



Aspire Achieve Thrive

**Spring Term**  
**Term 2**  
**English**  
**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 11 Homework Timetable

<b>Monday</b>	Science Task 1	Ebacc Option A Task 1	Option C Task 1
<b>Tuesday</b>	Sparx Science	Option B Task 1	Sparx Maths
<b>Wednesday</b>	English Task 1	Science Task 2	Option C Task 2
<b>Thursday</b>	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
<b>Friday</b>	Sparx Science	English Task 2	Sparx Maths

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9e1f2;"><th>Option A (EBACC)</th></tr> <tr><td style="text-align: center;">French</td></tr> <tr><td style="text-align: center;">Geography</td></tr> <tr><td style="text-align: center;">History</td></tr> </table>	Option A (EBACC)	French	Geography	History	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9e1f2;"><th>Option B</th></tr> <tr><td style="text-align: center;">Art</td></tr> <tr><td style="text-align: center;">Business Studies</td></tr> <tr><td style="text-align: center;">Catering</td></tr> <tr><td style="text-align: center;">Childcare</td></tr> <tr><td style="text-align: center;">Triple Science</td></tr> <tr><td style="text-align: center;">Travel and Tourism</td></tr> <tr><td style="text-align: center;">Music</td></tr> <tr><td style="text-align: center;">Sport</td></tr> <tr><td style="text-align: center;">IT</td></tr> </table>	Option B	Art	Business Studies	Catering	Childcare	Triple Science	Travel and Tourism	Music	Sport	IT	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9e1f2;"><th>Option C</th></tr> <tr><td style="text-align: center;">Business Studies</td></tr> <tr><td style="text-align: center;">Catering</td></tr> <tr><td style="text-align: center;">Computer Science</td></tr> <tr><td style="text-align: center;">Drama</td></tr> <tr><td style="text-align: center;">Health &amp; Social Care</td></tr> <tr><td style="text-align: center;">Media Studies</td></tr> <tr><td style="text-align: center;">Photography</td></tr> <tr><td style="text-align: center;">Sport</td></tr> <tr><td style="text-align: center;">Sociology</td></tr> </table>	Option C	Business Studies	Catering	Computer Science	Drama	Health & Social Care	Media Studies	Photography	Sport	Sociology
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**Half Term 3 (6 weeks) - Year 11**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 1 6th January 2025	<b>Cornell Notes on:</b> Victorian Workhouses	<b>Question:</b> Starting with this extract, how far is Scrooge presented as an unlikeable character in <i>A Christmas Carol</i> ?
Week 2 13th January 2025	<b>Revision Cards on:</b> Name three key themes in <i>A Christmas Carol</i>	<b>Question:</b> Starting with this extract, how does Dickens present attitudes towards poverty in <i>A Christmas Carol</i> ?
Week 3 20th January 2025	<b>Cornell Notes on:</b> Ghosts in <i>A Christmas Carol</i>	<b>Question:</b> Starting with this extract, how does Dickens present the idea of redemption in <i>A Christmas Carol</i> ?
Week 4 27th January 2025	<b>Revision Cards on:</b> What are the conventions of a tragedy?	<b>Question:</b> Starting with this extract, how does Shakespeare present <i>Macbeth</i> as a powerful character?
Week 5 3rd February 2025	<b>Cornell Notes on:</b> Dickens' Ideas and Intentions	<b>Question:</b> Starting with this extract, how does Shakespeare present the theme of guilt?
Week 6 10th February 2025	<b>Revision Cards on:</b> Language devices	<b>Question:</b> 'All exams should be completed on computers. There is no place for handwriting anymore.' Write a letter to the Education Secretary arguing your point of view.

**Half Term 4 (6 weeks) - Year 11**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 7 24th February 2025	<b>Cornell Notes on:</b> Shakespeare's Ideas and Intentions	<b>Question:</b> Starting with this speech, explain how far you think Shakespeare presents Macbeth's inner conflict.
Week 8 3rd March 2025	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 9 10th March 2025	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 10 17th March 2025	<b>Cornell Notes on:</b> The Great Chain of Being	<b>Question:</b> Write a letter to the council in which you persuade them to do more to support homeless people.
Week 11 24th March 2025	<b>Revision Cards on:</b> What are the 'onion' sentence stems?	<b>Question:</b> 'The young aren't rebelling against society, but hiding from it. They have become the hermit generation'. Write an article.
Week 12 31st March 2025	<b>Cornell Notes on:</b> The theme of ambition in Macbeth	<b>Question:</b> 'The cost of living crisis is limiting opportunities for some older people to connect with others, making them feel more lonely. We need to support the most vulnerable in our society.'

### Characters

**Ebenezer Scrooge**- The main character. He begins as a mean spirited, lonely and miserable man. It is his redemption and wish to change that shapes the book.

**Bob Cratchit**- Scrooge's Clerk. Poor and with a large family. Bob is scared of Scrooge due to relying on him for survival. Dickens includes Bob in the story to represent the poor and their grateful nature.

**Fred**- Scrooge's Nephew. Fred represents how people should think and act at Christmas. Shows what it is to be a kind and charitable man.

**Tiny Tim**- Bob's son. Tiny Tim represents the poor, starving and disadvantaged children who were everywhere in London at this time. He is a kind and cheerful character despite his circumstances.

**Marley's Ghost**- Scrooge's business partner (now dead). He warns Scrooge what will happen if he doesn't take notice of the ghosts' messages.

**The Ghost of Christmas Past**- Shows Scrooge his sad childhood, happy past (with Fezziwig and his sister) and his broken engagement. He makes Scrooge remember his own life and what shaped him.

**The Ghost of Christmas Present**- Takes Scrooge to Bob Cratchit's house. Shows Scrooge his nephew standing up for him against others. He shows him the poor being grateful for what they have and being joyous in their families. He shows Scrooge Ignorance and Want. The main message about the rich in society.

**The Ghost of Christmas Yet to Come**- Shows Scrooge how people will remember him if he does not change. Why is this character important?

### Key Events

**1. Scrooge being nasty to Bob, Fred and the charity workers.** What does this show about Scrooge?

**2. Marley's Ghost appearing.** What is the message of the ghost? Why is this important?

**3. The Ghost of Past takes Scrooge to his old school, to Fezziwig, and to the place where he breaks of his engaged marriage.** How do you think these events make Scrooge feel?

**4. The Ghost of Christmas Present showing Scrooge Bob Cratchit's poor family.** How do you think these events make Scrooge feel? Why does Dickens show us a poor family being cheerful at Christmas?

**5. The Ghost of Christmas Yet to Come showing Scrooge how people will react to his death if he does not change. Remember dramatic irony here.** How does this Ghost make Scrooge change?

**6. Scrooge offering Bob a raise in salary.** How does this show that Scrooge has changed? What does he now understand about Bob's life?

**7. Scrooge going to Fred's for Christmas dinner.** Why does Scrooge do this? How does it show he has changed?

**8. The Ghost of Present showing Ignorance and Want, the two children from the streets of London.** Why does the Ghost show us these? Why are they called Ignorance and Want? What do they show us about how Dickens felt about the poor?

### Key quotations

**Scrooge** - 'as solitary as an oyster' / 'as hard and sharp as flint' / 'squeezing, wrenching, grasping, covetous old sinner' / 'tight-fisted hand at the grindstone' / 'no warmth could warm, no wintry weather chill' / 'Are there no prisons? Are there no workhouses?' / 'decrease the surplus population' / 'a solitary boy neglected by his friends' / 'I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future' / 'I am as giddy as a schoolboy' / 'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'

**Marley** - 'Old Marley was as dead as a door-nail' / 'I wear the chain I forged in life...I made it link by link, yard by yard, and of my own free will I wore it'

**Ghost of Christmas Past** - 'like a child: yet not so like a child as like an old man' / 'from the crown of its head there sprung a bright clear jet of light'

**Ghost of Christmas Present** - 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' / 'It was clothed in one simple green robe, or mantle, bordered with white fur' / 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' / 'I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die'

**Ghost of Christmas Yet to Come** - 'The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery' / 'Scrooge feared the silent shape so much that his legs trembled beneath him'

**Cratchit family** 'The clerk's fire was so very much smaller that it looked like only one coal' / 'dressed out but poorly in a twice-turned gown' / 'his threadbare clothes darned up and brushed, to look seasonable' / 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame'

**Key Terms - Satire**- use of humour or ridicule to criticise **Asyndeton**- list without conjunctions **Polysyndeton**- list with conjunctions (and) **Simile**- comparing using 'like' or 'as' **Metaphor**- saying one thing is another **Personification**- make object human **Pathetic fallacy**- weather to create mood **Pathos**- language to evoke pity **Allusion**- reference to another literary work **Hyperbole**- exaggerated statement **Connotation**- associated meaning of word **Characterisation**- built up description of character in text **Semantic field**- words related in meaning **Imagery**- visually descriptive language **Conflict**- problem faced by characters **Resolution**- point where conflict is resolved **Foreshadowing**- clue about something later **Foreboding**- sense that something will occur **Juxtaposition**- two contrasted ideas **Backstory**- insight into character's past **Exposition**- revelation of something **Poetic justice**- good rewarded bad punished **Melodrama**- exaggerated characters/events **Motif**- repeated image or symbol **Antithesis**- contrast of ideas in same grammatical structure **Authorial intrusion**- where author pauses to speak directly to reader **Allegory**- characters/events represent ideas about religion, morals or politics

### Themes -

**The Christmas Spirit-** This is the spirit of kindness, happiness and goodwill that people are supposed to show at Christmas. Certain characters show Christmas spirit – Dickens feels that this is important for people to do.

**The Supernatural-** Dickens shows very clearly that he believes our actions in this life affect the kind of life we have after we die. He uses Tiny Tim to show what will happen if Scrooge does not change.

**Redemption and Free Will-** In order to save himself Scrooge has to choose to change. He has to make choices by the end that show he has changed as a person. Dickens is showing the rich that they can choose to change and save humanity and change its fate.

**Criticism of Victorian Society-** Dickens felt that the poor in England were very badly treated by the rich. He uses characters like the Cratchit family to show this. Dickens uses Scrooge to show how the rich often did not care: 'Are there no prisons? Are there no workhouses? Dickens was on the side of the poor.

### Dickens' Biography -

- Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family.
- His father was imprisoned for debt leading to poverty for the family.
- Charles was put to work at Warren's Blacking Factory.
- Dickens found employment as an office boy at an attorneys.
- A Christmas Carol was written in 1843

### Dickens' ideas and intentions

Dickens' writing criticised economic, social, and moral issues in the Victorian era. He showed compassion and empathy towards the vulnerable and disadvantaged people in English society, and help to bring about several important social reforms. Dickens' deep social commitment and awareness of social issues come from his traumatic childhood, where his father was imprisoned for debt, and he was forced to work in a shoe-blacking factory at 12 years old. In his adult life, Dickens developed a strong social conscience and empathised with the victims of social and economic injustice.

Dickens' intention in A Christmas Carol is to draw readers' attention to the plight of the poor and to highlight the hypocrisy of Victorian society. He juxtaposes the wealth and greed of capitalists with the poorer classes and draws attention to the way in which the greed and selfishness of some impacts on the quality of the lives of others. His moral message appears to be that we should care for our fellow man. The transformation of Scrooge suggests that Dickens feels it is never too late for change and redemption. Dickens emphasises the importance of family, friendship and charity in bringing about this change.

### Social and Historical Context -

**Poverty** - Due to the effects of the industrial revolution, people were flocking into the towns and cities in search of employment. Large numbers of people were looking for work, so wages were low, barely above subsistence level. If work dried up, or was seasonal, men were laid off, and because they had hardly enough to live on when they were in work, they had no savings to fall back on. Living conditions for the poor were appalling- large houses were turned into flats and the landlords who owned them, were not concerned about the upkeep or the condition. These houses were extremely overcrowded and dirty. There were children living with their families in these desperate situations but there were also numerous homeless children living on the streets of London. Sometimes, the only water the poor had access to was from the sewage ditch in the street.

**Industrial Revolution** - The population of the towns and cities was increasing rapidly. During the Victorian era, Britain became one of the world's primary economic powers. After the invention of steam power, many people moved from rural areas to the cities to search for higher paying work. The people who moved to the city in search of work were dubbed the "working class". Britain became an industrial hub and the economy was strong. With a sharp increase in production, Britain's trade industry increased drastically as well. Everything converted from traditional, manual labour to machine-driven, highly-productive labour. This caused a reduction in the amount of men needed for work, which therefore increased poverty levels and crime in the cities. Working with machinery was also more dangerous and life threatening for the workers.

**The Poor Law** - 1798, Thomas Malthus wrote that the human population would grow faster than food supplies leading to famines and death. Malthus believed poverty was the result of overpopulation. Malthus believed people should families in later life and not have too many children. Malthus thought existing poor laws in Britain were too charitable. Poverty relief, he believed, encouraged laziness in the poor and reduced the incentive to work hard and save money. In 1834 a new Poor Law was introduced to reduce the financial help available to the poor. It also ruled that all unemployed people would have to enter a workhouse in order to receive food and shelter.

**The Workhouse** - The Poor Law Amendment Act of 1834 allowed the poor to receive public assistance only if they went to the workhouse. Workhouses were deliberately made to be miserable in order to deter the poor from relying on public assistance. In the workhouse, the poor had to work for their food and accommodation. Workhouses were appalling places and the poor would often beg on the streets or die to avoid going to these places. Upon entering the workhouse, the poor were stripped and bathed. If a family entered the workhouse, they were split up and they would be punished if they tried to speak to one another. Children received an education which did not include the two most important skills of all, reading and writing, which were needed to get a good job. They sometimes were 'hired out' to work in factories and mines where they were made to do dangerous and deadly jobs.

### 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 quotations

**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)

### Key Terms

**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 / **Duplicious** =

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

### Themes

**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

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

**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.



## 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.

# WEEK 1: Cornell Notes (Homework task 1)

<b>Topic:</b> Victorian Workhouses	Revision guide page:
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 1: Exam Question (Homework task 2)

**Question: Starting with this extract, how far is Scrooge presented as an unlikeable character in A Christmas Carol?**

Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often 'came down' handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, 'My dear Scrooge, how are you? When will you come to see me?' No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, 'No eye at all is better than an evil eye, dark master!'

Answer:

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## WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

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## WEEK 2: Exam Question (Homework task 2)

**Question: Starting with this extract, how does Dickens present attitudes towards poverty in A Christmas Carol?**

“Are there no prisons?” asked Scrooge.

“Plenty of prisons,” said the gentleman, laying down the pen again.

“And the Union workhouses?” demanded Scrooge. “Are they still in operation?”

“They are. Still,” returned the gentleman, “I wish I could say they were not.”

“The Treadmill and the Poor Law are in full vigour, then?” said Scrooge.

“Both very busy, sir.”

“Oh! I was afraid, from what you said at first, that something had occurred to stop them in their useful course,” said Scrooge. “I’m very glad to hear it.”

“Under the impression that they scarcely furnish Christian cheer of mind or body to the multitude,” returned the gentleman, “a few of us are endeavouring to raise a fund to buy the Poor some meat and drink, and means of warmth. We choose this time, because it is a time, of all others, when Want is keenly felt, and Abundance rejoices. What shall I put you down for?”

“Nothing!” Scrooge replied.

“You wish to be anonymous?”

“I wish to be left alone,” said Scrooge. “Since you ask me what I wish, gentlemen, that is my answer. I don’t make merry myself at Christmas and I can’t afford to make idle people merry. I help to support the establishments I have mentioned: they cost enough: and those who are badly off must go there.”

“Many can’t go there; and many would rather die.”

“If they would rather die,” said Scrooge, “they had better do it, and decrease the surplus population. Besides -- excuse me -- I don’t know that.”



## WEEK 3: Cornell Notes (Homework task 1)

**Topic:** Ghosts in *A Christmas Carol*

Revision guide page:

Links	Notes
Questions	

**Summary**



## WEEK 3: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 4: Exam Question (Homework task 2)

**Question: Starting with this extract, how does Shakespeare present Macbeth as a powerful character?**

**Sergeant:**

Doubtful it stood;  
As two spent swimmers, that do cling together  
And choke their art. The merciless Macdonwald--  
Worthy to be a rebel, for to that  
The multiplying villainies of nature  
Do swarm upon him--from the western isles  
Of kerns and gallowglasses is supplied;  
And fortune, on his damned quarrel smiling,  
Show'd like a rebel's whore: but all's too weak:  
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.  
DUNCAN  
O valiant cousin! worthy gentleman!



Answer:

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### **WEEK 4: Exam Question review and improvement (Classwork)**

**Question:**

Answer:

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## WEEK 5: Cornell Notes (Homework task 1)

**Topic:** Dickens' Ideas and Intentions

Revision guide page:

Links	Notes
<b>Questions</b>	

**Summary**

## WEEK 5: Exam Question (Homework task 2)

**Question:** Starting with this extract, how does Shakespeare present the theme of guilt?

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.

...

LADY MACBETH

Here's the smell of the blood still: all the  
perfumes of Arabia will not sweeten this little  
hand. Oh, oh, oh!

Doctor

What a sigh is there! The heart is sorely charged.

Answer:

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## WEEK 6: Exam Question review and improvement (Classwork)

**Question:** 'All exams should be completed on computers. There is no place for handwriting anymore.' Write a letter to the Education Secretary arguing your point of view.

Answer:

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## WEEK 7: Cornell Notes (Homework task 1)

**Topic:** Shakespeare's ideas and intentions

Revision guide page:

Links	Notes
<b>Questions</b>	

**Summary**

## WEEK 7: Exam Question (Homework task 2)

**Question: Starting with this speech, explain how far you think Shakespeare presents Macbeth's inner conflict.**

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-oppressed 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' the 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. There's no such thing:  
It is the bloody business which informs  
Thus to mine eyes. Now o'er the one halfworld  
Nature seems dead, and wicked dreams abuse  
The curtain'd sleep; witchcraft celebrates  
Pale Hecate's offerings, and wither'd murder,  
Alarum'd by his sentinel, the wolf,  
Whose howl's his watch, thus with his stealthy pace.  
With Tarquin's ravishing strides, towards his design  
Moves like a ghost. Thou sure and firm-set earth,  
Hear not my steps, which way they walk, for fear  
Thy very stones prate of my whereabouts,  
And take the present horror from the time,  
Which now suits with it. Whiles I threat, he lives:  
Words to the heat of deeds too cold breath gives.

Answer: \_\_\_\_\_  
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## **WEEK 7: Exam Question review and improvement (Classwork)**

**Question:**

**Answer:**

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# WEEK 10: Cornell Notes (Homework task 1)

<b>Topic:</b> The Great Chain of Being	Revision guide page:
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**

## WEEK 10: Exam Question (Homework task 2)

**Question:** Write a letter to the council in which you persuade them to do more to support homeless people.

Answer:

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## WEEK 10: Exam Question review and improvement (Classwork)

**Question:**

Answer: \_\_\_\_\_

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## WEEK 11: Exam Question (Homework task 2)

**Question:** : ‘The young aren’t rebelling against society, but hiding from it. They have become the hermit generation’. Write an article for a newspaper in which you explain your point of view on this statement.

Answer:

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## WEEK 11: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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# WEEK 12: Cornell Notes (Homework task 1)

<b>Topic:</b> Ambition in Macbeth	Revision guide page:
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<b>Links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



## **WEEK 12: Exam Question (Homework task 2)**

**Question:** 'The cost of living crisis is limiting opportunities for some older people to connect with others, making them feel more lonely. We need to support the most vulnerable in our society.' Write a newspaper article in which you explain your point of view.

Answer:

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## **WEEK 12: Exam Question review and improvement (Classwork)**

**Question:**

Answer:

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## Week 2

Revision Card on	Answers
Name three key themes in <i>A Christmas Carol</i>	



## Week 4

Revision Card on	Answers
What are the conventions of a tragedy?	



## Week 6

Revision Card on	Answers
Language devices	



## Week 11

### Revision Card on

What are the 'onion' sentence stems?

### Answers





Aspire  
ACHIEVE  
Thrive

Develop your character



Aspire | Achieve | Thrive