

Year 11

English Homework



by William Shakespeare

Summer

AQA GCSE English Language

AQA GCSE English Literature

Name	
Teacher	

Macbeth by William Shakespeare

The exam:

You will answer one question on a Shakespeare play during GCSE English Literature Paper 1.

The question will give you a short extract from the play to read and ask you to analyse a:

- Character;
- Theme;
- Attitude;
- Idea;

in that extract and across the play as a whole.

You write your answer using **PEEE(L)**.

The question is worth **30 marks** with an additional **4 marks** for spelling, punctuation and grammar.

Revision:

To be prepared for the exam, you will need to make sure that you know:

- The plot – what happens, when, where and why;
- The characters – who they are, how they behave and what they do;
- The themes and ideas – what Shakespeare was exploring;
- Shakespeare's perspective – his viewpoint on events;
- Links to the history – Elizabethan or Jacobean England.

Try to learn quotations that you can include in your answer.

Getting help:

There are a variety of different websites with revision materials. Try:

[BBC Bitesize](#) – has information on the plot, characters and themes.

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/

[York Notes](#) – have some free resources you can download.

<https://www.yorknotes.com/gcse/macbeth/revision-cards>

[Revision World](#) – has summaries and videos to watch

<https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/macbeth-william-shakespeare>

[Sparknotes](#) – very good for quotes and more detail

<http://www.sparknotes.com/shakespeare/macbeth/>

Films:

Why not try re-watching the film versions?



Did you know?

The whole text of the play is available [online](#) – use it to revise at home and find your key quotations!

<http://shakespeare.mit.edu/macbeth/full.html>

TASK ONE: QUOTATIONS

SKILL – English Literature AO1 ‘Judicious use of precise references to support interpretations’

The first characters that we see on stage in the play are the weird sisters or three witches. They are supernatural¹ characters who have a profound² influence over Macbeth and the events that unfold.

Using the mindmap below, collect key quotations from Act 1 Scene 1 and 3 that explore the witches’ character and their role in the play.

“Fair is foul, and foul is fair, Hover
through the fog and filthy air.”

Act 1 Scene 1



¹ Supernatural (adjective)- linked to some force that is beyond our understanding using science or the laws of nature.

² Very great or intense.

TASK TWO: ANALYSIS

SKILL – English Literature AO2 ‘Analysis of the writer’s methods with subject terminology used judiciously’

When you have learnt your key quotations, you will need to analyse them using the **PEEE(L)** structure during the exam. Consider what words Shakespeare has chosen and what effect they are designed to have on the audience. How do they present the character to the audience?

Look at the example annotated quotation below, then analyse the other two quotations and three of your own from your mindmap.

IDEAS BOX – use these analytical terms to help you.						
Connotations	Positive Pronoun	Negative Phrase	Noun Clause	Verb Rhyme	Adjective Rhythm	Adverb

This phrase presents a motif linked to appearance and reality. What appears beautiful is actually ugly and vice versa.

This type of repetition is called chiasmus and, when joined with rhyme, it makes the witches’ speech sound like a riddle or spell. It’s quite unnerving.

Pathetic fallacy is used here to again build up a strange and disturbing atmosphere which makes the reader wary of the witches.

“Fair is foul, and foul is fair, Hover through the fog and filthy air.”

Act 1 Scene 1

The alliteration of the consonant ‘f’ draws your attention to the adjectives and makes the speech sound unnatural.

This strange verb could suggest that the witches have the power to hover and fly or that deception and lies are in the air.

These nouns tie in to the symbolism about deceit (lies) and hiding things as fog covers and shrouds things.

This phrase shows how alien and strange the weird sisters look. The semantic field is linked to nature and emphasises that they are unnatural.

“So withered and so wild in their attire, That look not like th’inhabitants
o’th’earth”

Act 1 Scene 3

"The earth hath bubbles, as the water has, And these are of them. Whither
have they vanished?" Act 1 Scene 3

TASK THREE: ANSWERING EXAM QUESTIONS

SKILL – English Literature Paper 1

The exam question will provide you with a short extract from the play and then ask you to analyse it looking at a specific theme, character or attitude.

To get the top mark, you need to:

Mark	AO	Features Assessed	Meaning
Level 6 <i>Convincing, critical analysis and exploration</i> 26-30 marks	AO1	Critical, exploratory, conceptualised response to task and whole text	You clearly understand the question and the play. You take your ideas from the extract and also from the whole play. You don't just re-tell the story as you are critical by analysing your choices of quotation.
		Judicious use of precise references to support interpretation(s)	You back up everything you say with a quotation from the text, either from the extract or quotations you know from the play. These can be stage directions or individual words and phrases.
	AO2	Analysis of writer's methods with subject terminology used judiciously	You analyse the writer's language in depth, commenting on word classes, connotations, effect on the reader and perspective/context. You use subject key words in your analysis for all things.
	AO3	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task	Discuss the writer's viewpoint (main ideas) they want you to think about. Make links to the history e.g. when the text was written and what was important at the time. Link this to your quotation and the question.

When you are writing you PEEE(L) answers, make sure you consider the key points above.

Use this checklist to help structure your answer:

Feature to include	✓
A quotation from the text that is relevant	
Analysing 2-3 key words or phrases	
Use of English subject words in analysis	
Links to the historical context	
Links to the writer's perspective	

Point

Your answer to the question/statement

Evidence

An embedded quotation or phrase using “ ” or ‘ ‘

Explain

What the quotation means, how it answers the question and the effect on the audience

Explore

Analysis of the key words/phrases in the quotation using subject specific terms

Link

To the historical context/writer's perspective

Starting with this speech, explore how Shakespeare presents attitude towards the supernatural.

Write about:

- How Shakespeare presents attitudes towards the witches in this extract
- How Shakespeare presents attitudes towards all aspects of the supernatural in the play

[30 marks]

AO4 [4 marks]

ACT 1 SCENE 3

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!

BANQUO

Good sir, why do you start; and seem to fear
Things that do sound so fair? I' the name of truth,
Are ye fantastical, or that indeed
Which outwardly ye show? My noble partner
You greet with present grace and great prediction
Of noble having and of royal hope,
That he seems rapt withal: to me you speak not.
If you can look into the seeds of time,
And say which grain will grow and which will not,
Speak then to me, who neither beg nor fear
Your favours nor your hate.

TASK FOUR: STRUCTURE

SKILL – English Language AO2 ‘Explain, comment on and analyse how writers use language and *structure* to achieve effects and influence readers, using relevant subject terminology to support their views

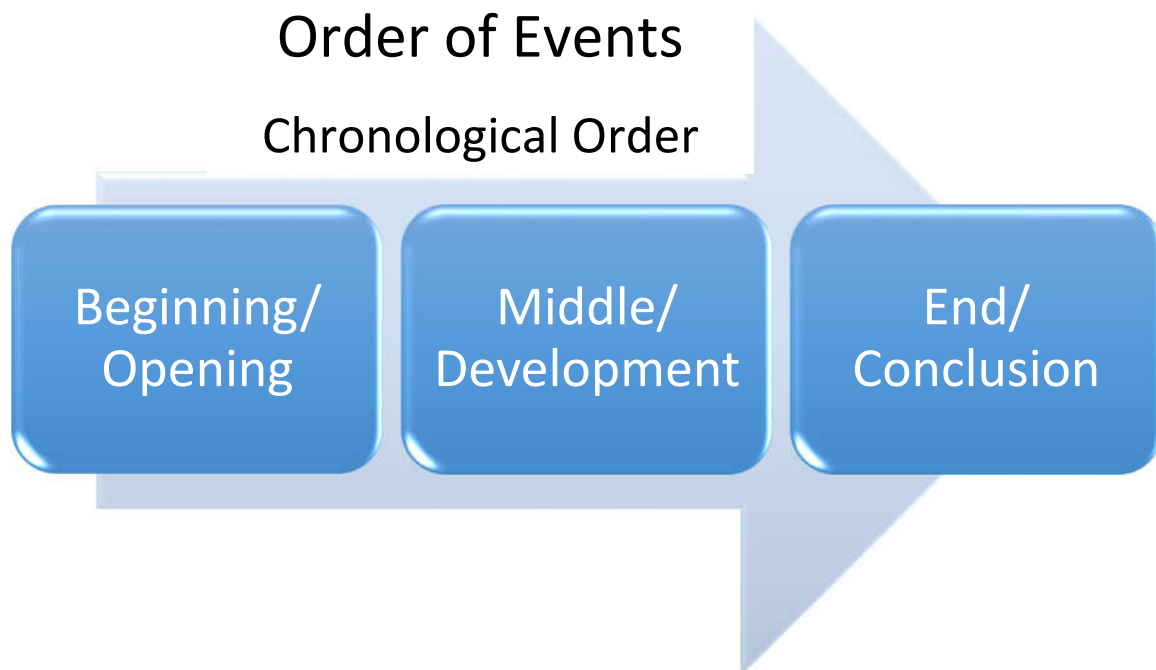
When writing about structure, you want to make sure that you **don’t** do two things:

1. Tell the story;
2. Analyse the language!

It’s an easy mistake to make.



Try to look at the following features of structure:



Then you can move on to explore:

- Shifts in focus – where we change point of view, location or event;
- Narrative voice – omniscient narrator, first or third person;
- Exposition – what we learn about the place/where events happen;
- Characters – who is there, what they do;
- Sentences – SCS1 and type of sentence e.g. declarative, imperative, interrogative etc;
- Paragraphs – any variation for effect and emphasis.

Think about **HOW** the text is put together.

When you notice a structural feature, highlight it and then include it in your answer as a quotation.

Then explain **WHY** the writer has chosen to do this, what effect it has on the reader.

Write your answer using the PEEE(L).

Look at this extract from *Macbeth*. It presents another supernatural moment when the ghost of Banquo appears at the banquet.

ACT 3 SCENE 4

First Murderer

Ay, my good lord: safe in a ditch he bides,
With twenty trenched gashes on his head;
The least a death to nature.

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. Get thee gone: to-morrow
We'll hear, ourselves, again.

Exit Murderer

LADY MACBETH

My royal lord,
You do not give the cheer: the feast is sold
That is not often vouch'd, while 'tis a-making,
'Tis given with welcome: to feed were best at home;
From thence the sauce to meat is ceremony;
Meeting were bare without it.

MACBETH

Sweet remembrancer!
Now, good digestion wait on appetite,
And health on both!

LENNOX

May't please your highness sit.

The GHOST OF BANQUO enters, and sits in MACBETH's place

MACBETH

Here had we now our country's honour roof'd,
Were the graced person of our Banquo present;
Who may I rather challenge for unkindness
Than pity for mischance!

ROSS

His absence, sir,
Lays blame upon his promise. Please't your highness
To grace us with your royal company.

MACBETH

The table's full.

LENNOX

Here is a place reserved, sir.

MACBETH

Where?

LENNOX

Here, my good lord. What is't that moves your highness?

MACBETH

Which of you have done this?

Lords

What, my good lord?

MACBETH

Thou canst not say I did it: never shake

Thy gory locks at me.

ROSS

Gentlemen, rise: his highness is not well.

LADY MACBETH

Sit, worthy friends: my lord is often thus,

And hath been from his youth: pray you, keep seat;

The fit is momentary; upon a thought

He will again be well: if much you note him,

You shall offend him and extend his passion:

Feed, and regard him not. Are you a man?

Thinking about this extract.

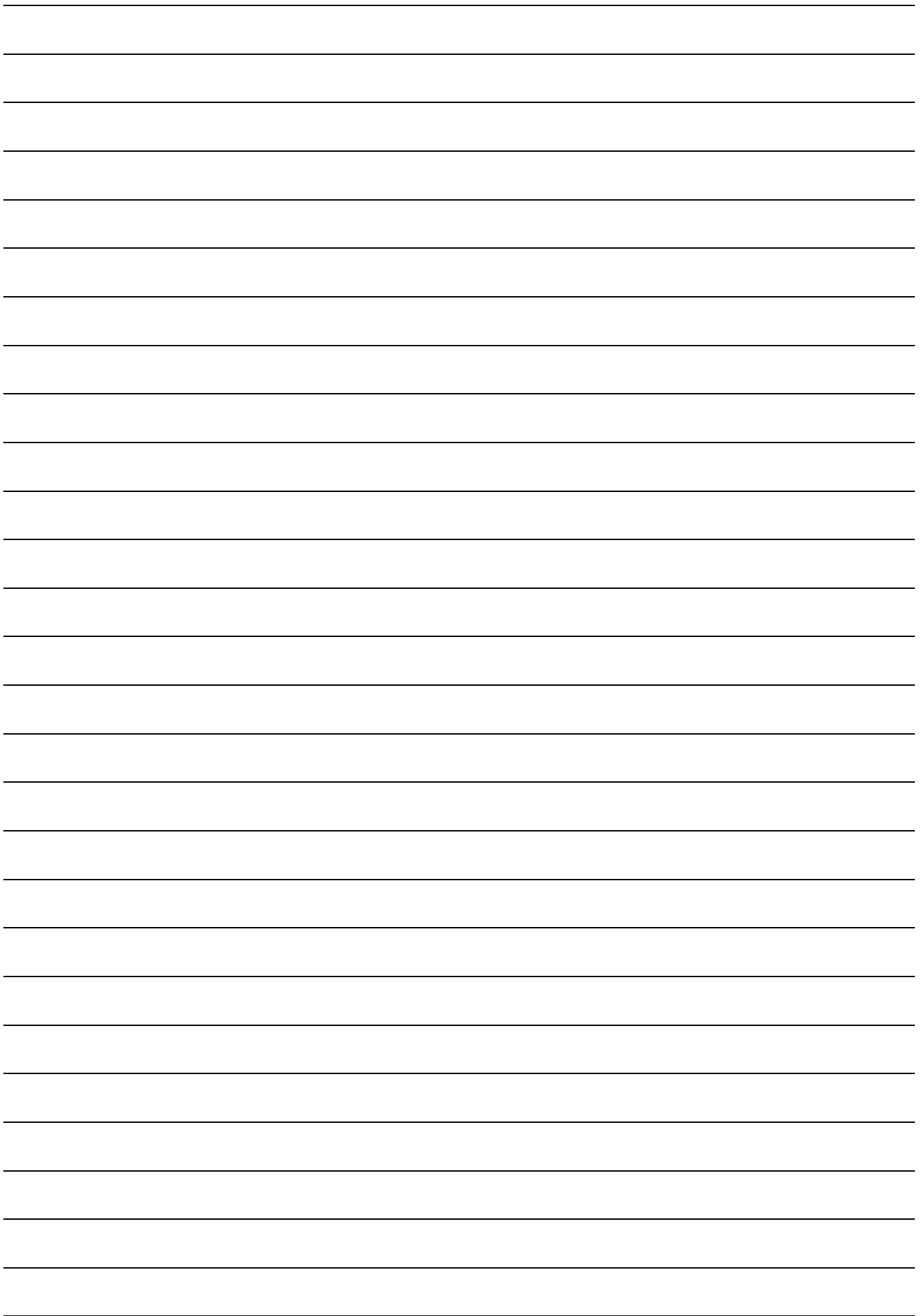
This extract describes Macbeth meeting with a murderer before seeing the ghost of Banquo.

How is the text structured to interest the audience?

You could write about:

- What the writer focusses your attention on at the beginning;
- How and why the writer changes this focus as the extract develops;
- Any other structural features that interest you.

[8 marks]



How do you think you did?

Look at the mark scheme below:

Level	Skill descriptor	What this means
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows a perceptive and detailed evaluation	You understand the text (perceptive) and provide a thorough and detailed analysis using PEEE(L)
	<ul style="list-style-type: none"> Evaluates critically and in detail the effect(s) on the reader/audience 	You know what effect the writer wants to create. You evaluate (explore) what this is and how effective it is – linking to individual words and phrases
	<ul style="list-style-type: none"> Shows perceptive understanding of the writer’s methods 	You have a deep and clear understanding of how the writer has created these effects e.g. features of language, vocabulary etc.
	<ul style="list-style-type: none"> Selects a judicious range of textual detail 	You support everything you say with embedded quotations from the text
	<ul style="list-style-type: none"> Develops a convincing and critical response to the focus of the statement 	You have a clear argument, showing your own opinion. This is convincing (believable) and answers the question.

Think about your answer – have you:

Feature to include	✓
Used PEEE(L)	
Included a relevant, embedded quotation	
Analysed 2-3 key words/phrases	
Used English subject terminology	
Commented on the effect on the reader/audience	
Engaged with the question	

What mark would you give yourself?

Targets and reflection:

★ Star	
★ Star	
✍️ Wish	

TASK SIX: WRITING

SKILL – English Language AO5 Content and Organisation ‘Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.’

AO6 Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

REMEMBER! GCSE English Language Question 5 is worth **25%** of your GCSE!



Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

You have been invited to submit an entry to an anthology of creative writing for the Lord Mayor’s charity.

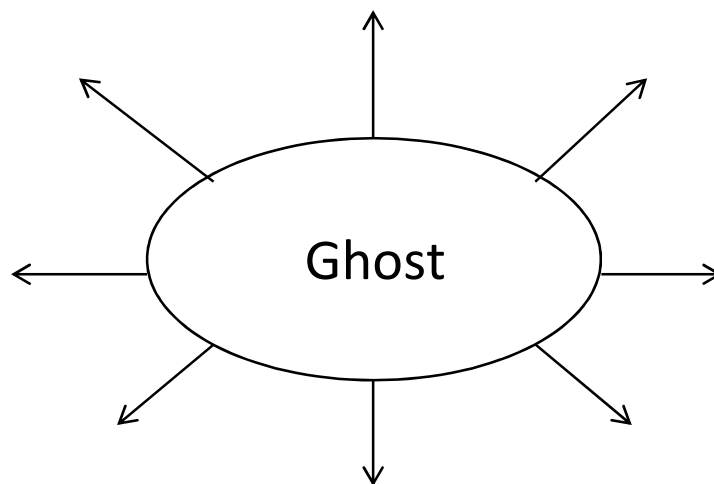
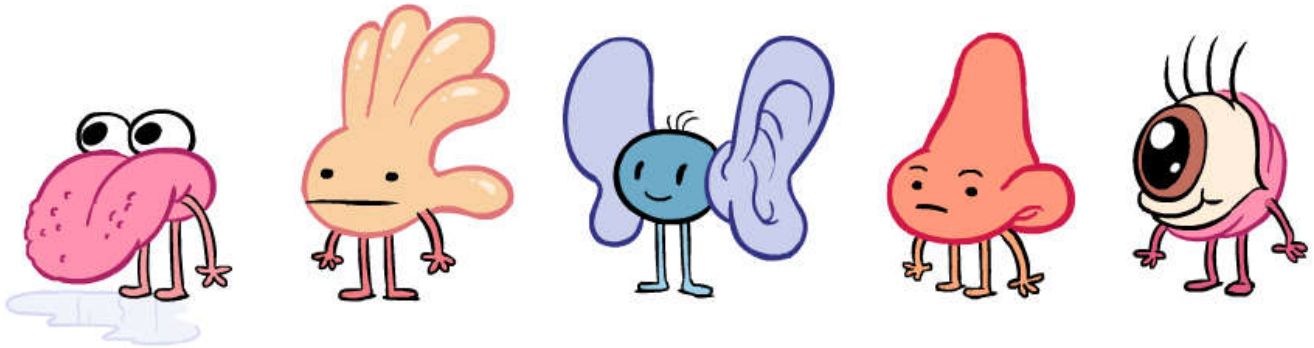
Write a story about a supernatural experience inspired by this image:



Plan:

Sped your first ten minutes completing your mindmap plan. Use Power of 3 planning to give you enough ideas to write for thirty minutes.

Use the planning ideas below to help you:

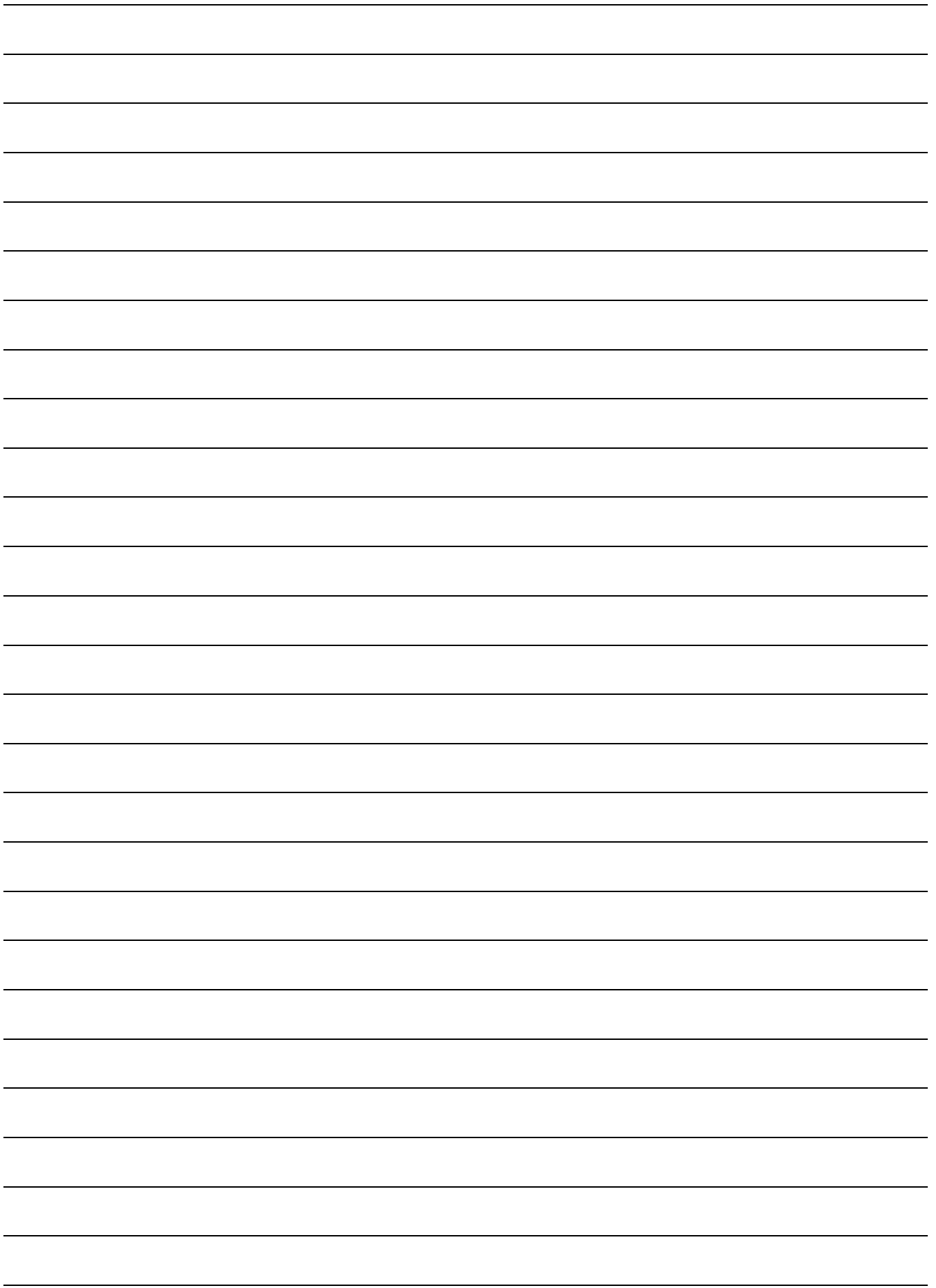


When you write, remember that you need to craft linguistic devices, use a variety of sentence lengths and structures and vary your punctuation. Use the checklist below – how many can you get?

	✓
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How do you think you did?

Look at the mark scheme below:

Level	Skill descriptor	What this means
Level 4 Compelling and Convincing 19-24 marks	Content:	
	<ul style="list-style-type: none"> Register is convincing and compelling for audience 	You have used the right level of <i>formality</i> . Your text sounds 'right' for the intended audience. It is believable and makes the reader want to read on.
	<ul style="list-style-type: none"> Assuredly matched to purpose 	Your choice of language and features fits with the task and the target audience
	<ul style="list-style-type: none"> Extensive and ambitious vocabulary 	You have used a wide range of interesting words (synonyms) and polysyllabic (long) words to show off your vocabulary.
	<ul style="list-style-type: none"> Sustained crafting of linguistic features 	You have used SPAMROD all the way through. You have deliberately chosen to create effects and used the language for key reasons. You have thought about each feature and why it should be used
	Organisation	
	<ul style="list-style-type: none"> ✓ Varied and inventive use of structural features 	You have written in paragraphs (using TiPToP) and varied the length of your paragraphs for effect. You have varied your sentences using SCS1.
<ul style="list-style-type: none"> ✓ Writing is compelling, incorporating a range of convincing and complex ideas 	You planned thoroughly meaning that you had a lot to say. The reader wants to read on as your writing is believable and contains interesting and intelligent ideas.	
Level 4 13-16 marks	<ul style="list-style-type: none"> ✓ Sentence demarcation is consistently secure and consistently accurate 	You have used capital letters and full stops accurately. You have used commas where needed.
	<ul style="list-style-type: none"> ✓ Wide range of punctuation is used with a high level of accuracy 	You have used a range of punctuation (... - ; :) accurately.
	<ul style="list-style-type: none"> ✓ Uses a full range of appropriate sentence forms for effect 	You have used all of the sentences from SCS1 and begun to create deliberate effects using them
	<ul style="list-style-type: none"> ✓ Uses Standard English consistently and appropriately with secure control of complex grammatical structures 	Your writing is always formal; you don't use slang or swear. You are able to write longer, more complicated subordinate sentences that make sense.
	<ul style="list-style-type: none"> ✓ High level of accuracy in spelling, including ambitious vocabulary 	You have checked your spelling for errors and there are very few, even in long or difficult words.
<ul style="list-style-type: none"> ✓ Extensive and ambitious use of vocabulary 	You have used a wide range of synonyms and polysyllabic words.	

The mark I would give myself is:

/24	Content	/16	SPaG
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Reflection:

Three key things I have learnt about *Macbeth* are:

- 1.
- 2.
- 3.

I still feel that I need to work on...

When analysing language and structure using PEEE(L), I feel I have done well at:

- ✓
- ✓
- ✓

I can still improve by...



Please can I have more help with...