

Macbeth essay writing booklet

This booklet is where we will write and improve our Macbeth essays. It is what I will mark, and should be used as a main focus for your revision.

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Marks page::

-Baseline assessment-Friday 6th September _____ **Mark:** ____/30

Title:

-Assessment 2-Friday 13th September _____ **Mark:** ____/30

Title:

-Assessment 3-Tuesday 24th September _____ **Mark:** ____/30

Title:

-Assessment 4-Thursday 3rd October _____ **Mark:** ____/30

Title:

-Assessment 5-Friday 11th October _____ **Mark:** ____/30

Title:

-Assessment 6-Tuesday 22nd October _____ **Mark:** ____/30

Title:

Baseline Assessment

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

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

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH

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

0	1
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Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

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

[30 marks]
 AO4 [4 marks]

Scores:	AO1:	AO2:	AO3:	Total:
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Feedback:	
Focus for next essay:	
Action:	
Response:	<hr/>

Model answer for baseline assessment:

Mark Scheme

MARK SCHEME (30+4=34)

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

Assessment objectives and marks available

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

How to annotate the question

There will only be one question based on Macbeth

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

Macbeth

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

At this point in the play, Macbeth is speaking. He has just received news that he is now the Thane of Cawdor and he is considering what the Witches have said.

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? Present fears
 Are less than horrible imaginings:
 My thought, whose murder yet is but fantastical,
 Shakes so my single state of man that function
 Is smother'd in surmise, and nothing is
 But what is not.

BANQUO Look, how our partner's rapt.

MACBETH *Aside.*
 If chance will have me king, why, chance may crown me,
 Without my stir.

BANQUO New honors come upon him,
 Like our strange garments, cleave not to their mould
 But with the aid of use.

One extract from the play will be given to you. You must annotate this (aim for two/three brief annotations).

The examiner will always provide a brief explanation of where in the play the extract comes from. Use this information and the question to get your

You must refer to the extract and to the whole of the

0 1

Starting with this speech, explain how far you think Shakespeare presents the witches and supernatural events to influence Macbeth's decisions.

Write about:

- How Shakespeare presents Macbeth's reaction to the witches in this scene
- How Shakespeare presents the effect of the Witches on Macbeth in the play as a whole.

[30 marks]

A04 [4 marks]

Use the second bullet point to plan your answer by thinking of events/quotes which link to this question **before** the given extract

Use the second bullet point to plan your answer by thinking of events/quotes which link to this question

Practice annotating the question

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

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

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH

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

0 1

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

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

[30 marks]
AO4 [4 marks]

How to structure your answer

We will structure our answer into four different paragraphs. This structure, and how we structure our paragraphs, is crucial to doing well in Literature.

1. Introductions
2. Focusing on the extract
3. Focusing elsewhere in the text
4. Conclusion

1) Introductions

Your introduction is a chance for you to show the examiner how well you know the entire of the play; it is something which should be formulaic and consistent. Almost every introduction you write for Macbeth (or for A Christmas Carol/Blood Brothers) should contain similar bits of information. These bits of information should be changed depending on the question, but ultimately answer most questions. What you need to include in every Macbeth introduction is outlined below.

Genre: a category of literature,
Viewpoint: who is telling the story? Whose perspective do we see events from?
Structure: how has the text been put together?
AO3: social and historical context
Intention: what is the writer trying to achieve with their text?
Anchor to question: Refer to the question. Make a point that answers it.

Starting with this speech, explore how Shakespeare presents ambition in 'Macbeth'.

Structure will always be the same, name it in your introduction

Answer the question with regards how your theme/character exists in the play/book/novel as a whole

'Macbeth', William Shakespeare's **eponymous tragedy**, portrays ambition as dangerous with devastating consequences. In the **play**, **Shakespeare aims to warn people against pursuing ambition**. Ambition leads to Macbeth's tragedy because of his hamartia, (a fatal flaw) which drives him to commit an unimaginable sin for power which ends up being weak, self-defeating and ephemeral. In Shakespeare's time, ambition was contrary to the Natural Order which dictated one's place in the world and was not to be challenged. In other words, ambition was contrary to the will of God.

The viewpoint can be applied to many questions, have one or two sophisticated terms you can use in case a question throws you.

Author intention only varies very slightly dependent on the question. This is easy to adapt.

Apply appropriate contextual information to your introduction.

2) Focusing on the extract

After your introduction, your first main paragraph should focus on the extract. This means you refer to the language used by the characters in this extract to answer the question, but it also means you have an opportunity to link other quotes from elsewhere in the text into your answer. For this part of your essay, your paragraph should adhere roughly to the following paragraph structure:

1. Point
2. Subject Terminology
3. Big quote (no more than 10 words)
4. Analyse big quote briefly
5. Subject Terminology
6. Zoom in and analyse one-three short words from original 'big quote' in detail
7. Link zoomed in analysis to other places in the text which back up your point
8. Include contextual information

Example:

Shakespeare presents Lady Macbeth to be an incredibly powerful, ambitious character in this duplicitous soliloquy. The sinister tone used, 'pour my spirits in thine ear,' underpins how Lady Macbeth is determined to usurp the throne of Duncan and the mind of her 'brave' husband. The harrowing verb phrase, 'pour my spirits,' reveals how Lady Macbeth is going to flood Macbeth's mind with evil, heinous thoughts which will eventually lead to Macbeth killing King Duncan and meaning he eventually loses his mind, 'is this a dagger I see before me?' It also illustrates how Lady Macbeth is an exploitative person. The verb 'pour' does not suggest that she will need to use much strength or power to overcome Macbeth; 'pouring' has soothing connotations and this implies that Macbeth is a peaceful man. The fact Lady Macbeth will pour her malevolent ideas into Macbeth's mind makes us feel uneasy as an audience. Lastly it may suggest that Lady Macbeth, because of her ambition, is a 'fourth witch.' The use of the noun 'spirits' implies Lady Macbeth is not of this earth but of one which plagues others bringing nothing but death and pain to those around them. This thinking ultimately leads to her cowardly suicide in Act 5. Shakespeare's characterisation of Lady Macbeth here is important for two reasons. The first is that he is trying to remind the audience in 1606 that ambition and wanting to be above your station in life was extremely dangerous and actually goes against the word of God (something James 1 would have loved as he enforced the importance of the great chain of being.) Secondly, it hints at the idea that if a woman decides to challenge her husband she will be unable to live with herself. This is an allusion to the Adam and Eve story and the punishment given by God that woman belongs to man and should not challenge them. Again, James would have been a fan of this as he dictates in *Daemonologie* how women have small brains and are easily oppressed by evil spirits such as witches.

3) Focusing elsewhere in the text

Your second main paragraph should focus on the second bullet point and answering the question focusing on elsewhere in the text. This is hard to do as it requires your memory of the character/theme to answer the question. It is therefore incredibly important that you have annotated your answer properly in the beginning as this will really help your essay and give you ideas as you write.

Your paragraph structure for this paragraph remains exactly the same as the first paragraph, only this time you are focusing on bringing quotes from before the extract and after the extract given into your answer.

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Starting with this speech, explain how far you think Shakespeare presents the witches and supernatural events to influence Macbeth's decisions.

Write about:

- How Shakespeare presents Macbeth's reaction to the witches in this scene
- How Shakespeare presents the effect of the Witches on Macbeth in the play as a whole.

[30 marks]

A04 [4 marks]

Use the second bullet point to plan your answer by thinking of events/quotes which link to this question **before** the given extract

Use the second bullet point to plan your answer by thinking of events/quotes which link to this question

Example:

Elsewhere in this dark and tragic play we witness the fragmentation the witches cause to 'lion' and 'eagle' like Macbeth. The rhyme in Act 4 when the now irrepressible Macbeth seeks confirmation from the witches about his place as King, 'by the pricking of my thumbs something wicked this way comes,' suggests that Macbeth cannot resist the evil charms of this 'bearded' villains. The verb phrase, 'something wicked this way comes,' demonstrates that Macbeth is no longer considered 'great' or 'noble' and that the witches no longer 'hail him.' The pronoun, 'something' has replaced the three titles given to Macbeth earlier in the play and is a reflection of how he has changed from 'trustworthy' to a being not even worthy of being called a name. The adjective 'wicked' has....

As you can see, everything falls in to place and you can be as imaginative as you want with your inferences once you have your structures in place.

4) Conclusions

Your conclusion is your last paragraph and final chance for you to answer the question. Like your introduction, it is something which should be quite formulaic and consistent. Again, like your introduction, information changes depending on the question but ultimately most conclusions will vary rarely change. How you should structure each sentence in your conclusion should be as follows:

- To conclude Shakespeare has...
- This is most evident when...
- An audience at the time...

Examples:

To conclude, Shakespeare has presented ambition as something which ruptures and destroys every good sinu inside someone; it is dangerous and should be avoided at all costs. This is most evident when Lady Macbeth usurps the mind of her husband and encourages him to commit regicide which leads to a series of events which include both the Macbeths' deaths. An audience at the time would have been firmly reminded of their place in society and this would have reinforced the warning given to them following the public executions of Guy Fawlks and his co-conspirators in 1605.

To conclude, Shakespeare has presented the witches and supernatural occurrences as things which, when engaged with, cause death and destruction to all around them; they should be treated with fear and avoided at all costs as engaging with them leads to the inevitable downfall of those involved. This is most evidence in Macbeth's aside in Act 1 following his and Banquo's initial meeting with the witches. His pondering thoughts on their prophecies leads to the natural order being distorted and eventually him, the 'butcher' being brutally killed in battle. An audience at the time would have been on edge witnessing such events being detailed on stage and would have been wary to distance themselves from any such people in their lives.

Assessment two

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

Macbeth

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

At this point in the play, Macbeth and Lady Macbeth are talking. Lady Macbeth is informing Macbeth of her plans for King Duncan who will be visiting.

LADY MACBETH

O, never
 Shall sun that morrow see!
 Your face, my thane, is as a book where men
 May read strange matters. To beguile the time,
 Look like the time; bear welcome in your eye,
 Your hand, your tongue: look like the innocent flower,
 But be the serpent under't. He that's coming
 Must be provided for: and you shall put
 This night's great business into my dispatch;
 Which shall to all our nights and days to come
 Give solely sovereign sway and masterdom.

MACBETH

We will speak further.

LADY MACBETH

Only look up clear;
 To alter favour ever is to fear:
 Leave all the rest to me.

0 1

Starting with this speech, explain how Shakespeare presents the relationship of Macbeth and Lady Macbeth.

Write about:

- How Shakespeare presents their relationship in this speech
- How Shakespeare presents their relationship in the play as a whole.

[30 marks]

A04 [4 marks]

Assessment three

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

Macbeth

Read the following extract from Act 2 Scene 2 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth and Lady Macbeth are speaking. They have murdered King Duncan as he slept in the castle.

MACBETH
[Within] Who's there? what, ho!

LADY MACBETH
Alack, I am afraid they have awaked,
And 'tis not done. The attempt and not the deed
Confounds us. Hark! I laid their daggers ready;
He could not miss 'em. Had he not resembled
My father as he slept, I had done't.
Enter MACBETH
My husband!

MACBETH
I have done the deed. Didst thou not hear a noise?

LADY MACBETH
I heard the owl scream and the crickets cry.
Did not you speak?

MACBETH
When?

LADY MACBETH
Now.

MACBETH
As I descended?

LADY MACBETH
Ay.

MACBETH
Hark!
Who lies i' the second chamber?

LADY MACBETH
Donalbain.

MACBETH
This is a sorry sight.
Looking on his hands

LADY MACBETH
A foolish thought, to say a sorry sight.

0 1

Starting with this speech, explain how Shakespeare presents the effects of guilt in *Macbeth*.

Write about:

- How Shakespeare presents guilt in this speech
- How Shakespeare presents the effects of guilt in the play as a whole.

[30 marks]

A04 [4 marks]

Assessment four

Shakespeare: Macbeth

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

At this point in the play, Macbeth sees the ghost of Banquo.

Re-enter GHOST OF BANQUO

MACBETH

Avaunt! and quit my sight! let the earth hide thee!
Thy bones are marrowless, thy blood is cold;
Thou hast no speculation in those eyes
Which thou dost glare with!

LADY MACBETH

Think of this, good peers,
But as a thing of custom: 'tis no other;
Only it spoils the pleasure of the time.

MACBETH

What man dare, I dare:
Approach thou like the rugged Russian bear,
The arm'd rhinoceros, or the Hyrcan tiger;
Take any shape but that, and my firm nerves
Shall never tremble: or be alive again,
And dare me to the desert with thy sword;
If trembling I inhabit then, protest me
The baby of a girl. Hence, horrible shadow!
Unreal mockery, hence!

GHOST OF BANQUO vanishes

Why, so: being gone,
I am a man again. Pray you, sit still.

Starting with this speech, explain how far you think Shakespeare presents the theme of guilt. Write about:

- how Shakespeare presents the theme of guilt in this speech
 - how Shakespeare presents the theme of guilt in the play as a whole
- [30 marks]

AO4 [4 marks]

Assessment five

Section A: Shakespeare

Answer *one* question from this section on your chosen text.

Macbeth

Read the following extract from Act 5 Scene 3 of Macbeth and then answer the question that follows.

At this point in the play, Macbeth is preparing for battle against Malcom and the English army.

MACBETH

Bring me no more reports; let them fly all:
Till Birnam wood remove to Dunsinane,
I cannot taint with fear. What's the boy Malcolm?
Was he not born of woman? The spirits that know
All mortal consequences have pronounced me thus:
'Fear not, Macbeth; no man that's born of woman
Shall e'er have power upon thee.' Then fly,
false thanes,
And mingle with the English epicures:
The mind I sway by and the heart I bear
Shall never sag with doubt nor shake with fear.

Enter a Servant

The devil damn thee black, thou cream-faced loon!
Where got'st thou that goose look?

Servant

There is ten thousand--

MACBETH

Geese, villain!

Servant

Soldiers, sir.

MACBETH

Go prick thy face, and over-red thy fear,
Thou lily-liver'd boy. What soldiers, patch?
Death of thy soul! those linen cheeks of thine
Are counsellors to fear. What soldiers, whey-face?

0 1

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

Write about:

- How Shakespeare presents Macbeth in this speech
- How Shakespeare presents Macbeth as a hero in the play as a whole.

[30 marks]

A04 [4 marks]

Final assessment:

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

E

MACBETH

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

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

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

Introduction:

Genre: a category of literature,

Viewpoint: who is telling the story? Whose perspective do we see events from?

Structure: how has the text been put together?

AO3: social and historical context

Intention: what is the writer trying to achieve with their text?

Anchor to question: Refer to the question. Make a point that answers it.
