STOKE DAMEREL

Aspire Achieve Thrive

Term 1

English

Introduction to GCSE & Macbeth

Year 10

Name: _____

Tutor: _____

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

English Year 10 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Modern Britain	
Wednesday	Sparx	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Modern Britain
Friday	Sparx	Science	English	

Tassomai - 2 Daily Goals per week
Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Open C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

Year 10 - Homework plan English

Week / Date	Homework task	Exam Question
Week 1	Cornell Notes: The seven story types.	What ingredients of a quest story can be seen in this extract from 'The Hobbit' by J.R. Tolkein?
Week 2	Revision Card: Write three important quotations that show Macbeth's character.	How does Dickens use language to show us the rebirth of Scrooge?
Week 3	Cornell Notes: Who was James I?	How does Mary Shelley create a monster in this extract from Frankenstein?
Week 4	Revision Card: Write three important quotations that show Lady Macbeth's character.	What is our first impression of Macbeth?
Week 5	Cornell Notes: What was the Gunpowder Plot and how does it relate to 'Macbeth'?	How does Macbeth react to the witches' predictions?
Week 6	Revision Card: Write three important contextual facts about 'Macbeth'.	What is our first impression of Lady Macbeth?
Week 7	Cornell Notes: What is meant by the Great Chain of Being?	What are Macbeth's concerns as expressed in this extract from Act 3?

Y10 Cycle 1 Knowledge Organiser - 'Macbeth' and Language Paper 1 Section B

WEEK ONE **Key Characters**

Macbeth - Macbeth, Thane of Glamis, is a brave Scottish general in King Duncan's army. However, upon hearing the three witches' prophecy that he would become King of Scotland, he becomes tyrannical.

Lady Macbeth - Even more ambitious and ruthless than her husband Macbeth, Lady Macbeth plots to murder King Duncan upon hearing of the witches' prophecy. However, her guilt soon turns her mad as well and, tormented by nightmares, she sleepwalks as she tries to wash out the invisible bloodstains on her hands. She dies offstage in the final act, a supposed suicide.

Macduff - Macduff, Thane of Fife, is loyal to King Duncan. He is the first to discover Duncan's dead body and flees to England, trying to find King Duncan's son Malcolm and restore him as rightful king but meanwhile, Macbeth has Macduff's wife and children murdered. Full of grief and revenge, he challenges Macbeth one-to-one and slays him. A child of a caesarean birth, he thus fulfils the witches' prophecy that no man of woman born would harm Macbeth.

Three Witches - The Three Witches, or Three Weird Sisters, are the morally ambiguous characters whose prophecies drive Macbeth to his tyrannical desire for power. They leave the audience questioning whether they are agents of fate or independent agents manipulating humans' lives.

Duncan - King of Scotland

Malcolm - Duncan's eldest son **Donalbain** - Duncan's second son

Banquo - Macbeth's brother in arms and close friend

Lennox, Ross and Angus - Thanes of Scotland

Lady Macduff - Macduff's wife

Key Events

While returning from a battle victory, Macbeth, a powerful lord, meets three Witches who predict that he will become King of Scotland.
Macbeth tells his wife of the Witches' predictions and she encourages him to murder the current king, Duncan, who is staying with them as a guest.

After Macduff discovers the murder, Duncan's sons flee the country, leaving the way clear for Macbeth to become king. Banquo, Macbeth's close friend, becomes suspicious of what his friend has done so Macbeth has him murdered too.

Macbeth pays a second visit to the Witches and receives more predictions.

In England, Malcolm (Duncan's elder son) and his chief supporter, Macduff, plan to invade Scotland to win back the throne. An enraged Macbeth has Macduff's wife and children killed; Macduff swears revenge.
Lady Macbeth suffers from guilt for what she has done and eventually commits suicide.

Malcolm's invasion is successful and Macduff kills Macbeth. Malcolm becomes the new King of Scotland and the country counts the cost of Macbeth's short but bloody reign.

Key Terms - WEEK Two

Allusion = an indirect or passing reference / **Apparition** = A ghost / **Ambition** = Desire to do or achieve something / **Chiasmus** = concepts are repeated in reverse order / **Despot** = a cruel ruler who holds absolute power / **Duplicitous** = Deceitful / **Equivocate** = use ambiguous language so as to conceal the truth / **Hallucinate** = Imagine something is there which isn't / **Incarnadine** = A bright red colour / **Machiavellian** = cunning, scheming, and unscrupulous / **Malevolent** = a wish to do evil / **Mercurial** = unpredictable / **Patriarchy** = a system of society or government in which men hold the power / **Regicide** = Killing the monarch / **Somnambulate** = Sleepwalking / **Superstition** = Belief in the supernatural / **Transgress** = go beyond the limits of (what is morally, socially, or legally acceptable) / **Treason** = Betraying your king and country / **Tyrant** = a cruel and oppressive ruler / **Usurp** = To takes power illegally / **Valour** = great courage

Key quotations - WEEK THREE

Act 1 - Fair is foul, and foul is fair – The Witches (Act 1, Scene 1) / If chance will have me king, why, chance may crown me. – Macbeth (Act 1, Scene 3) / Stars, hide your fires! Let not light see my black and deep desires. – Macbeth (Act 1, Scene 4) / Come, you spirits That tend on mortal thoughts! unsex me here, And fill me from the crown to the toe, top-full Of direst cruelty – Lady Macbeth (Act 1, Scene 5) / Look like the innocent flower, But be the serpent under it. – Lady Macbeth (Act 1, Scene 5) / I dare do all that may become a man; Who dares do more, is none. – Macbeth (Act 1, Scene 7) / Screw your courage to the sticking-place. – Lady Macbeth (Act 1, Scene 7)

Act 2 - 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? – Macbeth (Act 2, Scene 1) / The wine of life is drawn, and the mere lees is left this vault to brag of. – Macbeth (Act 2, Scene 1) / To show an unfelt sorrow is an office which the false man does easy. – Malcolm (Act 2, Scene 2) / There's daggers in men's smiles. – Donalbain (Act 2, Scene 3

Act 3 - I am in blood steep'd in so far, that, should I wade no more, returning were as tedious as go o'er. – Macbeth (Act 3, Scene 4)

Act 4 - Double, double toil and trouble; Fire burn and cauldron bubble. – Witches (Act 4, Scene 1) / When our actions do not, Our fears do make us traitors. – Lady Macduff (Act 4, Scene 2)
• Angels are bright still, though the brightest fell; though all things foul would wear the brows of grace, yet grace must still look so. – Malcolm (Act 4, Scene 3) / Give sorrow words: the grief that does not speak Whispers the o'er-fraught heart, and bids it break. – Malcolm (Act 4, Scene 3)

Act 5 - Out, damned spot! out, I say! – Lady Macbeth (Act 5, Scene 1) / Those he commands move only in command, Nothing in love: now does he feel his title hand loose about him, like a giant's robe upon a dwarfish thief. – Angus (Act 5, Scene 2) / I have supp'd full with horrors; direness, familiar to my slaughterous thoughts cannot once start me. – Macbeth (Act 5, Scene 5) / 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 talk told by an idiot, full of sound and fury, signifying nothing. – Macbeth (Act 5, Scene 5) / this dead butcher and his fiendlike queen - Malcolm (Act 5, Scene 7)

Themes - WEEK FOUR

Ambition - Both Macbeth and Lady Macbeth are tempted by the idea that Macbeth will become king – Macbeth is not sure what to do but his wife is ruthless in getting what she wants – she views her husband as a coward and appears ready to do anything. Ambition leads to evil - it makes Macbeth stronger and more determined, but then destroys his wife - she goes mad. Ambition eventually kills Macbeth as well, because he becomes a tyrant and so loses the support of his friends.

The Supernatural - Another major theme is the supernatural - the idea there are mysterious forces controlling what is happening in our lives. The very first characters we meet are the three witches, and their prophecies drive the story forward. In Shakespeare's time belief in witchcraft was very strong and many so-called witches were burnt at the stake. It is not surprising his audience would have taken these ideas seriously and felt Macbeth was somehow possessed.

Appearance v Reality - The contrast between what is real and how things appear is also important in the play.The classic dagger scene, when Macbeth is not sure if he can trust his eyes, is only one of many references to this theme. For instance, he sees Banquo's ghost at the banquet and Lady Macbeth imagines blood on her hands.This contrast is also shown by references to thoughts, dreams and actions.

Shakespeare's ideas and intentions - WEEK FIVE

Shakespeare's shortest and bloodiest tragedy, *Macbeth* tells the story of a brave Scottish general (Macbeth) who receives a prophecy from a trio of sinister witches that one day he will become King of Scotland. Consumed with ambitious thoughts and spurred to action by his wife, Macbeth murders King Duncan and seizes the throne for himself. He begins his reign racked with guilt and fear and soon becomes a tyrannical ruler, as he is forced to commit more and more murders to protect himself from enmity and suspicion. The bloodbath swiftly propels Macbeth and Lady Macbeth to arrogance, madness, and death.

Macbeth was most likely written in 1606, early in the reign of James I, who had been James VI of Scotland before he succeeded to the English throne in 1603. James was a patron of Shakespeare's acting company, and of all the plays Shakespeare wrote under James's reign, *Macbeth* most clearly reflects the playwright's close relationship with the sovereign. In focusing on Macbeth, a figure from Scottish history, Shakespeare paid homage to his king's Scottish lineage. Additionally, the witches' prophecy that Banquo will found a line of kings is a clear nod to James's family's claim to have descended from the historical Banquo. In a larger sense, the theme of bad versus good kingship, embodied by Macbeth and Duncan, respectively, would have resonated at the royal court, where James was busy developing his English version of the theory of divine right.

Form - Tragedy is a genre of story in which a hero is brought down by their own flaws – flaws like greed, over-ambition, or even an excess of love, honor, or loyalty. In any tragedy, we start with the tragic hero, usually in his prime. The hero is successful, respected, and happy but he has some tragic flaw that will ultimately cause his downfall (his hamartia). Usually, the plot of the story follows a gradual descent from greatness to destruction. It's especially important that the hero end up isolated from all of his friends and companions. In the end, we feel deep sadness and pity (also called pathos) for the hero. But we also feel a sense of understanding – the story warns us to guard against the pride (hubris) that brought down the hero.

Social and Historical Context - WEEK SIX

Witchcraft - King James, who ruled England when Shakespeare wrote *Macbeth*, was convinced that a group of witches were plotting to bring about his death and played an active role in the North Berwick witch trials, which implicated dozens of people on witchcraft charges and led to multiple executions. He also methodically researched and wrote about witchcraft, publishing his book *Daemonologie* in 1597. This work was a detailed account intended to inform the population about the origins and practices of black magic, as well as make a theological case justifying the persecution of witches under Christian law. Some of the actions and language Shakespeare attributes to the witches in *Macbeth* appears to have been sourced from this text. In 1604, right after James ascended to the English throne, a new Witchcraft Act was passed, extending the scope of witchcraft-related crimes that could be punished with death. Considering the king's well-known interest in witches, Shakespeare likely thought James would approve of this content in his latest play.

The Great Chain of Being - Elizabethans believed that God set out an order for everything in the universe. This was known as the Great Chain of Being. On Earth, God created a social order for everybody and chose where you belonged. In other words, the king or queen was in charge because God put them there and they were only answerable to God (the Divine Right of Kings). This meant that disobeying the monarch was a sin, which was handy for keeping people in their place! It also led to the idea that if the wrong person was monarch everything would go wrong for a country, including whether the crops would be good, or if animals behaved as they should. The Elizabethans were very superstitious. The Great Chain of Being includes everything from God and the angels at the top, to humans, to animals, to plants, to rocks and minerals at the bottom. It moves from beings of pure spirit at the top of the Chain to things made entirely of matter at the bottom. Humans are pretty much in the middle, being mostly mortal, or made of matter, but with a soul made of spirit. The theory started with the Greek philosophers Aristotle and Plato, but was a basic assumption of life in Elizabethan England. You were a noble, or a farmer, or a beggar, because that was the place God had ordained for you. The Great Chain of Being is a major influence on Shakespeare's *Macbeth*. Macbeth disturbs the natural order of things by murdering the king and stealing the throne. This throws all of nature into uproar, including a story related by an old man that the horses in their stables went mad and ate each other, a symbol of unnatural happenings.

The Gunpowder Plot - The Gunpowder Plot was a failed assassination attempt against King James. Disgruntled Catholics planned to blow up the House of Lords. Guy Fawkes was discovered guarding their horde of explosives in the basement of the House of Lords on November 5, 1605. ("Remember, remember the 5th of November.") The traitors were sentenced to death, and this day is still celebrated in England as Guy Fawkes Day. Many of Macbeth's themes resonate with the attempted revolt: it's a play about treason, the overthrow of a King, and the downfall of his murderers.

WEEK 1

Date…….

Week 1 Question

What ingredients of a quest story can be seen in this extract from 'The Hobbit' by J.R Tolkein ?

"It was at this point that Bilbo stopped. Going on from there was the bravest thing he ever did. The tremendous things that happened afterward were as nothing compared to it. He fought the real battle in the tunnel alone, before he ever saw the vast danger that lay in wait. At any rate after a short halt go on he did; and you can picture him coming to the end of the tunnel, an opening of much the same size and shape as the door above. Through it peeps the hobbit's little head. Before him lies the great bottommost cellar or dungeon-hall of the ancient dwarves right at the Mountain's root. It is almost dark so that its vastness can only be dimly guessed, but rising from the near side of the rocky floor there is a great glow. The glow of Smaug!

Answer:-

WEEK 2

Date…….

Week 2 Question: Rebirth stories
How does Dickens use language to show us the rebirth of Scrooge?

"I don't know what to do!" cried Scrooge, laughing and crying in the same breath; and making a perfect Laocoon of himself with his stockings. "I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy. I am as giddy as a drunken man. A merry Christmas to everybody! A happy New Year to all the world! Hallo here! Whoop! Hallo!"

Answer:-

WEEK 3

Date…….

Week 3: **How does Mary Shelley create a monster in this extract from Frankenstein?**

‘I was, besides, endued with a figure hideously deformed and loathsome; I was not even of the same nature as man. I was more agile than they and could subsist upon coarser diet; I bore the extremes of heat and cold with less injury to my frame; my stature far exceeded theirs. When I looked around I saw and heard of none like me. Was I, then, a monster, a blot upon the earth, from which all men fled and whom all men disowned?’

Answer:-

WEEK 4

Date…….

Week 4: **What is our first impression of Macbeth?**

For brave Macbeth--well he deserves that name--
Disdaining fortune, with his brandish'd steel,
Which smoked with bloody execution,
Like valour's minion carved out his passage
Till he faced the slave;
Which ne'er shook hands, nor bade farewell to him,
Till he unseam'd him from the nave to the chaps,
And fix'd his head upon our battlements.

Answer:-

WEEK 5

Date…….

Week 5 Question:

How does Macbeth react to the witches' predictions?

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:

Answer:-

WEEK 6

Date……

Week 6 Question: **What is our first impression of 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' the 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,

Answer:-

WEEK 7

Date…….

Week 7 Question: **What are Macbeth's concerns as expressed in this extract from Act 3?**

They hail'd him father to a line of kings:
Upon my head they placed a fruitless crown,
And put a barren sceptre in my gripe,
Thence to be wrench'd 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 murder'd;

Answer:-

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:
- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams
and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:
- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.
What: At the end of the class lecture, discussion, or reading session.
How: In complete sentences, write down the conclusions that can be made from the information in your notes.
Why: Summarising the information after it's learned improves long-term retention.

Date / / Topic

WEEK 1

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic

WEEK 7

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Card on *Macbeth*:	Answers
Write three important quotations that show Macbeth's character.	

Revision Card on the *AIC:*	Answers
Write three important quotations that show Lady Macbeth's character.	

Revision Card on the themes in *AIC:*	Answers
Write three important contextual facts about 'Macbeth'.	