	Lady Macbeth: "Come you spirits...unsex me here"			
Deception	Lady Macbeth: "look like th'innocent flower/ but be the serpent under't"			
Ambition	Macbeth: "I have no spur ... but only vaulting ambition which o'erleaps itself"			
Guilt	Macbeth: 'Will all great Neptune's ocean wash this blood/Clean from my hand?'			
Evil	Macbeth: "Oh, Full of scorpions is my mind dear wife"			
Regret	Macbeth: "Life's but...a tale Told by an idiot, full of sound and fury./Signifying nothing"			

# Macbeth Knowledge Organiser

Macbeth – Key Vocabulary for Themes and Ideas									
Equivocation				Good and Evil				Femininity and Masculinity	
Equivocation (n)	Use of ambiguous language to hide truth			Integrity (n)	Honest and moral	Malice (n)	The desire to harm someone	Femininity (n)	Quality of being female
Duplicitious (adj)	Two faced			Virtue (n)	goodness	Malevolent (adj)	Hateful/cruel/evil	Compassion (n)	Pity/sympathy
Deceive (v)	Mislead/lie			Morality (n)	Knowing the difference between right and wrong	Depraved (adj)	Wicked/evil	Benevolence (n)	kindness
Obfuscate (v)	Obscure/confuse/muddle			Righteousness (n)	Being moral and good	Corruption (n)	Dishonesty by those in power	Docile (adj)	Obedient
Subterfuge (n)	Deceit/trickery							Nurture (v)	Bring u/care for
Devious (adj)	Dishonest			Kingship and Tyranny				Modest (adj)	Humble/not arrogant
Unscrupulous (adj)	dishonest			Kingship (n)	The state of being King	Tyranny (abs n)	Cruel, absolute power by government or king	Ambition and Morality	
Cruelty and Violence				Divinity (n)	The state of being close to God	Tyrant (Proper noun)	The person in charge of the rule	Persistence (n)	Continuing when something is hard
Brutal (adj)	Extremely violent			Supremacy (n)	The state of being superior	Despotism (n)	Having absolute power	Success (n)	Victory/triumph
Merciless (adj)	Showing no mercy			Authority (n)	power	Oppression (n)	Cruel or unfair treatment by authority	Aspiration (n)	Hope/ambition
Savagery (n) savage (adj)	Quality of being fierce and cruel			Noble (adj)	Good, honest qualities or royal	Domination (n)	The state of having power over or controlling someone	Accomplish (v)	Achieve success
Ferocity (n) ferocious (adj)	Wildly violent								
Vindictive (adj)	Having a strong desire for revenge								
Unrelenting	Never-ending								
Remorseless (adj)	Having no remorse (guilt)								
								Salvation and Damnation	
								Salvation (n)	Act of being saved
								Redemption (n)	Act of being saved from sin
								Damnation (n)	Sent to eternal punishment in hell
								Condemned (v)	Criticised or sentenced
								Suffering (n)	Ongoing pain or distress
								Torment (n)	Severe suffering

## Blank Knowledge Organiser

[illegible]



## Blank Knowledge Organiser

[illegible]