**Year 11 – ‘Macbeth’**

**Key terms:**

* **Tragedy** - a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character
* **Soliloquy** - a speech in a play in which an actor speaks to himself or herself and to the audience, rather than to another actor
* **Dramatic irony** - the audience of a play knows something that the characters do not know
* **Tragic hero** - a protagonist who suffers a tragic end, often due to a major flaw in his or her character
* **Hamartia** - a tragic flaw that causes the downfall of a hero
* **Hubris** - excessive pride or self-confidence
* **Catharsis** - the process of releasing, and thereby providing relief from, strong or repressed emotions
* **Anagnorisis** - the moment of self-discovery for the protagonist of the story, a discovery in which the truthof a situation becomes known to the character

**Key themes:** Fate and free will Guilt

Ambition The supernatural Violence

Good versus evil Deception Betrayal

 Appearance and reality Masculinity

Sin and retribution Kingship Cruelty

**Big question** – what makes Shakespeare’s plays still relevant today?

**Key details**

**GSCE Literature Paper 2**

**Section A** - 30 marks (AO1, AO2, AO3) + 4 marks (AO4)

**Nature of assessment:** Extract to whole text response

* Clear topic

sentence

* 1-2 well-

selected pieces

of evidence per

 paragraph

* Consideration

of writer’s

methods,

including analysis

of effects

* Use of specialist

terminology

* Contextual

links (selective

 and where

appropriate)

* Link back to

question at the

end

of paragraph

While Macbeth’s actions in killing King Duncan undoubtedly mark him out as a ruthless and ambitious character, it is clear that he is not without conscience. Macbeth is filled with horror at what he has done as he looks down at his hands and asks “Will all great Neptune’s ocean wash this blood/ Clean from my hand?” This hyperbolic image conveys his guilt as he reflects that he will never be absolved of his crime, represented by the blood on his hands. It also emphasises how brutal the murder of Duncan was. The use of the adverb ‘clean’ and the religious undertone suggested by the reference to water implies a desire to return to a more innocent and pure state. This hyperbolic language is no surprise given the magnitude of his crime: regicide. It was a commonly held belief that interfering in the Divine Right of Kings would result in a disruption of the natural order and cause great chaos as exemplified by the reaction to Duncan’s death. Therefore, Shakespeare uses Macbeth’s response to his crime to serve as a warning, a cautionary tale for anyone who may harbour treacherous thoughts.

**Assessment tasks to be completed by all Year 11 classes:**

|  |  |
| --- | --- |
| **Task** | **Assessment**  |
| Presentation of Lady Macbeth in Act 1, sc. 5 (focusing on analysis of extract only) | Teacher assessed |
| Final assessment – extract to whole text response, focusing on either character or theme | Teacher assessed |

**Stretch and Challenge:**

Create your own examination questions, selecting a range of key episodes as well as an appropriate focus for each one.

**Key skills:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not yet confident | Quite confident | Really confident |
| Knowledge and understanding of plot |  |  |  |
| Detailed understanding of key episodes  |  |  |  |
| Analysis of extracts under examination conditions  |  |  |  |
| Selection of ‘elsewhere’ episodes under examination conditions  |  |  |  |
| Plan a response  |  |  |  |
| Analyse writer’s methods and craft |  |  |  |

At the end of the module, tick to indicate how confident you are in terms of each skill.

**End of unit assessment:** 9 8 7 6 5 4 3 2 1 **Effort grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**