

# 1. Macbeth Quiz – Act 1 & 2 Plot; Feudal Culture and the Aristotelean Tragic Hero

1. Tick the 4 accurate statements:	Plot & Character
a. Macbeth is the King of Scotland at the opening of the play.	
b. The 3 Witches predict that Banquo & his sons will rule Scotland.	
c. Lady Macbeth identifies "kindness" as her husband's main weakness.	
d. Macbeth is fighting in a battle against Duncan at the beginning of the play.	
e. When Lady Macbeth talks about an "innocent flower" she is talking about deception.	
f. Macbeth's home castle is known as Dunsinane.	
g. King Duncan's sons are called Malcolm and Donalbain – they escape to England and Ireland at the end of Act II.	
h. Banquo tells Macduff about the witches.	

2. Fill in the blanks:	Plot & Character
<p>King _____'s generals, _____ and _____, encounter three _____ on a bleak Scottish moorland on their way home from a _____. The _____ predict that _____ will be given the title of Thane of _____ and then become _____. Banquo's heirs shall be _____. The generals want to hear more but the weird sisters disappear. Duncan promotes Macbeth to Thane of _____ in thanks for his success in the recent battles and then proposes to make a brief visit to _____'s _____.</p> <p>_____ receives a letter from Macbeth and she vows to help him become king by any means she can. The Macbeths plot together and later that night, while all are sleeping _____ drugs the _____. Macbeth sees a _____ floating in the air. It points him towards _____. Macbeth _____ the King. However, Macbeth panics and removes the _____ from the _____'s room, but _____ takes them back and smears _____ on the sleeping _____.</p> <p>Mac _____ arrives and when the _____ is discovered Duncan's sons, _____ and Donalbain flee, fearing for their lives. They believe that there are _____ in men's _____. When they run, they become the chief _____.</p>	

3. Which of these sentences are true?	Aristotelian Tragedy
a. Aristotle was an ancient Greek who died because he had a fatal flaw.	
b. Aristotle developed a theory of drama – specifically of tragedy.	
c. A Tragic Hero is one who has to overcome an antagonist in order to win.	
d. A Tragic Hero drives themselves towards their own destruction because of a fatal flaw.	
e. Tragic Heroes are usually completely evil – focused only on selfish and sinful desires.	
f. Shakespeare uses the format of Tragedy to structure Macbeth.	

4. When we talk about the *pyramid structure* of Feudal Society, we mean... +*Macbeth* is an example of a Feudal society because...

Feudal Culture

5. "let not light *see* my black and deep desires". Despite Macbeth's attempt to hide his "desires", Shakespeare reveals in Act 1 and 2 that Macbeth's *main motivation is...* +*more specifically...*  
++almost as if...

- Hamartia
- Lady Macbeth
- "Milk of Human Kindness"
- "That is a step on which I must fall down, or else o'erleap".

Discuss:

Revise:



### 3. Macbeth Quiz – Act 1 – 5 Plot; Hamartia, Anagnorisis and Catharsis

1. Tick the 4 accurate statements:	Plot & Character
a. Macbeth murders Banquo and his son Fleance to defend his crown.	
b. Lady Macbeth realises that Macbeth is having a breakdown following the banquet.	
c. Macbeth behaves like a coward at the resolution of the play.	
d. The Witches warn Macbeth about Birnam Wood, Macduff and <b>suggest</b> that no man can kill him	
e. Macduff's motivation at the end of the play is to save Scotland and to get revenge.	
f. Banquo's ghost appears to Macbeth alone in his bedchamber.	
g. The Witches show Macbeth a vision of Banquo's sons wearing crowns.	
h. Lady Macbeth escapes the final battle and declares that her hands will be covered in blood in revenge.	

2. Fill in the blanks:	Plot & Character
<p>King _____'s generals, _____ and _____, encounter three _____ on a bleak Scottish moorland on their way home from a _____. The _____ predict that _____ will be given the title of Thane of _____ and then become _____. Banquo's heirs shall be _____. The generals want to hear more but the weird sisters disappear. Duncan promotes Macbeth to Thane of _____ in thanks for his success in the recent battles and then proposes to make a brief visit to _____'s _____.</p> <p>_____ receives a letter from Macbeth and she vows to help him become king by any means she can. The Macbeths plot together and later that night, while all are sleeping _____ drugs the _____. Macbeth sees a _____ floating in the air. It points him towards _____. Macbeth _____ the King. However, Macbeth panics and removes the _____ from the _____'s room, but _____ takes them back and smears _____ on the sleeping _____.</p> <p>Mac _____ arrives and when the _____ is discovered Duncan's sons, _____ and Donalbain flee, fearing for their lives. They believe that there are _____ in men's _____. When they run, they become the chief _____.</p> <p>Macbeth is elected King of Scotland, but is plagued by _____ in his mind. In other words, he is paranoid that _____ He arranges for _____ and his son, _____ to be killed. The boy escapes the murderers. At a celebratory banquet _____ sees the _____ of _____ and reacts by _____. _____ tries to calm him but the dinner ends in chaos.</p> <p>Macbeth seeks out the _____ and learns from them that he will be safe until Birnam _____ comes to his castle, Dunsinane. They tell him that he need fear no-one born of _____, but also that he should "_____ Mac _____". Macbeth embarks on a reign of terror and many, including _____'s family are murdered. M _____ and Mac _____ decide to lead an army against Macbeth.</p> <p>Macbeth feels safe in his remote castle at Dunsinane until he is told that _____ is moving towards him. In reality, Malcom's soldiers have _____ for their assault on the castle. Meanwhile Lady Macbeth, paralysed with feelings of _____, walks in her _____ and 'discharges' her secrets to a listening _____. She is trying to _____ her _____ clean of blood. She _____ just as the final battle starts.</p> <p>Macduff challenges Macbeth who, on learning that Birnam Wood "approaches", realises he is doomed. Macduff triumphs and brings the _____ of the traitor to Malcolm who declares peace and is crowned king.</p>	



## 4. Macbeth for GCSE - Macbeth's Hamartia (Act 1 Scene 3) +the rest of the play.

Shakespeare wants the audience to realise that Macbeth has 1-5 weaknesses in his character. What are these? In short, Macbeth... [Write x1 well-crafted sentence]


### MACBETH

*(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?  
 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.

**Write 2 Pages:** Starting with this extract, how does Shakespeare present and explore Macbeth's weaknesses as a character? You should write about how:

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

From an Aristotelian perspective, Macbeth's main weakness (hamartia) is his ambition. In other words... Shakespeare deliberately uses imagery to explore this in the extract. For example... When he says..., he really means... +revealing... +it is almost as if... ++Shakespeare clearly wants us to realise...

Alternatively, we could say that his relationship with Lady Macbeth reveals a different sort of weakness. More precisely... Lady Macbeth herself would probably say that her husband's failure is...

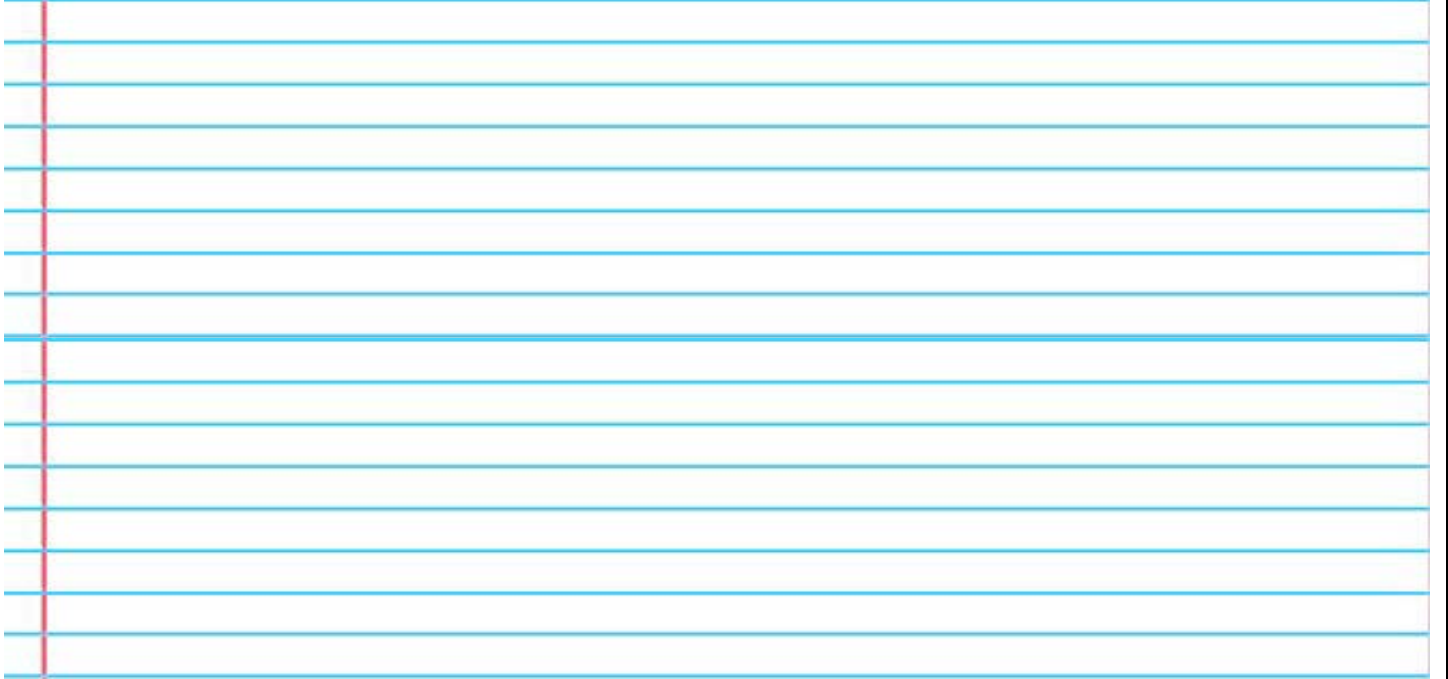
By the end of the play, the audience might say that his naïve dependence on the witches is a bigger weakness. We see this when... +revealing +and therefore...

- |  |   |
|--|---|
| a. "not without ambition, but without the illness would attend it"     | i. "vaulting ambition"                  |
| b. "Look how our partner's rapt"                                       | ii. Hamartia                            |
| c. "If chance will have me king ... chance will crown me"              | iii. From an Aristotelian perspective   |
| d. "Why do I yield to that suggestion"                                 | iv. Indecision or Inner conflict        |
| e. "We shall proceed no further in this business"                      | v. The line that reveals the most is... |
| f. "Art thou a man?"   |   |
| g. "Wake Duncan with thy knocking - I would thou couldst"              |   |
| h. "The seed of Banquo kings?"   |   |
| i. "O, full of scorpions is my mind"                                   |   |
| j. "To win us to our harm, the instruments of darkness tell us truths" |   |



6. Lady Macbeth clearly thinks she is a master of persuasion, bullying and also her husband's thoughts. Shakespeare seems to suggest that she is (on the whole) right to believe this +because... +although...

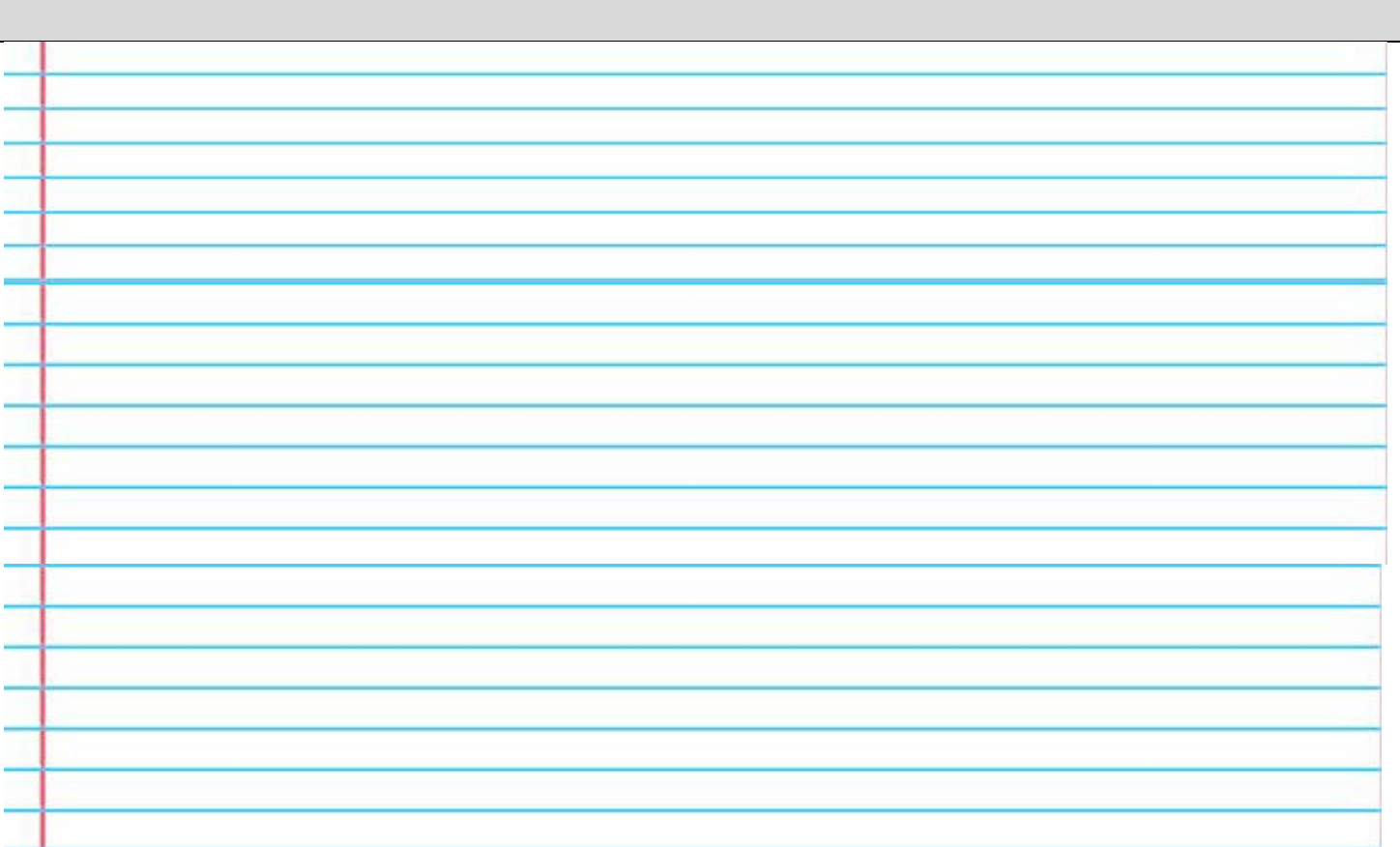
- "Hie thee hither, that I may pour my spirits in thine ear and chastise with ... my tongue".
- "We shall proceed no further in this business"
- Manipulative
- Passionate



Discuss:



Revise:





## 6. Macbeth for GCSE - Macbeth's "saucy doubts and fears" (Act 3.4)

### First Murderer

Most royal sir,  
Fleance is 'scaped.

### MACBETH

Then comes my fit again: I had else been perfect,  
Whole as the marble, founded as the rock,  
But now I am cabin'd, cribb'd, confined, bound in  
To saucy doubts and fears. But Banquo's safe?

### First Murderer

Ay, my good lord: safe in a ditch he bides,  
With twenty trenched gashes on his head.

### MACBETH

Thanks for that:  
There the grown serpent lies; the worm that's fled  
Hath nature that in time will venom breed,  
No teeth for the present.

From an Aristotelian perspective, the cause of Macbeth's downfall seems to be his ambition. But you could also argue that his own thoughts (specifically his "saucy doubts and fears") are an even greater weakness. We often talk of Macbeth as being a thinker and not someone who takes action, [because / although / and therefore]...

Shakespeare deliberately uses (several different) images to explore Macbeth's obsession in the extract. For example... When he says..., he really means... +revealing... +it is almost as if... ++Shakespeare clearly wants us to realise...

Where else in the play does Shakespeare suggest that Macbeth's own thoughts betray him, or cause him problems?

Lady Macbeth repeatedly accuses Macbeth of 'thinking too precisely' or even being 'brainsickly'- More precisely... +for example... ++especially...

**Write 2 Pages:** Shakespeare wants us to view Macbeth's *own thoughts* as his worst enemy. To what extent do you agree?

- How Shakespeare presents Macbeth's true character in the extract.
- How Shakespeare uses words and actions to present Macbeth's true character in the play as a whole.

- |  |   |
|--|---|
| a. "Look how our partner's rapt"   | i. We have <b>scotch'd</b> the snake, not kill'd it: 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 (Act 3.2) |
| b. "Why do I yield to that suggestion?"  |   |
| c. "We shall proceed no further in this business"  |   |
| d. "If it were done, when tis done..."   |   |
| e. "The seed of Banquo kings?"   |   |
| f. "O, full of scorpions is my mind"   |   |
| g. To be thus is nothing;<br>But to be safely thus.--Our fears in Banquo<br>Stick deep (Act 3.2) | ii. ++"Life's but a walking shadow ... and nothing is, but what is not".  |
| h. "To know my deed, 'twere best not know myself"  | iii. Conscience   |
| i. "You do unbend your noble strength to think so brainsickly of things"                         | iv. Guilt   |
| j. "'Tis the eye of childhood that fears a painted devil"  | v. From an Aristotelian perspective,...   |
|  | vi. Indecision or Inner conflict  |
|  | vii. The line that reveals the most is...   |



6. Of all the character's in the play, Banquo and his ghost reveal the most about Macbeth because... +and also... +for example... +Some people think Banquo is without sin, and purely good. He is more complex than that because... +although +and therefore... ++When the witches show Macbeth a vision of Banquo's children stretching into the future, Shakespeare wants us to realise...

Symbolising    Feudal value of loyalty    ambition    jealousy    "the instruments of darkness"    sacrifice

Discuss:

Revise:

**Write about how Shakespeare presents the supernatural and the *tragic effect* it has on different characters.**

**Second Witch**

By the pricking of my thumbs,  
Something wicked this way comes.

5 Open, locks,  
Whoever knocks!

*Enter MACBETH*

**MACBETH**

How now, you secret, black, and midnight hags!  
What is't you do?

10 **ALL**  
A deed without a name.

**MACBETH**

I conjure you, by that which you profess,  
Howe'er you come to know it, answer me:

15 Though you untie the winds and let them fight  
Against the churches; though the yesty waves  
Confound and swallow navigation up;  
Though bladed corn be lodged and trees blown  
down;

20 Though castles topple on their warders' heads;  
Though palaces and pyramids do slope  
Their heads to their foundations; though the  
treasure

25 Of nature's germens tumble all together,  
Even till destruction sicken; answer me  
To what I ask you.

**First Witch**

Speak.

**Second Witch**

30 Demand.

**Third Witch**

We'll answer.

**First Witch**

35 Say, if thou'dst rather hear it from our mouths,  
Or from our masters?

**MACBETH**

Call 'em; let me see 'em.

**First Witch**

Pour in sow's blood, that hath eaten  
Her nine farrow; grease that's sweaten  
From the murderer's gibbet throw  
Into the flame.

**ALL**

Come, high or low;  
Thyself and office deftly show!

*Thunder. First Apparition: an armed Head*

When we talk about the supernatural, we really mean...

Shakespeare includes four main aspects of the supernatural in *Macbeth* - more specifically... We can find examples of each of these throughout the play. For example (x4-8) ...

So, how do these different aspects of the supernatural effect the different characters?





Despite the power of the witches, not all of the supernatural forces in *Macbeth* have evil effects. This statement is true, because...

The way that Shakespeare writes, and the way that he uses techniques like imagery and juxtaposition, make it clear that we should fear the power of magic and the supernatural. There are several specific examples of this...

By the end of the play, Macbeth's view of magic, and of the witches seem very different to it is at the beginning. More precisely... +Shakespeare wants the audience to leave the theatre with the realisation that...

<p>It is important to know some facts about witchcraft and magic. For example (x4) ...</p> <p>+This helps us to understand...</p>	<p>+ "seeds of time" + "spirits that tend on mortal flesh" + "air drawn dagger" + "the words (amen) stuck in my throat" + "finger of birth-strangled babe" + "dark night strangles (the sun)" + "I bear a charmed life"</p>	<p>+ Succubus + Satanic + The Fates + Ambiguity + 16<sup>th</sup> Century Black Magic + Blasphemous + Chain of Being</p>
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# A01, A02 & A03 mark scheme -IC, J&H, R&J (Poetry – also Comparison)

Band 1	0 ↕ 5	<p><b>Mostly: Narrative / Descriptive</b>  <b>This looks like:</b>          I say what happens in the text (I might not be familiar with the whole text).</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Must use <b>quotations</b> to cross this line              ↓         </div>
Band 2	6 ↕ 10	<p><b>Mostly: Relevant and supported</b>  <b>This looks like:</b>          I answer the question asked with some <b>relevant evidence</b> and I <b>comment</b> on my evidence (In other words...)</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Must answer the <b>full task</b> to cross this line.              ↓         </div>
Band 3	11 ↕ 15	<p><b>Mostly: Explanatory</b>  <b>This looks like:</b></p> <ul style="list-style-type: none"> <li>I answer the <b>full task</b> with relevant evidence and I explain my ideas.</li> <li>I relate the ideas in the text to the <b>context</b> of the text.</li> </ul>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Must mention the <b>writer</b> to cross this line              ↓         </div>
Band 4	16 ↕ 20	<p><b>Mostly: Clear, sustained, consistent</b>  <b>This looks like:</b></p> <ul style="list-style-type: none"> <li>I give a <b>range</b> of relevant, well supported points and explain a <b>range</b> of the <b>writer's choices (methods)</b>.</li> <li><b>I clearly see the text as a construct.</b></li> <li>I relate the writer's choices to the context(s).</li> </ul>	<div style="border: 1px solid black; padding: 5px; text-align: center;">             Must use <b>subject terminology</b> to cross this line.              ↓         </div>
Band 5	21 ↕ 25	<p><b>Mostly: Developed and detailed</b>  <b>This looks like:</b></p> <ul style="list-style-type: none"> <li>I explore in <b>detail</b> the writer's choice of specific techniques:</li> <li>(language and/or structure),</li> <li>I use integrated references (embedded in my argument).</li> <li>I explore how the writer's choices are influenced by the context.</li> <li>I might explore Author's purpose ("deeper meaning")</li> <li>and/ or Alternative interpretations/ perspectives: <b>(This could mean.. Perhaps... +on the other hand...)</b></li> </ul>	  
Band 6	26 ↕ 30	<p><b>Mostly: Critical and well structured</b>  <b>This looks like:</b></p> <ul style="list-style-type: none"> <li>I <b>form an argument</b> in response to the question and I develop my idea through using the most relevant quotations <b>judiciously</b> (with good judgement).</li> <li>I explore the writer's choice of specific techniques (language and structure) in "<b>fine grained</b>" detail.</li> <li>I make <b>specific</b> and detailed links between contexts, text and task.</li> <li>I convincingly explore different perspectives and <b>alternative interpretations</b>.</li> </ul>	

## Ao4: spelling Punctuation and Grammar

<b>Threshold:</b> 1 mark	<b>Limited</b> accuracy in spelling, punctuation and sentence structure but the learner's spelling and punctuation <b>does not hinder meaning in the response</b> .
<b>Intermediate :</b> 2 – 3 marks	Learners spell and punctuate with <b>considerable accuracy</b> , and use a <b>considerable range</b> of vocabulary and sentence structures to achieve general control of meaning.
<b>High: 4 marks</b>	Learners spell and punctuate with <b>consistent accuracy</b> , and consistently use vocabulary and sentence structures to achieve effective control of meaning.