

The background features a grey surface with numerous colorful paint splatters in shades of orange, yellow, green, and blue. On the right side, there is a white rectangular box with rounded corners. Inside this box, the text is displayed. In the top right corner of the white box, there are three red curved lines.

English Revision


Hr 1: English Lit

Hr2: English Lang

While you are waiting, read the
Macbeth context in the booklet



Task: Can you find techniques (language, structure, form terminology) in these quotations from *Macbeth*?

- “why do you dress me/ In borrowed robes? 1.2”
 - “Look like the innocent flower, /But be the serpent under’t”
1.5
 - “steel,/which smoked with bloody execution.” 1.2
- 

Macbeth A - extract

	marks)	
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none">• The response is simple and the identification of language, form and structure is minimal.• Little evidence of relevant subject terminology.
Level 2	5-8	<ul style="list-style-type: none">• The response is largely descriptive. There is some comment on the language, form and structure.• Limited use of relevant subject terminology to support examples given.
Level 3	9-12	<ul style="list-style-type: none">• The response shows an understanding of a range of language, form and structure features and links these to their effect on the reader.• Relevant subject terminology is used to support examples given.
Level 4	13-16	<ul style="list-style-type: none">• The response is focused and detailed. Analysis of language, form and structure features and their effect on the reader is sustained.• Relevant subject terminology is used accurately and appropriately to develop ideas.
Level 5	17-20	<ul style="list-style-type: none">• The response is a cohesive evaluation of the interrelationship of language, form and structure and their effect on the reader.• Relevant subject terminology is integrated and precise.

Introductions and conclusions?

Introduction – you can write 1 or 2 lines about what is happening in the extract.

For example:

Macduff is distressed following the news of his family's murder. He wants revenge, an action that is encouraged by Malcolm.

Conclusion – part of your **cohesive evaluation**

The extract is powerful as the audience can see the consequences of Macbeth's ambition: he is now killing innocent women and children. The most effective technique is the use of the exclamation mark which shows MacDuff's strong feeling before seeking revenge.

MACDUFF All my pretty ones?

Did you say all? O hell-kite! All?

What, all my pretty chickens and their dam

At one fell swoop?

MALCOLM Dispute it like a man.

MACDUFF I shall do so;

But I must also feel it as a man:

I cannot but remember such things were,

That were most precious to me. Did heaven look on,

And would not take their part? Sinful Macduff,

They were all struck for thee! naught that I am,

Not for their own demerits, but for mine,

Fell slaughter on their souls. Heaven rest them now!

MALCOLM Be this the whetstone of your sword: let grief

Convert to anger; blunt not the heart, enrage it.

MACDUFF O, I could play the woman with mine eyes

And braggart with my tongue! But, gentle heavens,

Cut short all intermission; front to front

Bring thou this fiend of Scotland and myself;

Within my sword's length set him; if he 'scape,

Heaven forgive him too!

Explore how
Shakespeare
presents the
character of
Macduff as keen
for revenge in this
extract.

Task: identify your
techniques

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Repetition – 'all' – disbelief.
Also iambic stress falls on 'all'

Metaphor – bird of prey 'swooping down to attack 'chickens'

Enjambment – cannot control
feelings

Caesura – reflecting on family

Use of third person to
blame himself

Use of religious language –
Heaven v Hell – a battle

Foreshadowing – the fight at the end.
Macduff the conventional avenging hero.

Explore how
Shakespeare
presents the
character of
Macduff as keen
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Explore how Shakespeare presents the character of Macduff as keen for revenge in this extract. [Try to do at least one paragraph here](#)


Macduff is distressed following the news of his family's murder. He wants revenge, an action that is encouraged by Malcolm.

MacDuff is keen to fight Macbeth and have his revenge, "I shall do so." The short line is effective in implying he will not waste time and this will be his focus. Moreover, the monosyllabic phrasing suggests that his mind and path is clear. Although less evident, but important, the iambic stress falls on 'shall' and 'so' suggesting his determination to meet and fight Macbeth as soon as possible.

The loss of his precious family motivate him in his revenge, "That were most precious to me." The caesura is striking in that it suggests that he is taking time to think about his family. This is even more important given that he was not with them when they died. Moreover, the superlative 'most' reminds the audience that the people he has lost were the most important and now he has nothing to lose in seeking his revenge on an unwise Macbeth. He will be a dangerous enemy when they come to fight...



MacDuff is keen to fight, “Bring thou this fiend.” The imperative is effective in showing his impatience and desperation to fight. He wants to take revenge on Macbeth for executing his family. Moreover the emotive language ‘fiend’ shows his anger at the man.



Macbeth B

		<ul style="list-style-type: none">• There is some evidence of a critical style but it is not always applied securely.• Some valid points are made, but without consistent or secure focus.• There is some awareness of relevant context and some comment on the relationship between text and context.
Level 3	9–12	<ul style="list-style-type: none">• The response shows a relevant personal response, soundly related to the text.• There is an appropriate critical style, with comments showing a sound interpretation.• The response is relevant and focused points are made with support from the text.• There is sound comment on relevant context and sound relevant comment on the relationship between text and context.
Level 4	13–16	<ul style="list-style-type: none">• The response has a developed personal response and thorough engagement, fully related to the text.• The critical style is sustained, and there is well-developed interpretation.• Well-chosen references to the text support a range of effective points.• There is sustained comment on relevant context and detailed awareness of the relationship between text and context.
Level 5	17–20	<ul style="list-style-type: none">• There is an assured personal response, showing a high level of engagement with the text.• A critical style is developed with maturity, perceptive understanding and interpretation.• Discerning references are an integral part of the response, with points made with assurance and full support from the text.• There is excellent understanding of context, and convincing understanding of the relationship between text and context is integrated into the response.

Basic PEEC

Macbeth is haunted by the death of Duncan, "a sorry sight". This is important as he is troubled by the death of his relative and noble king. He has a guilty conscience. In Jacobean Britain, the worst crime you could commit was regicide so Macbeth's response is unsurprising.

Macbeth is haunted by the death of Duncan, "a sorry sight". This is important as he is troubled by the death of his relative and noble king. He has a guilty conscience. He is so concerned he says, "Macbeth doth murder sleep." He will have no peace now he has killed a king. In Jacobean Britain, the worst crime you could commit was regicide so Macbeth's response is unsurprising.

In this extract we see MacDuff's response to the death of his family. Explain the importance of death elsewhere in the play.

Sample quotations to do with death... Try to think of three more

"His virtues will plead like angels"

"Their cruel parricide"

"Is this a dagger I see before me "

"None of women born shall harm Macbeth"

"unseamed him from the nave to th' chops"

"This is a sorry sight."

"Why did you bring the daggers from the place?"

"O horror, horror, horror!"

"Ring the alarum bell! Murder and treason!"

"Never shake/Thy gory locks at me."

In this extract we see MacDuff's response to the death of his family.

Explain the importance of death elsewhere in the play. – PEEC (PEEEEC)

He has no obvious reason to want to kill Fleance, yet he commands the hired murderers, "Fleance...whose absence is no less material to me." He makes a specific request to have him executed. Importantly, Macbeth, as he is to remark later in the same act, is "in blood / Stepped in so far" that killing someone has become his preferred solution to every challenge faced. Macbeth's approach to the Witches' prophecies are, as usual, somewhat illogical. He discovers that Banquo's children would be kings moments after hearing that he would be king. He has no living children of his own to carry on the line. James I was a descendant of Banquo, and Fleance, hence the need for him to be seen to escape death.

Macbeth believes that death and life are both meaningless and that how you die holds no significance. The Thane of Cawdor, in contrast, tries to make amends before his death, "confessed his treason/Implored your highness' pardon." This is important as he understands that he does have time to reconcile and seek forgiveness, with the hope of reaching Heaven. In a religious Jacobean society, seeking redemption before death was incredibly important. Macbeth does not understand the impact one can make in death, "Life's but a walking shadow, a poor player/ ...And then is heard from no more." Macbeth believes that death is merely the last act of a bad play 'signifying nothing', full of drama and tragedy.

An Inspector Calls - responsibility

The theme of responsibility is central to the play *An Inspector Calls* and, through the actions of the characters, Priestley demonstrates to the watching society that everyone has a collective responsibility to each other in a successful and fair society.

Eric has no sense of responsibility at the start of the play. Sheila comments that he is 'squiffy', meaning that he has drunk to excess. He also 'laughs' out loud, implying that he has drunk so much, he cannot control himself. Later the audience hears that he was in a mood when "a man might make a row", confessing "that's when it happened". **In 1912, young men such as Eric, lived a life of leisure.** They would not have employment but were indulged by living a 'party lifestyle'. This is important as it has serious, even tragic, consequences for both Eva and Eric.

Mr Birling has no sense of responsibility for his workers. He claims that he wishes to keep "labour costs down." Unfortunately, this means that his employees cannot afford to feed themselves. He complains when they object, "She said too much...so she had to go." In 1912 employers such as Mr Birling could fix wages in order to benefit themselves and there was no 'living wage' to help workers.

Task: write your own PEEC paragraph using the mark scheme and extract from an essay in your booklet



As we start to think about themes

- What does this quotation mean?
- What themes does it link to?

"There's no art

To find the mind's construction in the face." (1.4)



As we start to think about themes

- What does this quotation mean?
- What themes does it link to?

"There's no art

To find the mind's construction in the face." (1.4)

There's no way to read a man's mind by looking at his face. I trusted Cawdor completely

Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> provides no rewardable material
Level 1	1–4	<ul style="list-style-type: none"> offers a basic response, with audience and/or purpose not fully established expresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	<ul style="list-style-type: none"> shows an awareness of audience and purpose, with straightforward use of tone, style and register expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10–14	<ul style="list-style-type: none"> selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15–19	<ul style="list-style-type: none"> organises material for particular effect, with effective use of tone, style and register manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20–24	<ul style="list-style-type: none"> shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

Creative Writing - structure

Structural features

- **Dramatic opening**
- **Strong ending**
- **Foreshadowing**
- **Images linked throughout**
- **Flashback**
- **Dual narrative**
- **Tension – short sentences**



Flashback *(or analepsis)*

Flashback is important in that it adds complication and depth to a narrative that is otherwise straightforward and chronological.

Manipulating the structure of a written piece can improve your marks

There are essentially two main types of flashback: A full flashback scene or a brief in-scene flashback.

How does this flashback work?

The backfiring of the bus sent the older man spiraling back to his youth. He could hear the guns firing and his comrades shouting. Adrenaline rushed through him, taking his breath. Leaning against the sign for the bus stop, he covered his ears trying to staunch the flow of memories.

In just that short little flashback, we learned about the character's past as a soldier in combat. Now, the author could have simply stated he was a soldier, but would that be as interesting? Probably not.

Example 1

- *A man is about to give a speech to a large audience on biology.*

Suddenly, he remembers playing with frogs and toads in his backyard as a curious child.

He smiles at the memory, and then begins to speak to the audience about a new, groundbreaking finding about frogs.

Example 2

A woman is about to get married. As she puts on her veil, she remembers her fiancé three years before, swearing he would make her his wife someday. A tear comes to her eye, and she prepares to walk down the aisle.

Could you write a flashback?

Example 1 Start with the ending (resolution) and then move through equilibrium and disequilibrium).

Packing my room slowly into the boxes, I stared forlornly at the furniture in my room. I was never going to come back into this house - the house that I had grown up in. Painful though it might be for me, it would be more painful to remain.

This house was the place where my younger brother had passed on. It now haunted my parents and me. Resting my back on the old sofa, I looked around and could almost hear my brother's childish voice calling out, "Hey Big Bro, come and play with me!"

A week ago... (Story continues)

Flashback

The fireworks were gone but this lamppost was the brightest light she had seen all evening.
“Robbie! Is that you?”

“Mum – I lost you on the way!” He reached out his arms.

“Let’s get the next train.” She clasped his hand firmly in hers and could not have been happier.

Earlier that evening Sarah and her son had been carelessly enjoying the celebrations. The sky became a cathedral of light. Against the dark cavern, fireworks shot across the sky like rockets and exploded, raining glitter like a children’s party. The crowd below raised their eyes in wonder: reds, greens, blues – a kaleidoscope of colour. Then an orchestra started, and the crowd moved, happy to welcome in the new year: 2021! “For Auld Lang Syne....” Slurs and gurgles were swallowed in the happy throng as eyes lowered and groups looked to steady their feet. Another rocket screeched across the sky and one man blew a trumpet in happiness. All agreed this was going to be a fabulous year as they started to move towards the river.

Sample questions

5

Write about a time when you, or someone you know, went on a trip.

Your response could be real or imagined.

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

(Total for Question 5 = 40 marks)

OR 6

Look at the images provided. **Write about a new experience.** Your response could be real or imagined. You may wish to base your response on one of the images.

Creative Writing – Sp and Punct

Level	Mark	The candidate:
	0	<ul style="list-style-type: none">• provides no rewardable material
Level 1	1–3	<ul style="list-style-type: none">• uses basic vocabulary, often misspelled• uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4–6	<ul style="list-style-type: none">• writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants• uses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7–9	<ul style="list-style-type: none">• uses a varied vocabulary and spells words containing irregular patterns correctly• uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10–12	<ul style="list-style-type: none">• uses a wide, selective vocabulary with only occasional spelling errors• positions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13–16	<ul style="list-style-type: none">• uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning• punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

Speech and dialogue – write your own example

At the start of a sentence:

“Do you really want to spend the weekend trudging about in the mud?” declared his mother, looking concerned at the small bag he carried.

At the end of a sentence:

His mother was concerned, her son had never demonstrated any interest in the outdoors, “Do you really want to spend the weekend trudging about in the mud?”

Split speech:

“You’ll be spending all your time wallowing in mud,” she declared, looking at the small bag he was carrying, “do you really want to spend the weekend camping?”

Punctuation – write your own examples

- Advanced punctuation
- Tim packed his bag for the trip: a Mars Bar, some anti-perspirant, a tent, a map and a sleeping bag.
- He was exhausted; he went to bed. (Semi-colons can take the place of 'as' 'so', 'but' 'because' ...)
- He walked into the woods and saw...
- Walking out of the door he felt extremely confident about his weekend – then he remembered he had forgotten his tent. (A dash is for extra information)
- This was the most 'interesting' weekend he had ever had (inverted commas for emphasis and/or irony).