

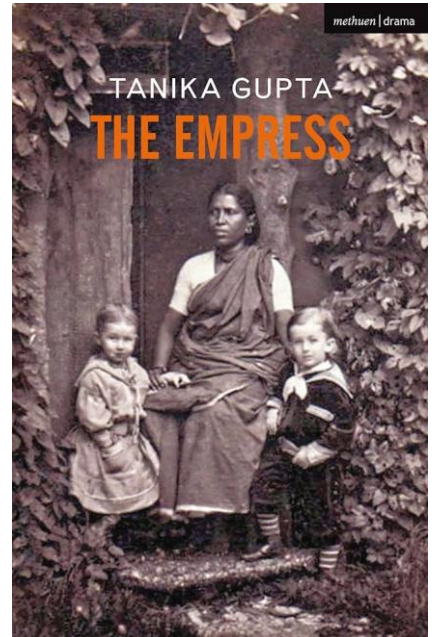
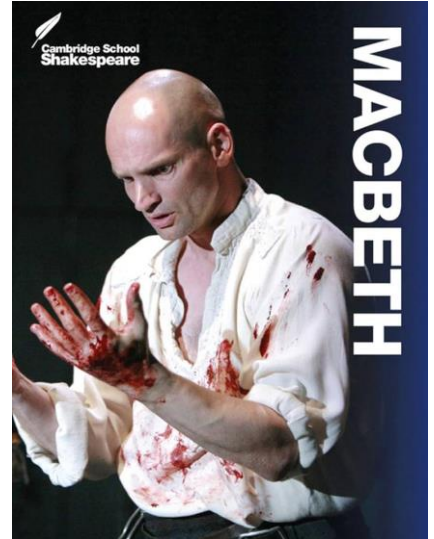


FRIDAY

Year 11

English Homework Booklet 1

| W/b | Task | R.A.G. rating |
|----------------------------|---|---------------|
| 1 4 th Sept | Mind Maps – Macbeth | |
| 2 9 th Sept | Flashcards – The Empress | |
| 3 16 th Sept | Dual Coding – The Empress | |
| 4 23 rd Sept | Flash Cards & Dual Coding – Macbeth | |
| 5 30 th Sept | Summarising | |
| 6 7 th Oct | Key Vocabulary | |
| 7 14 th Oct | SPAG check | |
| 8 21 st Oct | Mind Maps, Dual Coding, Summarising | |
| 9 28 th Oct | Macbeth Sample Question | |
| 10 4 th Nov | The Empress Sample Question | |
| | MOCK EXAMS start 5 th November | |



Name:

Teacher:

| | |
|-------------------------------------|--|
| | November Mock Exams |
| Edexcel English Language 2.0 | <u>Language Paper 1:</u> <u>Non-Fiction Texts</u> <ul style="list-style-type: none"> ✓ 1 hour 55 minutes ✓ 50% of qualification ✓ 80 marks ✓ Section A: reading non-fiction texts ✓ Section B: writing non-fiction texts |
| Edexcel English Literature | <u>Literature Paper 1:</u> <u>Shakespeare and Post 1914 Literature</u> <ul style="list-style-type: none"> ✓ 1 hour 45 minutes ✓ 50% of qualification ✓ 80 marks |



Please check the examination details below before entering your candidate information

| | |
|----------------------|----------------------|
| Candidate surname | Other names |
| Centre Number | Candidate Number |
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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Time 1 hour 45 minutes **Paper reference 1ET0/01**

English Literature
PAPER 1: Shakespeare and Post-1914 Literature

You must have:
 Questions and Extracts Booklet (enclosed)

Total Marks

Instructions

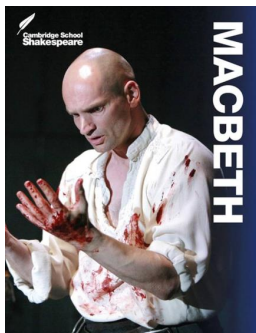
- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the question on **one** text from Section A and **one** text from Section B.
- You should spend about 55 minutes on Section A.
- You should spend about 50 minutes on Section B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- This is a closed book exam.
- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for the accuracy of your writing are clearly indicated.

Advice

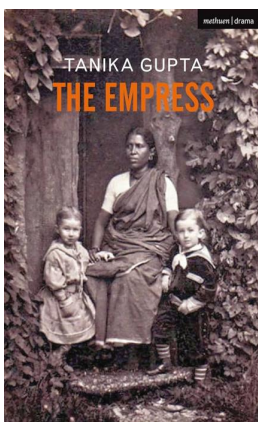
- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.



Literature Paper 1

Section A: Macbeth

- ✓ extract = MQE (20 minutes)
- ✓ whole = SQI and Context (20 minutes)



Section B: The Empress

- ✓ choice of 2 questions
- ✓ SQI and Context (40 minutes)

What your questions will look like:

SECTION A
Shakespeare

Answer the question on ONE text from this section.
You should spend about 55 minutes on this section.
You should divide your time equally between parts (a) and (b) of the question.

Macbeth – from Act 3 Scene 4, lines 75 to 107

In this extract, Macbeth witnesses the ghost of Banquo and apologises to the Lords for his strange behaviour.

MACBETH
Blood hath been shed ere now, i' the olden time,
Ere humane statute purged the gentle weal – 75
Ay, and since too, murders have been performed
Too terrible for the ear. The time has been
That, when the brains were out, the man would die,
And there an end. But now they rise again 80
With twenty mortal murders on their crowns,
And push us from our stools. This is more strange
Than such a murder is.

LADY MACBETH
My worthy lord,
Your noble friends do lack you.

MACBETH
I do forget. –
(To the LORDS) Do not muse at me, my most worthy 85
friends.
I have a strange infirmity, which is nothing
To those that know me. Come, love and health to all.
Then I'll sit down. – Give me some wine: fill full. –
I drink to the general joy o' the whole table –
And to our dear friend Banquo, whom we miss. 90
Would he were here.

Re-enter the GHOST.
To all, and him, we thirst –
And all to all.

LORDS
Our duties – and the pledge.

MACBETH
(To the GHOST) 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 95
Which thou dost glare with!

Section A: Macbeth

LADY MACBETH
(To the LORDS) 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 armed rhinoceros, or the Hyrcan tiger – 100
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 105
The baby of a girl! Hence horrible shadow! –
Unreal mockery! Hence! –

Exit GHOST.

1 (a) Explore how Shakespeare presents the character of Macbeth in this extract.
Refer closely to the extract in your answer. (20)

(b) In this extract, Macbeth is terrified of Banquo's ghost.
Explain the importance of fear **elsewhere** in the play.
In your answer, you **must** consider:

- where fear is shown
- the effects fear has within the play.

You **must** refer to the context of the play in your answer. (20)

(Total for Question 1 = 40 marks)

Section B: The Empress

The Empress: Tanika Gupta

Your response will be marked for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation.

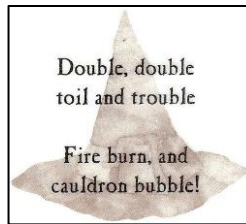
EITHER

15 Abdul: *English is one of several languages I am fluent in, Your Royal Highness.*
Explore how Abdul Karim is significant in the play.
You **must** refer to the context of the play in your answer.
(includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)
(Total for Question 15 = 40 marks)

OR

16 Rani: *I found friends who helped me ... I went to evening classes ... brushed up on my reading.*
How is friendship important in *The Empress*?
You **must** refer to the context of the play in your answer.
(includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)
(Total for Question 16 = 40 marks)

Literature
Paper 1, section A
Macbeth



Key Terms:

- ✓ Dramatic Irony
- ✓ Aside
- ✓ Soliloquy
- ✓ Poetry
- ✓ Prose
- ✓ Rhyming couplets
- ✓ Characterisation
- ✓ Hamartia
- ✓ Hubris

Context:

King James I. Previously known as King James VI of Scotland, he had recently ascended to the English throne – and Shakespeare sought to impress him by addressing his two big interests: kingship and witchcraft. King James was anxious about threats to his power from potential assassins and from witchcraft. The play also complimented the king's ancestry (Banquo, a noble character, was named after one of James' ancestors,).

The Great Chain of Being. In Jacobean times, people believed that all life was part of a strict hierarchy, with God at the top. Kings were thought to have been appointed by 'divine right' (selected by God) and therefore higher than the rest of mankind. Therefore, Macbeth not only tried to usurp Duncan (steal his position) but also committed blasphemy by challenging the will of God.

The Gunpowder Plot. In 1605, a group of rebels, including Guy Fawkes, attempted regicide by plotting to blow up Parliament. Shakespeare shows how those who attempt or commit regicide will be tormented by guilt and punished with a tragic death.

The Supernatural. There was real superstition and anxiety about the evils of witchcraft, in the lower classes and in royalty. King James had written a book called 'Demonology' which was a study of the evils of magic. He also asked Parliament to pass an anti-witchcraft law, which he then used to execute a number of witches in the North Berwick Witch Trials.

The role of women. Society was 'patriarchal' (led by men). Women were said to be lower than men in The Great Chain of Being. A woman's role in Jacobean times was clearly defined. They were expected to marry, to bear children and be subservient to men. Women who challenged this concept were sometimes labelled as witches and ostracised from society, or worse...

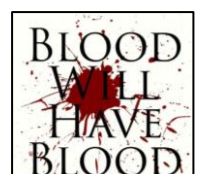
The Supernatural: The supernatural interacts with characters in different ways: witchcraft directs Macbeth to evil deeds; Lady M appeals to the supernatural to instill power within her; Banquo refuses to submit to the witches' prophecies.

Masculinity and femininity: Lady Macbeth challenges expectations about what it means to be a woman (be submissive, bear children, lack ambition) and challenges the masculinity of males (Macbeth, when he doesn't want to commit regicide; Macduff when he flees to England).

Fate versus Free Will: It is unclear how much control Macbeth has over his own fate. The witches' prophecies may be self-fulfilling as Macbeth's own ambition takes over and he seeks to make the prophecies a reality.

Loyalty and Trust versus Betrayal and Revenge: Macbeth's loyalties are conflicted between his comradeship for Duncan and Banquo and his loyalty to his wife. He makes the fatal decision to trust the witches' prophecies, and so chooses to betray Duncan.

Ambition: Despite being a loyal and brave soldier at the beginning of the play, Macbeth can not resist the power of his ambition (his fatal flaw). Lady Macbeth's ambition also knows no bounds. Both characters are willing to disobey God to fulfil their ambitions. But consider where ambition leads these characters...



Act One The play opens with three witches who set the scene and atmosphere for the play. They cast prophecies on both Banquo and Macbeth saying that they will become King. Macbeth and Banquo have just returned from war between Scotland and England. Macbeth was successful in War, so King Duncan decides to stay at their castle when Macbeth returns. Macbeth wrote a letter to his wife about the prophecies and being King. Lady Macbeth creates a plan to murder the King so they will become King and Queen. Macbeth does not want to kill Duncan to begin with, but lady Macbeth manipulates him into doing so.

Act Two Macbeth begins to second guess himself about murdering Duncan but finally he goes through with the plan but freaks out after killing Duncan, so Lady Macbeth finishes the plan by wiping blood on the guards. The plan was to blame the murder on the guards so that Macbeth would not be a suspect in the murder. The next morning Malcolm and Donalbain, the kings sons, flee Scotland in order to stay alive. They believe they could be prime suspect in the investigation or someone could be targeting them next as they are heirs to the throne.

Act Three After Duncan's death, Banquo begins to think that Macbeth was the true murderer. In order to keep this a secret, Macbeth sends thugs out to murder Banquo and his son, Fleance but Fleance escapes. Macbeth holds a banquet for all the other lords at his castle. At this banquet, Macbeth sees the ghost Banquo. Macbeth begins to rant and rave, making the guest uneasy. Macbeth begins to signs of mental illness, as if he was becoming insane.

Act Four Macbeth becomes obsessed with power and begins to ask the witches for more prophecies. The witches tell Macbeth that he should be fearful of Macduff, that he cannot be killed by man, and that he should only fear when the Dunsinane wood begin to move. Macduff begs Malcolm to defeat Macbeth. Soon after, Malcolm hatches a plan to kill Macbeth and become the rightful King of Scotland.

Act Five Lady Macbeth begins to go mad over her murders. Soon after her panic attack, she dies. Scottish lords begin to think that Macbeth is not rightful King, so they begin to help Malcolm in his attempt to kill Macbeth. Macbeth is not overly worried as he believes the prophesy that no man can kill him, will protect him. The battle begins and Macbeth confronts Macduff and learns that Macbeth was ripped from his mother's side and not naturally born. Macduff then kills Macbeth in a final battle where he beheads him. Malcolm now becomes the rightful king of Scotland.

Key Quotes:

Act 1

- "For brave Macbeth – well he deserves that name" (1.2) The Captain
- "Stars hide your fires, let not light see my black and deep desires" (1.4) Macbeth
- "Come you spirits...unsex me here and fill me from the crown to the toe top full of direst cruelty." (1.5) Lady Macbeth
- "Look like the innocent flower but be the serpent under't" (1.6) Lady Macbeth

Act 2

- "Is this a dagger I see before me, the handle towards my hand?"(2.1) Macbeth
- "Will all great Neptune's ocean wash this blood clean from my hand?" (2.2) Macbeth
- "Wake Duncan with thy knocking, I would thou couldst." (2.2) Macbeth
- "There's daggers in men's smiles" (2.3) Donaldbain

Act 3

- "Thou has it all now, King, Cawdor, Glamis, all... and I fear though play'st most foully for't." (3.1) Banquo
- "Of full of scorpions is my mind, dear wife" (3.2) Macbeth
- "Be innocent of the knowledge, dearest chuck, till thou applaud the deed" (3.2) Macbeth
- "I am in blood stepp'd so far, that, should I wade no more, returning were as tedious as go o'ver" (3.4) Macbeth

Act 4

- "Something wicked this way comes" (4.1) Witches
- "From this moment, the very firstlings of my heart shall be the firstling of my hand" (4.1) Macbeth
- "The castle of Macduff I will surprise; seize upon Fife." (4.1) Macbeth
- "Macbeth is ripe for shaking, and the powers above put on their instrument" (4.3) Malcolm

Act 5

- "Out, damned spot! Out, I say!... Will these hands ne'er be clean?" (5.1) Lady Macbeth
- "Turn, hell-hound, turn...I have no words; my sword is my voice" (5.8) Macduff
- "I bear a charmed life which must not yield to one of woman born" (5.8) Macbeth
- "His fiend-like queen who, as 'tis thought, by self and violent hands took off her life" (5.9) Malcolm.

Literature
Paper 1, section B

The Empress



| |
|-------------------------|
| 1819 |
| Princess Victoria born |
| 1837 |
| Became Queen of England |
| 1840 |
| Marries Prince Albert |
| 1861 |
| Prince Albert dies |
| 1877 |
| Became Empress of India |
| 1887 |
| The Golden Jubilee |
| 1901 |
| Queen Victoria dies |

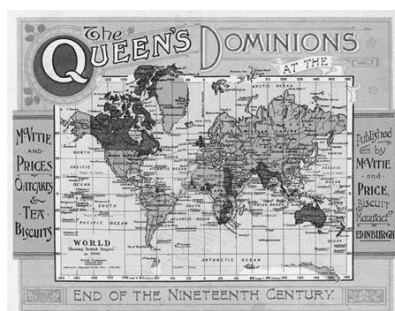
Concepts and Contexts

Queen Victoria and Abdul Karim: One of the main storylines of the play focusses on the **real relationship between Queen Victoria and Abdul Karim**. He was employed as a **Munshi** (or teacher) to the Queen. The friendship led to friction in Victoria's court and Abdul was sent back to India when Victoria died. All of their correspondence was destroyed.

Lascars and Ayahs: The play refers to a number of roles which were forced upon people from the 'Empire'. **Lascars were sailors** used by the British Empire on trading ships between Britain and India. They were badly paid and treated poorly. **Ayahs were young girls** from India who were hired for little or no money to **look after English children**. They were often held in these domestic roles for life.

Imperialism and colonialism: The play is set from **1887 to Victoria's death in 1901**. During this time, Britain was described as an '**empire**' with the British taking over countries and cities. Victoria declared these countries and the people who lived there, as part of the British empire. Many inhabitants were treated badly as the British took over, claimed their natural resources and left them in poverty.

Dadabhai and Gandhi: Dadabhai Naoroji was the first Asian to become a **British MP**. He fought all of his life for **Indian Independence and rights** and was the founder of the Indian National Congress. He underlined the fact that all of India's wealth was being taken by the British, leaving the Indian people in poverty. **Gandhi**, who is a young man in the play, went on to become a key figure in the successful non-violent resistance to British rule in India.



Class and Power:

The **Lascars and the Ayahs** are considered to be powerless and are treated incredibly poorly. This is underlined when Rani is left at the dock by Mrs Matthews who states how she is *'merely my servant's offspring'* even though Rani's family trusted her to look after Rani. The relationship between Victoria and Abdul also shows the difficult **balance between class and power**. Even though Victoria is adamant that Abdul remains in her court, the other servants see this as wrong as he is not wealthy or powerful – *'they will not accept he is their equal'*.

Prejudice and Racism:

Rani, Hari and Abdul all have to fight against **prejudice** in the play. When Rani is looking for work, she is told she is ideal as *'you people are more obedient'*. She is also told she has to cook curry and wear her sari in the house to please Lord Oakham. Hari is treated badly as a Lascar. He is aware of the Indians' status as he comments that although Abdul looks smart he will *still be a lackee to the white man*. Abdul also experiences **prejudice**. He is presented to Queen Victoria as a 'gift' and her servants immediately assume he will not speak English and are amazed that his father is an *'actual medical physician'*.

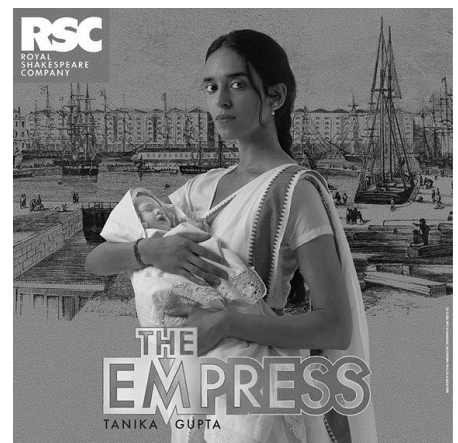
Love and Friendship:

Although the servants do not approve of him, the **friendship** between Abdul and Victoria is strong and he does his best to teach her about life in India and the colonies. Rani and Hari maintain their **love** for each other throughout the play and Rani is saved on a number of occasions by the **friendship** of others such as Firoza, Lascar Sally and Dadabhai.

Identity:

Many of the characters are trying to establish themselves in a new country and to gain a sense of **identity and purpose**. Rani is excited about being in London and is keen to broaden her education and become a teacher. Dadabhai wants to fight for **Indian rights** and belong in the houses of parliament as an MP and a powerful voice for those who cannot be heard. He establishes **a home for Ayahs** and Firoza and Rani both work with him to help the cause.

| | | | | |
|----------|---------|-------|------------------|-------|
| Script | Theatre | Stage | Stage directions | Lines |
| Audience | Actors | Acts | Scenes | Drama |



KEY CHARACTERS

Rani: Rani is only 16 when she arrives in London as an ayah to the Matthew's family children. She is left alone on the dock as she is told that the family 'have no need for you'. She is rejected again and accused of being a harlot when she becomes pregnant by Lord Oakham, who she trusted to look after her. She is a strong character who fights against adversity to raise her daughter and work with Dadabhai. She is clever and educates herself. She falls in love with Hari on the boat when she is 16 and is reunited with him 14 years later.

Abdul: Abdul is a clever and loyal man who works for Queen Victoria as her Munshi. He tries to educate her and fights against the prejudice of her other servants who do not want to see him as part of the court. He is a loyal friend to the Queen and is not afraid to speak his mind. He reminds her that she is privileged and needs to ensure that she does not abuse her power. He remained a close friend of Victoria – who wanted to make him a CBE but was refused – until her death when he returned to India.

Hari: Hari is a lascar and we see, through him, how badly these sailors were treated. He is forced to go back onto the ship almost as soon as it lands and when he tries to fight for more rights for the Lascars, he is 'beaten and bloodied' and left in the Cape. Even though he is teased by Lascar Sally about his 'girlfriends', he deeply cares about Rani and writes to her often when they are apart. He admits that 'Every night I thought of your happy, smiling face' and only comes back for Rani once he feels he is good enough for her and has a job.

Queen Victoria: Queen Victoria is shown here as unprejudiced as she values Abdul's friendship. She states that to me, it is a person's character that is important, not their position in the social hierarchy. However, we do also see how pampered and unaware of real life she is. She constantly refers to herself as we and admits that she has never visited India even though she rules over the country. We see how she enjoys the riches of the Empire as she shows off her presents for her jubilee at the same time as Dadabhai is making a speech about the disgraceful treatment of the Indian people by the British.

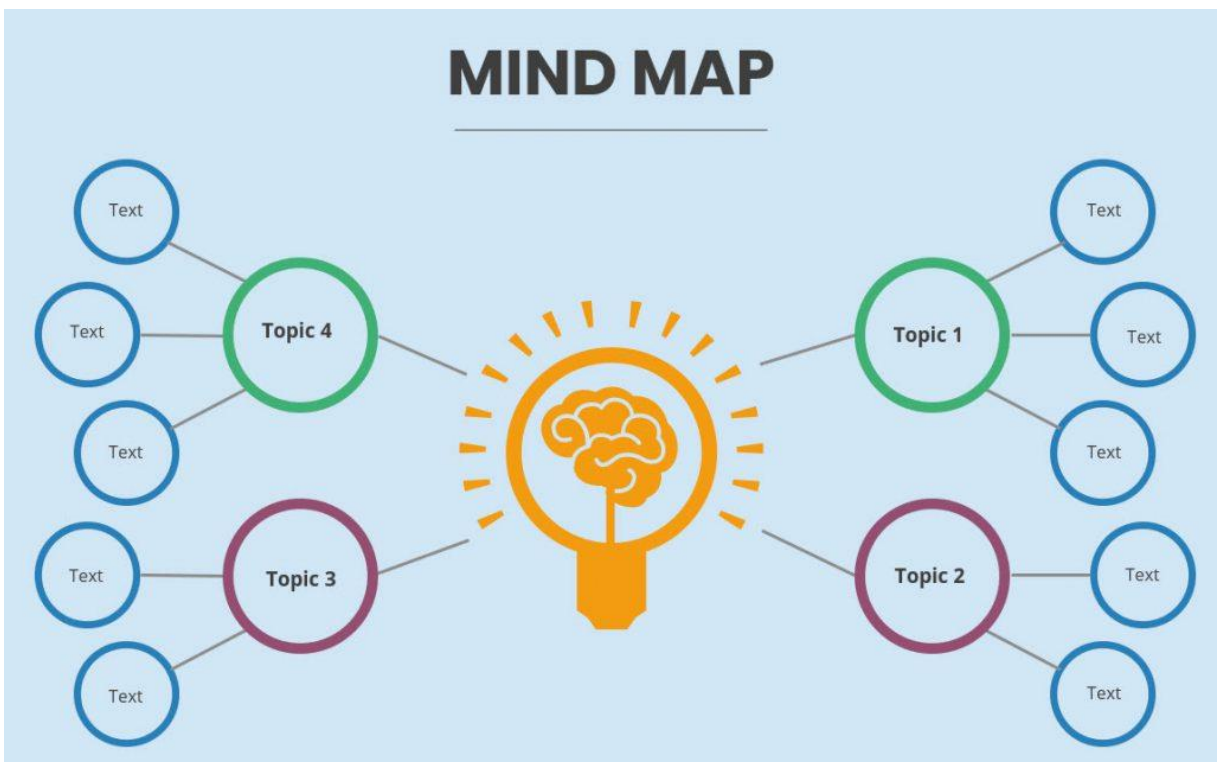
Lady Sarah and Lord Oakham: Both Lady Sarah and Lord Oakham represent the rich British upper class who are racially prejudiced. Sarah shows this prejudice through her treatment of Abdul and Lord Oakham treats Rani appallingly by seducing her and then throwing her out when she becomes pregnant.

Lascar Sally and Firoza: Lascar Sally is a confident and outspoken woman who is able to speak Hindi. She is a caring woman despite her constant shouting at the lascars in her boarding house and helps Rani when she first arrives. Along with Firoza, they care for Rani and help her reunite with Hari.

Dadabhai: Tries to highlight the impact that Imperialism has had on India. Dadabhai fights to become an MP and accuses the 'British of inflicting upon Indians all the scourges of the world: war, pestilence and famine'.

Week 1: Mind maps

- Mind maps help to bring the left and right sides of the brain together.
- They are useful for: remembering and revising, planning out ideas for writing, planning out ideas for presentations.
- Mind maps are a good way of organising and simplifying information, and seeing connections between the different aspects of a topic.
- Force yourself to condense your revision notes down to key words.
- Use colours and images to help make the information meaningful and memorable.



Task 1: Macbeth Context

Turn the following section of your Knowledge Organiser into a mind map on the next page.

Context:

King James I. Previously known as King James VI of Scotland, he had recently ascended to the English throne – and Shakespeare sought to impress him by addressing his two big interests: kingship and witchcraft. King James was anxious about threats to his power from potential assassins and from witchcraft. The play also complimented the king's ancestry (Banquo, a noble character, was named after one of James' ancestors,).

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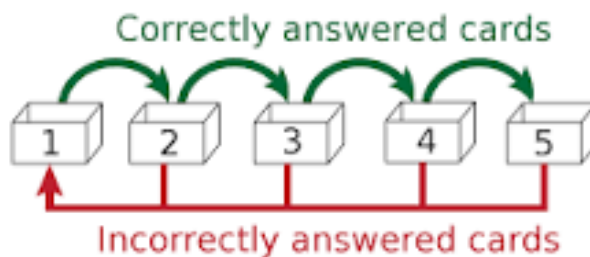
The role of women. Society was 'patriarchal' (led by men). Women were said to be lower than men in The Great Chain of Being. A woman's role in Jacobean times was clearly defined. They were expected to marry, to bear children and be subservient to men. Women who challenged this concept were sometimes labelled as witches and ostracised from society, or worse...

Task 2: Add as much additional information as you can about the context of Macbeth.

Macbeth Context Mindmap

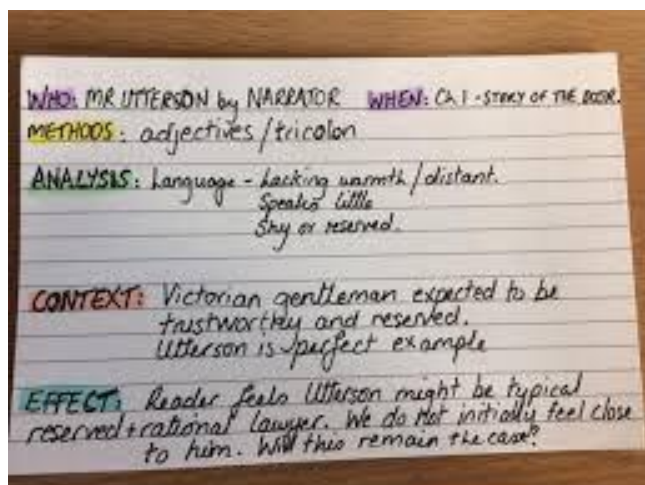
Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines
- Use the Leitner Method to ensure your flashcards are effective.



Task 1: Create flashcards about the context and concepts from The Empress. Use pages 6 and 7 of this booklet to help you.

Add more information from your own research if you want to challenge yourself.



| | |
|-------------|-------------------------|
| 1819 | Princess Victoria born |
| 1837 | Became Queen of England |
| 1840 | Marries Prince Albert |
| 1861 | Prince Albert dies |
| 1877 | Became Empress of India |
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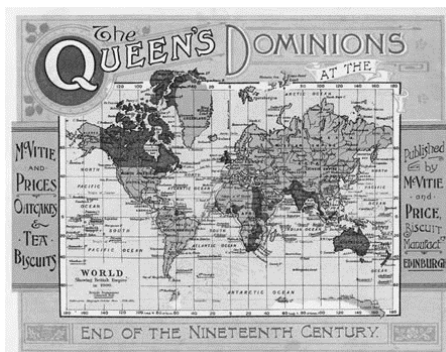
Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

Task 1: Go back to your flashcards from last week.

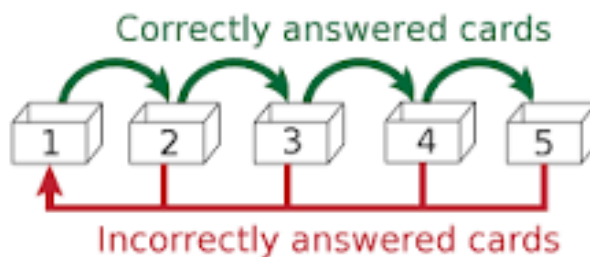
Add images to dual code your notes. This will help prompt your memory as you revise.

- This booklet includes some images. Don't copy them but you can use them to help give you ideas.



Week 4: Flashcards & Dual Coding

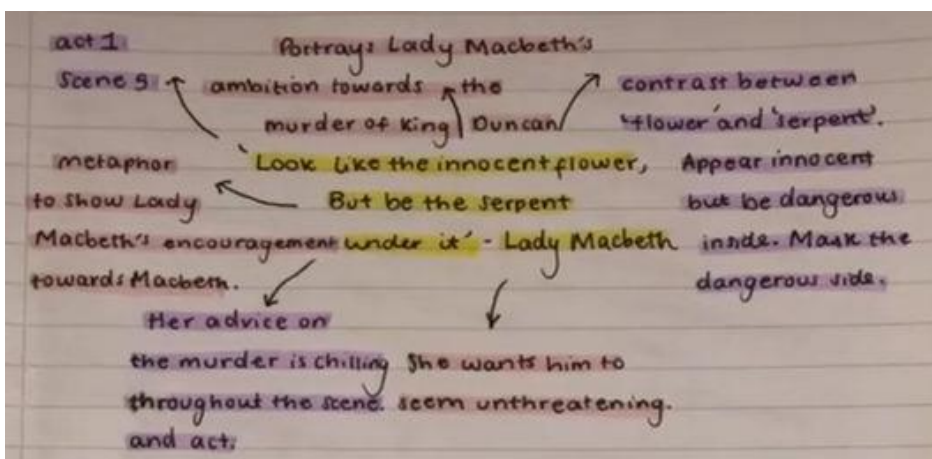
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- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines
- Use the Leitner Method to ensure your flashcards are effective.



Task 1: Create flashcards for key quotations from each act of Macbeth. Select what you deem the most important quotes. Use page 5 of this booklet to help.

Put your quotation on one side with annotations.

On the back, add a dual coded version of the quotation to help your memory.



Week 5: Summarising

- Summarise your text in your own words.
- Using your own words means you process the information, which improves your understanding and your memory, and then have to synthesise it into something new. The aim is to create your summary from memory; do not use notes to help you.

Task 1: Summarise the stories of Macbeth and The Empress in less than 50 words. Do this from memory! Aim to include as much detail as you can in a concise and succinct way.

Macbeth summary:

Word count: _____

The Empress summary:

Word count: _____

Week 6: Key Vocabulary

1. **Look:** first look at the knowledge you wish to know carefully and if there is one part of it that is difficult, look at that part in more detail.
2. **Say:** say the information as you look at it. Practise this.
3. **Cover:** cover the knowledge.
4. **Write:** write the knowledge from memory, saying the word as you do so.
5. **Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Task 1: Macbeth key words

| <i>Look and Say</i> | | <i>Write – without looking!</i> | <i>Check! Did you get it right?</i> |
|---------------------|--|---------------------------------|-------------------------------------|
| Shakespeare | <i>Now cover up look and say column!</i> | | |
| Jacobean | | | |
| Betrayal | | | |
| Dramatic Irony | | | |
| Duplicity | | | |
| Soliloquy | | | |
| Dialogue | | | |
| Hamartia | | | |
| Hubris | | | |
| Superstition | | | |

Repeat, Revise, Revisit!

| <i>Add vocab again. Look and Say</i> | <i>Now cover up look and say column!</i> | <i>Write - without looking!</i> | <i>Check! Did you get it right?</i> | | | | | | | | | | |
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Task 2: The Empress key words

| <i>Look and Say</i> | <i>Now cover up look and say column!</i> | <i>Write – without looking!</i> | <i>Check! Did you get it right?</i> | | | | | | | | | | |
|---------------------|--|---------------------------------|-------------------------------------|--|--|--|--|--|--|--|--|--|--|
| Tanika Gupta | | | | | | | | | | | | | |
| Empire | | | | | | | | | | | | | |
| Queen Victoria | | | | | | | | | | | | | |
| Imperialism | | | | | | | | | | | | | |
| Colonisation | | | | | | | | | | | | | |
| Prejudice | | | | | | | | | | | | | |
| Racism | | | | | | | | | | | | | |
| Lascar | | | | | | | | | | | | | |
| Ayah | | | | | | | | | | | | | |
| Abdul Karim | | | | | | | | | | | | | |

Repeat, Revise, Revisit!

| <i>Add vocab again. Look and Say</i> | <i>Now cover up look and say column!</i> | <i>Write – without looking!</i> | <i>Check! Did you get it right?</i> | | | | | | | | | | |
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Week 7: SPAG Check

Macbeth Knowledge summary – add in capitals and punctuation

macbeths wife a deeply ambitious woman who lusts for power and position early in the play she seems to be the stronger and more ruthless of the two as she urges her husband to kill duncan and seize the crown after the bloodshed begins however lady macbeth falls victim to guilt and madness to an even greater degree than her husband

three black and midnight hags plot mischief against macbeth using charms spells and prophecies their predictions prompt him to murder Duncan to order the deaths of Banquo and his son and to blindly believe in his own immortality the play leaves the witches true identity unclear aside from the fact that they are servants of Hecate we know little about their place in the society in some ways they resemble the mythological fates who impersonally weave the threads of human destiny

shakespeares play explores the consequences of people in power whose ambition goes unchecked this theme of ambition is often linked with tragedy however while Shakespeares Macbeth is shaped by the historical and cultural context in which it was written the themes of ambition and conflict are universal ensuring the plays lasting popularity and enduring influence

The Empress Knowledge summary – add in capitals and punctuation

Tanika Gupta is a British playwright who was born in London in 1963 the year before she was born her parents moved to England from Kolkata India as a child Gupta went on many trips to India and her parents encouraged her to educate herself about her family heritage she grew up hearing stories about the history of India and its struggle for independence from British colonial rule Gupta attended Oxford University and graduated with a degree in Modern History In an interview she said I never saw anything about my history my community's history it almost seemed like it was wiped off

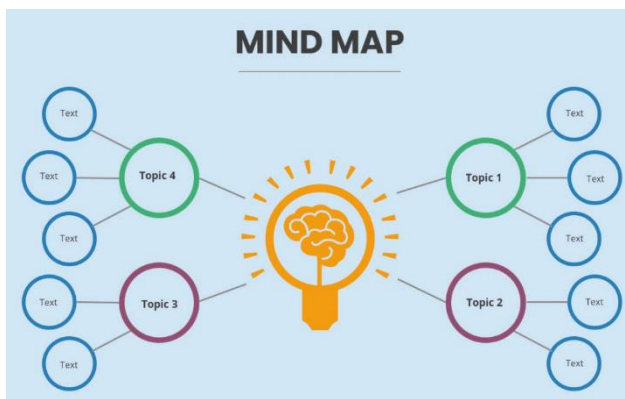
Rani is an Ayah Ayahs were nursemaids nannies or servants who were of Indian origin and worked for British families Ayahs were employed by individual families which meant there was no employment contract and they had no legal protection during the Victorian era many abandoned and destitute Ayahs could be found begging on the streets and living in workhouses the Ayahs Home was established in 1900 in London as a charitable organisation to provide lodgings and education for abandoned Ayahs

Queen Victoria and Abdul Karim the play's title The Empress is based on Queen Victoria the Empress of India Gupta used the real relationship between Queen Victoria and Abdul Karim as inspiration for her play and to explore ideas about race power and love

Week 8: Mind map, dual code, summarising

Task: On the next two pages, create mind maps that showcase your knowledge of your two exam plays.

Use colour, dual coding, summarising and all the skills you have learned this half term.



- **Dual coding** is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.

- **Summarise** your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

Macbeth Knowledge Showcase

The Empress Knowledge Showcase

Week 10: Now, move from knowledge retrieval into exam practice.

SECTION A

Shakespeare

Answer the question on ONE text from this section.

You should spend about 55 minutes on this section.

You should divide your time equally between parts (a) and (b) of the question.

Macbeth – from Act 3 Scene 4, lines 75 to 107

In this extract, Macbeth witnesses the ghost of Banquo and apologises to the Lords for his strange behaviour.

MACBETH
Blood hath been shed ere now, i' the olden time,
Ere humane statute purged the gentle weal –
Ay, and since too, murders have been performed
Too terrible for the ear. The time has been
That, when the brains were out, the man would die,
And there an end. But now they rise again
With twenty mortal murders on their crowns,
And push us from our stools. This is more strange
Than such a murder is. 75

LADY MACBETH
My worthy lord,
Your noble friends do lack you. 80

MACBETH
I do forget. –
(To the LORDS) Do not muse at me, my most worthy
friends. 85

I have a strange infirmity, which is nothing
To those that know me. Come, love and health to all.
Then I'll sit down. – Give me some wine: fill full. –
I drink to the general joy o' the whole table –
And to our dear friend Banquo, whom we miss.
Would he were here. 90

Re-enter the GHOST.
To all, and him, we thirst –
And all to all.

LORDS
Our duties – and the pledge.

MACBETH
(To the GHOST) 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! 95

Section A: Macbeth

LADY MACBETH
(To the LORDS) 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 armed 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! – 100

Exit GHOST.

1 (a) Explore how Shakespeare presents the character of Macbeth in this extract.

Refer closely to the extract in your answer. (20)

(b) In this extract, Macbeth is terrified of Banquo's ghost.

Explain the importance of fear **elsewhere** in the play.

In your answer, you **must** consider:

- where fear is shown
- the effects fear has within the play.

You **must** refer to the context of the play in your answer. (20)

(Total for Question 1 = 40 marks)

Section B: The Empress

The Empress: Tanika Gupta

Your response will be marked for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation.

EITHER

15 **Abdul:** English is one of several languages I am fluent in, Your Royal Highness.

Explore how Abdul Karim is significant in the play.

You **must** refer to the context of the play in your answer.

(includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)

(Total for Question 15 = 40 marks)

OR

16 **Rani:** I found friends who helped me ... I went to evening classes ... brushed up on my reading.

How is friendship important in *The Empress*?

You **must** refer to the context of the play in your answer.

(includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)

(Total for Question 16 = 40 marks)

Macbeth Sample Question

- ✓ Read through the exam question below.
- ✓ Plan your response.
- ✓ Remember: extract = 3-4xMQEs; whole = 3-4xSQIs and Context

Macbeth – from Act 3 Scene 4, lines 75 to 107

In this extract, Macbeth witnesses the ghost of Banquo and apologises to the Lords for his strange behaviour.

MACBETH

Blood hath been shed ere now, i' the olden time, 75
Ere humane statute purged the gentle weal –
Ay, and since too, murders have been performed
Too terrible for the ear. The time has been
That, when the brains were out, the man would die,
And there an end. But now they rise again 80
With twenty mortal murders on their crowns,
And push us from our stools. This is more strange
Than such a murder is.

LADY MACBETH

My worthy lord,
Your noble friends do lack you.

MACBETH

I do forget. –

(To the LORDS) Do not muse at me, my most worthy 85
friends.

I have a strange infirmity, which is nothing
To those that know me. Come, love and health to all.
Then I'll sit down. – Give me some wine: fill full. –
I drink to the general joy o' the whole table –
And to our dear friend Banquo, whom we miss. 90
Would he were here.

Re-enter the GHOST.

To all, and him, we thirst –
And all to all.

LORDS

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MACBETH

(To the GHOST) Avaunt and quit my sight! Let the earth
hide thee!
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LADY MACBETH

(To the LORDS) Think of this, good peers,
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Only it spoils the pleasure of the time.

MACBETH

What man dare, I dare!

Approach thou like the rugged Russian bear,

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The armed 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

105

The baby of a girl! Hence horrible shadow! –

Unreal mockery! Hence! –

Exit GHOST.

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

Refer closely to the extract in your answer.

(20)

- (b) In this extract, Macbeth is terrified of Banquo's ghost.

Explain the importance of fear **elsewhere** in the play.

In your answer, you **must** consider:

- where fear is shown
- the effects fear has within the play.

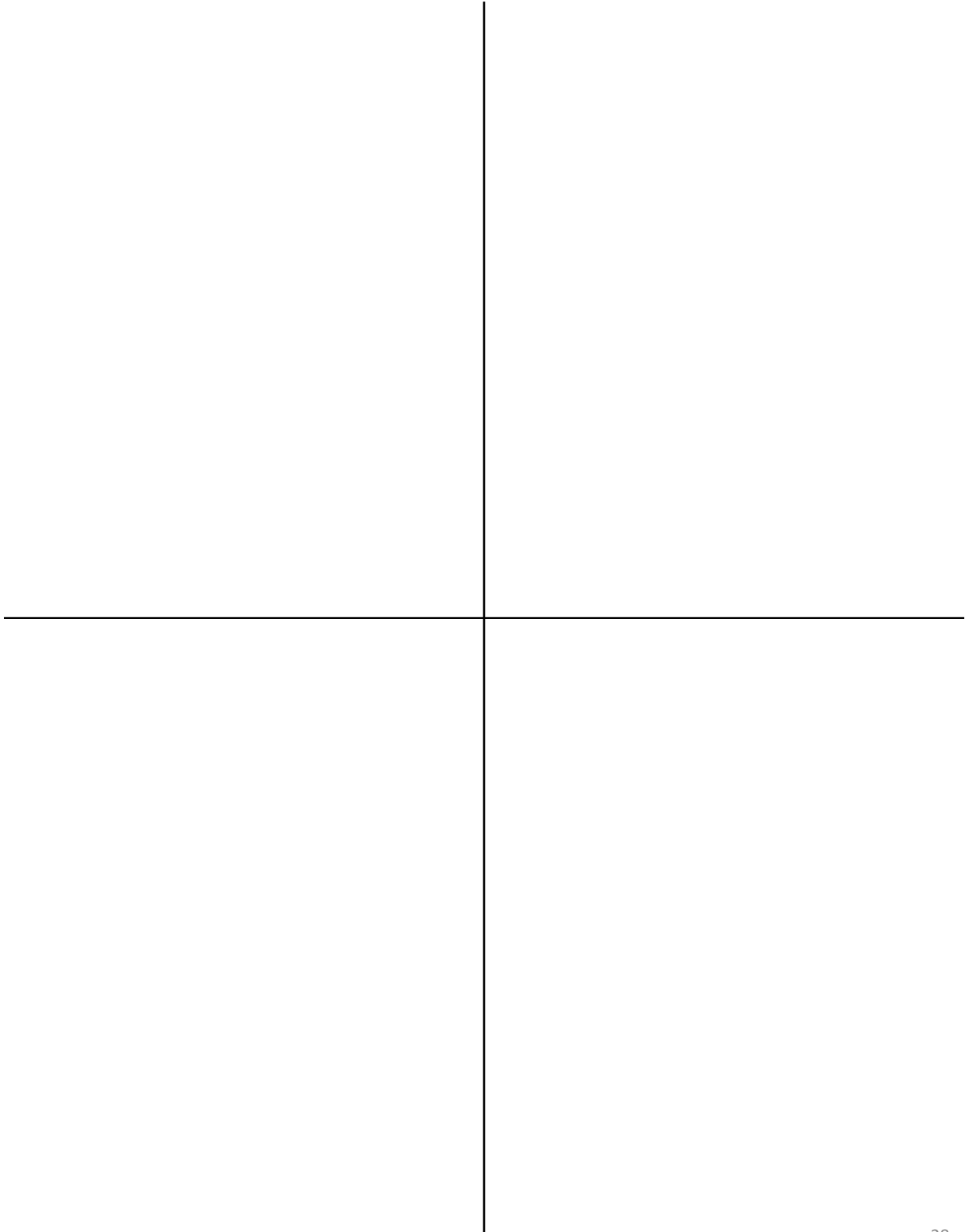
You **must** refer to the context of the play in your answer.

(20)

(Total for Question 1 = 40 marks)

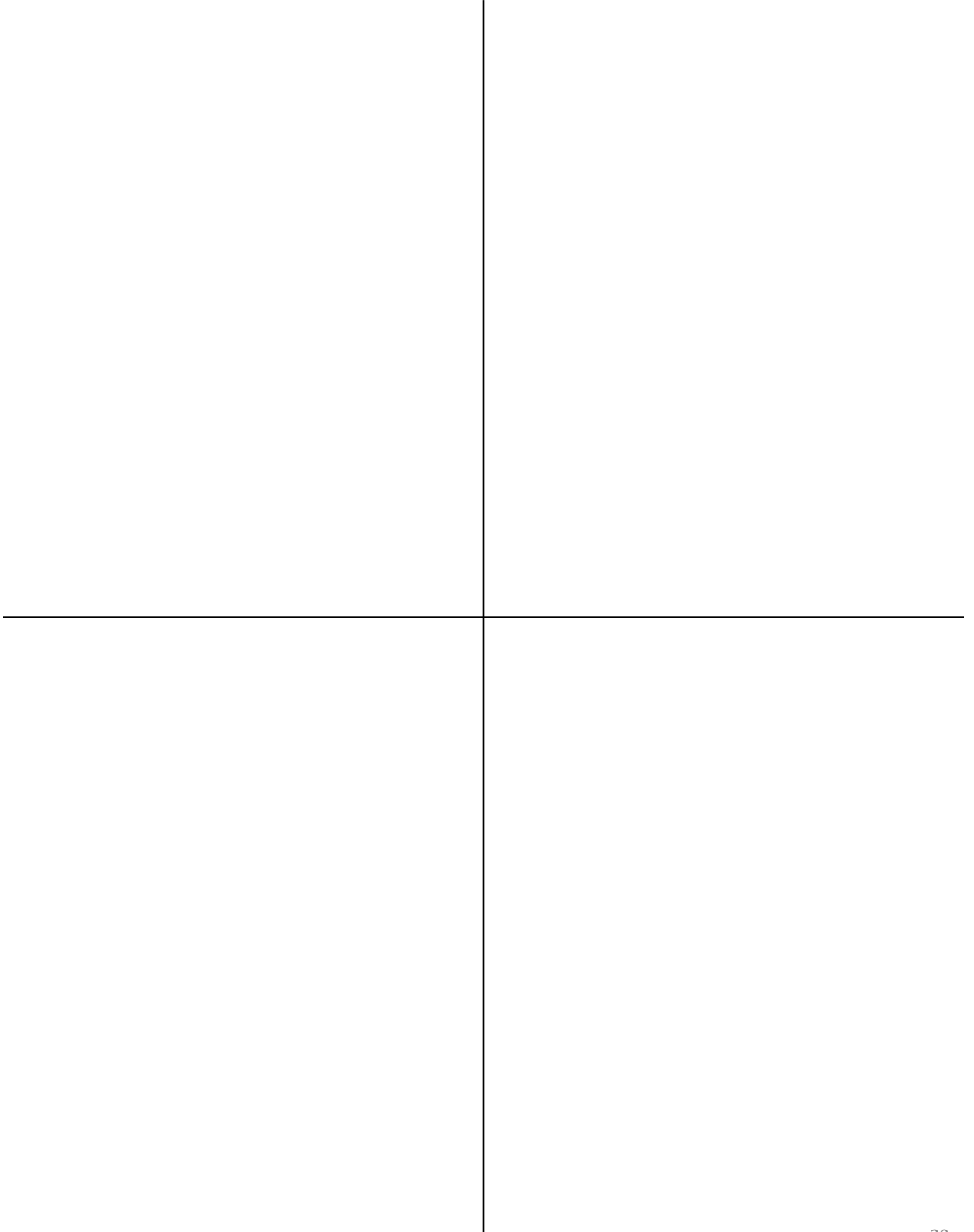
Planning Space

Part a, extract = MQEs



Planning Space

Part b, whole = SQLs & context



The Empress Sample Question

- ✓ Read through the exam questions below.
- ✓ Choose 1.
- ✓ Plan your response.
- ✓ Remember: 4 developed points with SQIs and Context

The Empress: Tanika Gupta

Your response will be marked for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation.

EITHER

15 Abdul: *English is one of several languages I am fluent in, Your Royal Highness.*

Explore how Abdul Karim is significant in the play.

You **must** refer to the context of the play in your answer.

(includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)

(Total for Question 15 = 40 marks)

OR

16 Rani: *I found friends who helped me ... I went to evening classes ... brushed up on my reading.*

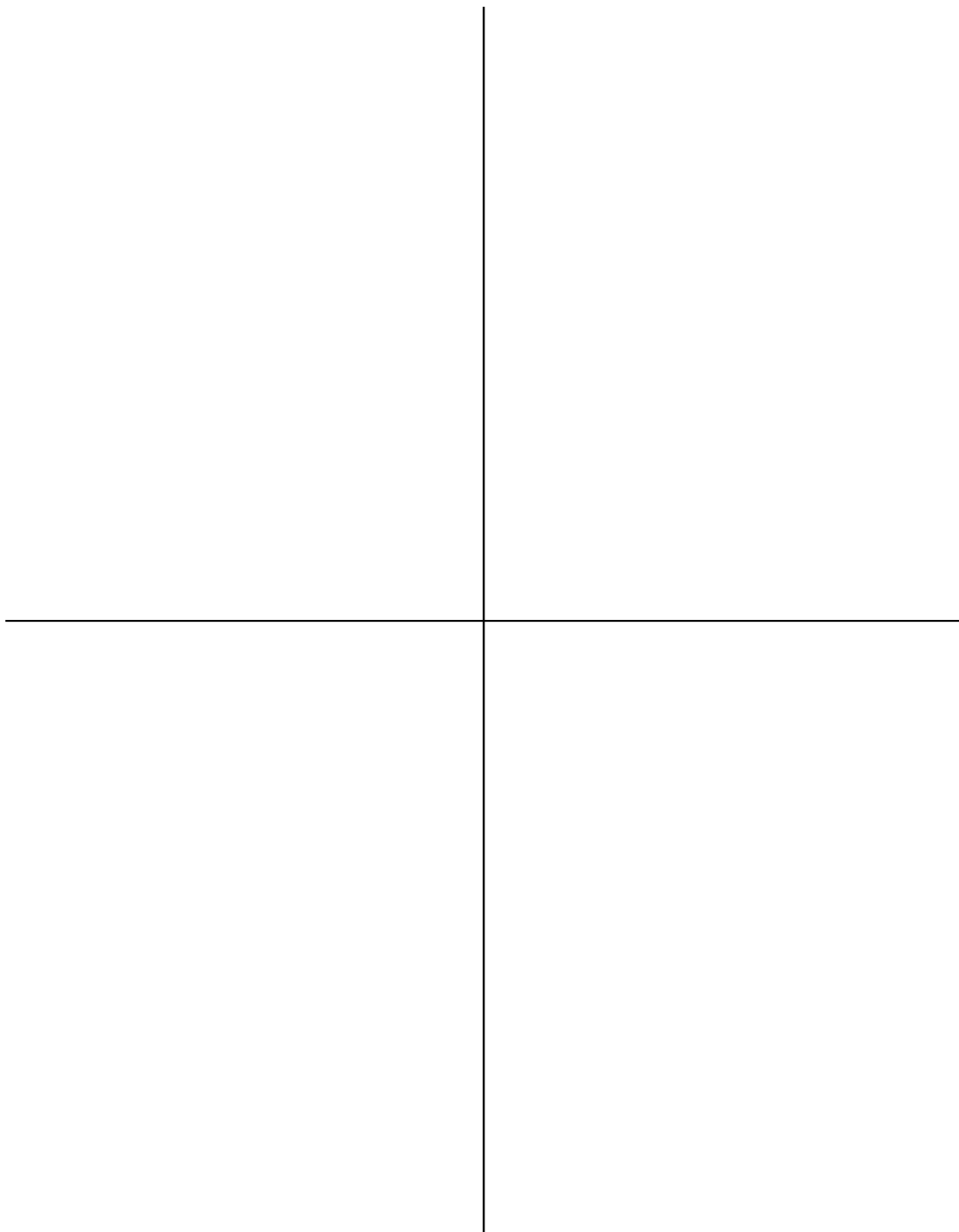
How is friendship important in *The Empress*?

You **must** refer to the context of the play in your answer.

(includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)

(Total for Question 16 = 40 marks)

Planning Space SQLs + Context



A-Z of Literature Revision

| | Macbeth | The Empress |
|----------|----------------|--------------------|
| A | Ambition | |
| B | | |
| C | | |
| D | | Discrimination |
| E | | |
| F | | |
| G | | |
| H | | |
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| P | | |
| Q | | |
| R | | |
| S | Superstitions | |
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| V | | Victoria |
| W | | |
| X | | |
| Y | | |
| Z | | |