

# GCSE English Literature Paper 1: Macbeth

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# HOW TO REVISE

1. Complete the activities on these page.
2. Remember to use index cards to write down key quotations to learn.
3. Plan/write answers to the questions at the back of this back.

## Characters you need to revise

- Macbeth
- Lady Macbeth
- Banquo
- The Witches
- Macduff
- Lady Macduff
- Duncan, Malcolm, Donaldbain

## Themes you need to revise

- Ambition
- Supernatural/witchcraft
- Leadership/Kingship/tyranny
- Masculinity
- Femininity
- Guilt
- Bravery/Courage

For each **character**:

1. Consider why they are important in the play. **Why do you think Shakespeare included this character?**
2. Consider how the character changes in the play. **How does this character develop as the play progresses?**
3. Identify the key moments for this character. **Which scenes do they play an important part in?**
4. Look at your notes about the different themes in the play. **Does thinking about a theme develop your understanding of a character?**
5. Look at your notes about the historical context of the play. **Does this develop your understanding of the character?**
6. Pick at least **three quotations for each character** (2 each for the Macduffs). Annotate them to consider how Shakespeare has used language to tell us something about the characters.

**CHALLENGE:** Research different productions of the play (watch the play on stage or on film, look at photographs on google images). **How have different productions presented the character(s) in different ways?**

For each **theme**:

1. Consider why they are important in the play. **Why do you think Shakespeare wants the audience to think about this issue?**
2. Consider how the theme changes in the play. **How does this theme develop as the play progresses?**
3. Identify the key moments for this theme. **Which scenes do they play an important part in?**
4. Look at your notes about the different characters in the play. **Does thinking about a character develop your understanding of a theme?**
5. Look at your notes about the historical context of the play. **Does this develop your understanding of the theme?**
6. Pick at least **three quotations for each theme**. Annotate them to consider how Shakespeare has used language to tell us something.

**CHALLENGE:** Research different posters or book covers of the play (look on google images). **How have different themes been emphasised?**

**Which do you think is the most important theme? Why?**

# The Exam 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 received the news that King Duncan will be spending the night at her castle.

5 The raven himself is hoarse  
That croaks the fatal entrance of Duncan  
Under my battlements. Come, you spirits  
That tend on mortal thoughts, unsex me here,  
And fill me from the crown to the toe topfull  
Of direst cruelty; make thick my blood,  
Stop up th'access and passage to remorse  
That no compunctious visitings of nature  
Shake my fell purpose nor keep peace between  
10 Th'effect and it. Come to my woman's breasts,  
And take my milk for gall, you murd'ring ministers,  
Wherever in your sightless substances  
You wait on nature's mischief. Come, thick night,  
And pall thee in the dunnest smoke of hell,  
That my keen knife see not the wound it makes  
Nor heaven peep through the blanket of the dark,  
To cry 'Hold, hold!'

There will only be one question based on *Macbeth*. You will not have to choose a question.

The examiner will provide a brief explanation of where in the play the extract comes from.

One extract from the play will be printed for you. You should refer to this for at least 1/3 of your answer. It's a good idea to use quotations from here. You will have to remember any other quotations yourself.

You should spend 52 minutes on this question. This includes planning, writing and checking your work.

The question will be based either around a **theme** or a **character**

0 1

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

Write about:

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

The question will ask you to give your **opinion**.

You must refer to the **extract** and the whole **play**.

[30 marks]  
AO4 [4 marks]

# MARK SCHEME (30+4=34)

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

## Assessment objectives and marks available

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

# HOW TO ANSWER THE QUESTION

1. **Read the question carefully.** Identify which characters or themes you need to focus on .
2. Think back to your revision notes. **What is your opinion about this character or theme?**
3. Read the extract and **pick out 2/3 quotations** you would like to focus on. **Annotate these** to consider how Shakespeare has used language/structure/form for effect.
4. Identify **other moments** in the play that you think are important in **exploring your opinion** about the characters/themes. You should try to remember quotations.
5. Consider what information about **historical context** will help your **explore your opinion**.
6. Order your notes **into 3-5 clear points** you are going to make about the character/ theme.

Section A: Shakespeare  
Answer one question from this section on your chosen text.

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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 received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse  
That croaks the fatal entrance of Duncan  
Under my battlements. Come, you spirits  
That tend on mortal thoughts, unsex me here,  
And fill me from the crown to the toe topfull  
Of direst cruelty: make thick my blood,  
6 Stop up B'sness and passage to remorse  
That no compunctious visitings of nature  
Shake my fall purpose nor keep peace between  
10 'Tiswixt and it. Come to my woman's breasts,  
And take my milk for gall, you murdering ministers,  
Where'er in your sightless substance  
You walk on nature's mated'f. Come, thick night,  
And pall thee in the dunnest smoke of hell,  
15 That my keen knife see not the wound it makes  
Nor heaven peep through the blanket of the dark,  
To cry 'Hold, hold!'

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

Write about:

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

(10 marks)  
AQA 14 marks

Please see p.3. 'The Exam question'. To see this question clearly.

## CHALLENGE (Level 5 and Level 6):

- Can you see how a particular **motif** is important in this extract/the whole play?
- Have you got a point to make about **structure and/or form**?
- Can you consider **alternative opinions** to your own? What do other people think about this theme or character?
- Make sure you have a **clear line or argument (thesis)** that answers the question.



William Shakespeare

Remember, a good response (Level 4 or higher) will always refer to my ideas.

'Macbeth' the play is a product of my imagination. The characters are things I have created. Do not treat them as real people.

To do well you need to think about the decisions I have made while writing the play and explain these ideas in your essay.

# EXAMPLE PARAGRAPHS

## **Example Level 4 paragraph**

Lady Macbeth describes Duncan's entrance as 'fatal' straight after hearing he will be coming to her castle, which shows power because she is capable of making instant decisions. Lady Macbeth's language in this extract suggests that she is calling for power from evil spirits to help give her strength to carry out the murder of Duncan. She wants to get rid of her feminine side: 'come to my woman's breasts and take my milk for gall'. It is as if she thinks that she will only be able to carry out the act if her female side is replaced with 'gall' – something poisonous and evil. By using imperatives such as 'come' and 'take' Shakespeare might be showing her to be a powerful woman, capable of selling her soul to get what she wants. Later in the play she no longer appears powerful as she is overcome by guilt which makes her hallucinate.

## **Example Level 5 paragraph**

Lady Macbeth describes Duncan's entrance as 'fatal' straight after hearing he will be coming to her castle, which shows power because she is capable of making instant decisions. The adjective 'fatal' also suggests death which means that she has decided what to do: Duncan is certain to die. Lady Macbeth's language in this extract suggests she wants to get rid of her feminine (good) side in order to give her strength to carry out the murder of Duncan. She commands evil spirits to 'come to my woman's breasts and take my milk for gall'. By using imperatives such as 'come' and 'take' Shakespeare might be showing her to be a powerful woman, capable of selling her soul to get what she wants. Alternatively, the use of imperatives may also suggest her desperation and highlight the fact that, as a woman, she feels weak. In this case, Shakespeare might be implying that women were naturally 'good' and that their 'milk' makes them maternal and caring. Given her psychological demise at the end of the play where Shakespeare shows Lady Macbeth hallucinating, this argument can be easily supported. By the end of the play she highlights her weakness. Lady Macbeth describes her own hand as 'little' a word that suggests weakness and vulnerability. At this time, attitudes towards women were conflicted. While Shakespeare had lived under a strong, female monarch, Elizabeth I, many believed that women were unfit to lead and in fact had a disruptive effect.

## **Example Level 6 paragraph**

Shakespeare clearly wants to show Lady Macbeth as a conflicted character. She is driven and ambitious and is willing to commit regicide to get what she wants. However, she also struggles with a guilty conscience and is ultimately psychologically broken by her remorse. At the start of the play she defies the contemporary fear of witchcraft and calls on evil spirits to 'unsex me here' and 'take my milk for gall'. On the one hand, Shakespeare's use of imperatives highlights her strength and determination. On the other, they illustrate a desperation in the character. This need to change herself and remove the caring, maternal 'milk' may in fact foreshadow her inability to 'stop up th'access and passage to remorse.' Although Lady Macbeth may be presented as strong and a key catalyst for Duncan's death at the start of the play, by the end she is weak and overcome by guilt. She seems to be admitting this vulnerability when she imagines seeing blood on her 'little' hand in Act 5, Scene 1. Ultimately, Shakespeare is presenting a character who cannot free herself from Christian guilt, even with the help of the supernatural. She may be powerful, but she is not free of remorse and this is her downfall.

# SENTENCE STARTERS

Shakespeare introduces the character as...

Shakespeare uses...

Shakespeare wants to....

Shakespeare communicates.....

Shakespeare intends to....

Shakespeare decided to start with....

Shakespeare presents Macbeth as...

The play closes/opens with....

Shakespeare wants to audience to think that.....

The character is presented as.....by the Shakespeare to.....

Shakespeare uses negative language because he wants to show.....

Shakespeare want the audience/reader to understand....

The character embodies/ represents/ symbolises....

Shakespeare illustrates the idea through...

The idea of....is presented by Shakespeare through....

The concept is explored through the use of....

When Shakespeare uses.....he wants to convey the idea that.....

X is portrayed as.....

A sense of.....is created by Shakespeare by.....

The entrance of X symbolises.....

We already know that.....because....

The audience is aware of...

When the reader discovers

Shakespeare uses dramatic irony when....

The use of imperative/ questions suggest....

This character is first presented as....

This is a turning point because.....

Shakespeare may be trying to/ could be trying to show...

Shakespeare is influenced by....

The audience may interpret this as....

Shakespeare challenges the audience to....

The concept of.....

The writer's concept...



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

At this point in the play Macbeth and Banquo have just spoken with the Witches. Macbeth has been told he will be King.

**MACBETH**(aside)

*Two truths are told,  
As happy prologues to the swelling act  
Of the imperial theme. (to ROSS and ANGUS) I thank you, gentlemen.  
(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 smothered in surmise,  
And nothing is but what is not.*

A

Starting with this extract, write about how Shakespeare presents witchcraft and the supernatural.

Write about:

- how Shakespeare presents Macbeth's reaction to the witches
- how Shakespeare presents witchcraft and the supernatural in the play as a whole.

---

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

At this point in the play Lady Macbeth is speaking. She has just heard about the Witches prophecy that Macbeth will be King.

**LADY MACBETH**

*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,  
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'ld'st have, great Glamis,  
That which cries, "Thus thou must do," if thou have it,  
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 valor of my tongue  
All that impedes thee from the golden round,  
Which fate and metaphysical aid doth seem  
To have thee crowned withal.*

B

Starting with this extract, explain how far you think Shakespeare presents Lady Macbeth as an ambitious woman with influence over her husband.

Write about:

- how Shakespeare presents Lady Macbeth in this extract
- how Shakespeare presents Lady Macbeth in the play as a whole.



Read the following extract from Act 1, Scene 7 and then answer the question that follows.  
At this point in the play Macbeth is on stage alone and considering whether or not to kill Duncan.

C

**MACBETH**

*If it were done when 'tis done, then 'twere well  
It were done quickly. If the assassination  
Could trammel up the consequence, and catch  
With his surcease success; that but this blow  
Might be the be-all and the end-all here,  
But here, upon this bank and shoal of time,  
We'd jump the life to come. But in these cases  
We still have judgment here, that we but teach  
Bloody instructions, which, being taught, return  
To plague th' inventor: this even-handed justice  
Commends the ingredients of our poisoned chalice  
To our own lips. He's here in double trust:  
First, as I am his kinsman and his subject,  
Strong both against the deed; then, as his host,  
Who should against his murderer shut the door,  
Not bear the knife myself. Besides, this Duncan  
Hath borne his faculties so meek, hath been  
So clear in his great office, that his virtues  
Will plead like angels, trumpet-tongued, against  
The deep damnation of his taking-off;*

Starting with this extract, explain how far you think Shakespeare presents Macbeth as a man who struggles with a guilty conscience. Write about:

- how Shakespeare presents Macbeth in this extract
  - how Shakespeare presents Macbeth in the play as a whole.
- 

Read the following extract from Act 1, Scene 7 and then answer the question that follows.

At this point in the play Macbeth and Lady Macbeth are in conversation. Macbeth has just informed Lady Macbeth that he does not think they should kill Duncan.

D

**LADY MACBETH**

*Was the hope drunk  
Wherein you dressed yourself? Hath it slept since?  
And wakes it now, to look so green and pale  
At what it did so freely? From this time  
Such I account thy love. Art thou afeard  
To be the same in thine own act and valor  
As thou art in desire? Wouldst thou have that  
Which thou esteem'st the ornament of life,  
And live a coward in thine own esteem,  
Letting "I dare not" wait upon "I would,"  
Like the poor cat i' th' adage?*

**MACBETH**

*Prithee, peace:  
I dare do all that may become a man;  
Who dares do more is none.*

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

Write about:

- how Shakespeare presents masculinity in this conversation
- how Shakespeare presents masculinity in the play as a whole.

HINT: Act 1 Scene 7 has lots of sections that could be used by the examiner to write a question.

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.

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Read the following extract from Act 2, Scene 2 and then answer the question that follows.

At this point in the play Macbeth and Lady Macbeth are in conversation. Macbeth has just killed Duncan and has returned with the daggers he used to kill him.

**LADY MACBETH**

*Who was it that thus cried? Why, worthy thane,  
You do unbend your noble strength to think  
So brainsickly of things. Go get some water,  
And wash this filthy witness from your hand.  
Why did you bring these daggers from the place?  
They must lie there. Go carry them and smear  
The sleepy grooms with blood.*

**F**

**MACBETH**

*I'll go no more:  
I am afraid to think what I have done;  
Look on 't again I dare not.*

**LADY MACBETH**

*Infirm of purpose!  
Give me the daggers. The sleeping and the dead  
Are but as pictures. 'Tis the eye of childhood  
That fears a painted devil. If he do bleed,  
I'll gild the faces of the grooms withal,  
For it must seem their guilt.*

Starting with this extract, write about how Shakespeare presents the relationship between Macbeth and Lady Macbeth. Write about:

- how Shakespeare presents their relationship in this extract.
- how Shakespeare presents their relationship in the play as a whole.

**HINT:** Act 2 Scene 2 has lots of sections that could be used by the examiner to write a question.

Read the following extract from Act 3, Scene 1 and then answer the question that follows.  
Macbeth is on stage alone. He is now king and thinking about the witches' prophecy of Banquo.



**MACBETH**

*He chid the sisters*

*When first they put the name of king upon me  
And bade them speak to him. Then, prophetlike,  
They hailed him father to a line of kings.  
Upon my head they placed a fruitless crown  
And put a barren scepter in my grip,  
Thence to be wrenched with an unlineal hand,  
No son of mine succeeding. If 't be so,  
For Banquo's issue have I filed my mind;  
For them the gracious Duncan have I murdered;  
Put rancors in the vessel of my peace  
Only for them; and mine eternal jewel  
Given to the common enemy of man,  
To make them kings, the seed of Banquo kings!  
Rather than so, come fate into the list,  
And champion me to th' utterance.*

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

- How Shakespeare presents Macbeth's ambition in this extract
- how Shakespeare presents ambition in the play as a whole.

---

Read the following extract from Act 3, Scene 2 and then answer the question that follows.

At this point in the play Macbeth and Lady Macbeth are in conversation. They feel insecure in their position as king and queen.

**MACBETH**

*We have scorched the snake, not killed it.  
She'll close and be herself whilst our poor malice  
Remains in danger of her former tooth.  
But let the frame of things disjoint, both the worlds suffer,  
Ere 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,  
Whom we, to gain our peace, have sent to peace,  
Than on the torture of the mind to lie  
In restless ecstasy. Duncan is in his grave.  
After life's fitful fever he sleeps well.  
Treason has done his worst; nor steel nor poison,  
Malice domestic, foreign levy, nothing  
Can touch him further.*



**LADY MACBETH**

*Come on, gentle my lord,*

*Sleek o'er your rugged looks. Be bright and jovial  
Among your guests tonight.*

Starting with this extract, write about how Shakespeare presents Macbeth as a troubled character. Write about

- how Shakespeare presents Macbeth in this extract.
- how Shakespeare presents Macbeth in the play as a whole.

**HINT:** Look at Macbeth's speech Act 3, Scene 2, lines 45-56

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

At this point in the play Lady Macbeth and Macbeth are speaking to each other while they are entertaining guests at a banquet. Macbeth believes he can see the ghost of Banquo.

**LADY MACBETH:** *(aside to MACBETH)* Are you a man?

**MACBETH:** Ay, and a bold one, that dare look on that  
Which might appall the devil.

**LADY MACBETH :** O proper stuff!  
This is the very painting of your fear.  
This is the air-drawn dagger which you said  
Led you to Duncan. Oh, these flaws and starts,  
Impostors to true fear, would well become  
A woman's story at a winter's fire,  
Authorized by her grandam. Shame itself!  
Why do you make such faces? When all's done,  
You look but on a stool.

**MACBETH :** Prithee, see there! Behold! Look! Lo! How say you?  
Why, what care I? If thou canst nod, speak too.  
If charnel houses and our graves must send  
Those that we bury back, our monuments  
Shall be the maws of kites.

*Exit GHOST*

**LADY MACBETH:** What, quite unmanned in folly?

Starting with this extract, explain how far you think Shakespeare presents Macbeth as a man who is in control.  
Write about:

- how Shakespeare presents Macbeth in this extract
- how Shakespeare presents Macbeth in the play as a whole.

HINT: Look at the rest of this scene. There are lots of extracts in it that might be used by the examiner.

Read the following extract from Act 4, Scene 1 and then answer the question that follows.  
Macbeth has gone to see the Witches again.

J

**MACBETH**

*I conjure you by that which you profess—  
Howe'er you come to know it—answer me.  
Though you untie the winds and let them fight  
Against the churches, though the yeasty waves  
Confound and swallow navigation up,  
Though bladed corn be lodged and trees blown down,  
Though castles topple on their warders' heads,  
Though palaces and pyramids do slope  
Their heads to their foundations, though the treasure  
Of nature's germens tumble all together,  
Even till destruction sicken, answer me  
To what I ask you.*

**FIRST WITCH**

*Speak.*

**SECOND WITCH**

*Demand.*

**THIRD WITCH**

*We'll answer.*

Starting with this extract, write about how Shakespeare presents chaos and disorder in the play. Write about

- How Shakespeare presents chaos and disorder in this extract
  - how Shakespeare presents chaos and disorder in the play as a whole.
- 

Read the following extract from Act 4, Scene 2 and then answer the question that follows.  
Lady Macduff is talking to Rosse about why Macduff has left his family to go to England.

K

**LADY MACDUFF**

*Wisdom! To leave his wife, to leave his babes,  
His mansion and his titles in a place  
From whence himself does fly? He loves us not;  
He wants the natural touch. For the poor wren,  
The most diminutive of birds, will fight,  
Her young ones in her nest, against the owl.  
All is the fear and nothing is the love,  
As little is the wisdom, where the flight  
So runs against all reason.*

**ROSS**

*My dearest coz,  
I pray you school yourself. But for your husband,  
He is noble, wise, judicious, and best knows  
The fits o' th' season.*

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

- how Shakespeare presents Lady Macduff in this extract.
- how Shakespeare presents women in the play as a whole.

Read the following extract from Act 5, Scene 1 and then answer the question that follows.  
A gentlewoman and a doctor watch Lady Macbeth while she is sleeping.



**DOCTOR**

*What is it she does now? Look, how she rubs her hands.*

**GENTLEWOMAN**

*It is an accustomed action with her to seem thus washing her hands. I have known her continue in this a quarter of an hour.*

**LADY MACBETH**

*Yet here's a spot.*

**DOCTOR**

*Hark! She speaks. I will set down what comes from her, to satisfy my remembrance the more strongly.*

**LADY MACBETH**

*Out, damned spot! Out, I say!—One, two. Why, then, 'tis time to do 't. Hell is murky!—Fie, my lord, fie! A soldier, and afeard? What need we fear who knows it, when none can call our power to account?—Yet who would have thought the old man to have had so much blood in him.*

**DOCTOR**

*Do you mark that?*

**LADY MACBETH**

*The thane of Fife had a wife. Where is she now?—What, will these hands ne'er be clean?—No more o' that, my lord, no more o' that. You mar all with this starting.*

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

- How Shakespeare presents guilt in this extract
  - how Shakespeare presents guilt in the play as a whole.
- 

Read the following extract from Act 5, Scene 5 and then answer the question that follows.  
Macbeth is waiting for the English army to attack his castle.



**MACBETH**

*She should have died hereafter.*

*There would have been a time for such a word.  
Tomorrow, and tomorrow, and tomorrow,  
Creeps in this petty pace from day to day  
To the last syllable of recorded time,  
And all our yesterdays have lighted fools  
The way to dusty death. Out, out, brief candle!  
Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage  
And then is heard no more. It is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.*

Enter a **MESSENGER**

*Thou comest to use*

*Thy tongue; thy story quickly.*

Starting with this extract, write about how Shakespeare presents Macbeth's state of mind. Write about

- how Shakespeare presents Macbeth's state of mind in this extract.
- how Shakespeare presents Macbeth's state of mind in the play as a whole.

Read the following extract from Act 5, Scene 7 and then answer the question that follows.  
Macbeth and Macduff meet face to face. They fight.

**MACBETH** *I bear a charmed life, which must not yield  
To one of woman born.*

**MACDUFF** *Despair thy charm,  
And let the angel whom thou still hast served  
Tell thee, Macduff was from his mother's womb  
Untimely ripped.*

**MACBETH** *Accursèd be that tongue that tells me so,  
For it hath cowed my better part of man!  
And be these juggling fiends no more believed,  
That palter with us in a double sense,  
That keep the word of promise to our ear,  
And break it to our hope. I'll not fight with thee.*

**MACDUFF** *Then yield thee, coward,  
And live to be the show and gaze o' th' time.  
We'll have thee, as our rarer monsters are,  
Painted on a pole, and underwrit,  
"Here may you see the tyrant."*

**MACBETH** *I will not yield,  
To kiss the ground before young Malcolm's feet,  
And to be baited with the rabble's curse.  
Though Birnam Wood be come to Dunsinane,  
And thou opposed, being of no woman born,  
Yet I will try the last. Before my body  
I throw my warlike shield. Lay on, Macduff,  
And damned be him that first cries, "Hold, enough!"*

Exeunt, fighting. Alarums. They enter fighting, and **MACBETH** slain.

Starting with this extract, write about how Shakespeare presents bravery in they play. Write about

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

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Read the following extract from Act 5, Scene 9 and then answer the question that follows.  
Malcom is made king. This is the final speech in the play.

**MALCOLM** *[...] What's more to do,  
Which would be planted newly with the time,  
As calling home our exiled friends abroad  
That fled the snares of watchful tyranny,  
Producing forth the cruel ministers  
Of this dead butcher and his fiendlike queen,  
Who, as 'tis thought, by self and violent hands  
Took off her life; this, and what needful else  
That calls upon us, by the grace of Grace,  
We will perform in measure, time, and place.*

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

- how Shakespeare presents Malcolm's views on Macbeth's leadership.
- how Shakespeare presents leadership in the play as a whole.