

How to succeed in GCSE English.

GCSE English Language – AQA

Language Paper 1 – Analysing Fiction and Producing Creative Writing (80 Marks)

Language Paper 2 – Analysing Perspectives in Non-Fiction and Producing Persuasive Writing (80 Marks)

GCSE English Literature – AQA

Literature Paper 1 – Macbeth & A Christmas Carol (64 Marks)

Literature Paper 2 – Animal Farm, Poetry & Unseen Poetry (96 Marks)

What's included?

- Content students need to know in order to succeed – what students need to learn.

Language Paper 1

Question 5 and the approach – Narrative Writing

- Complete Question 5 First → Read the questions and highlight the steers → Take particular care reading Question 4 – the statement usually gives you a good idea of what type of text to expect and will assist with Q3 particularly. → Draw a box around the extract you are allowed to use for Q1 and 4 – 2 is done for you. → Read the information box above the extract. → Read the extract carefully – highlight as you go and annotate if it's useful to you.

There are lots of ways to do well on this question. You have already prepared **your** way. Try to spend 40-45 minutes here

Advice on what to consider:

- Vary sentences – some short and simple; some complex.
- Accurate spelling
- Advanced words
- Range of accurate punctuation () - : ;
- Effective use of varied paragraphs – use a one-liner!
- Paragraphs start well with varied openers (not just 'The'):
- use prepositions, verbs, adverbs, adjectives
- Inventive structural devices: motifs / flashbacks
- Range of techniques: simile, semantic field, metaphor, personification

Question 2 – Language Paper 1

Language analysis → zooming in/layered analysis of words/phrases → 10-12 minutes

Look for trends/patterns throughout the extract rather than using random, isolated quotes. Is there a semantic field? Do they use an extended metaphor? Is there any juxtaposition?

How does the writer use language to present _____?

Overall, is presented as.... and almost as though / which could reflect / symbolise

Simile: A comparison between two things using "like" or "as" (e.g., "as brave as a lion").

Metaphor: A direct comparison between two things without using "like" or "as" (e.g., "Time is a thief").

Personification: Giving human qualities to non-human things or objects (e.g., "The wind whispered through the trees").

Semantic Field: A group of words related in meaning, often linked to a specific theme or topic (e.g., words like "ocean," "waves," "shore" form a semantic field of the sea).

Motif: A recurring theme, idea, or symbol in a piece of writing (e.g., light vs. darkness as a motif).

Pathetic Fallacy: When emotions are attributed to nature or the environment (e.g., "The angry storm raged outside").

Juxtaposition: Placing two things side by side to highlight their differences or create contrast (e.g., "It was the best of times, it was the worst of times").

Question 3 - Structure

Whole source → Structure (**no analysis of words/phrases**) → 10-12 minutes

Here, we want to think about **when** and **why** a writer includes elements of plot, and how this **interests the reader**.

How does the writer use structure to interest the reader?

'The writer begins by..... Mention STRUCTURAL FEATURE... Explain the effect... This guides the reader to establish...

By the middle of the piece, we are introduced to... Mention STRUCTURAL FEATURE... Explain the effect... Having already understood..., we are now ready to...

The piece ends with... Mention STRUCTURAL FEATURE... Explain the effect... which forces a reflection on...'

Likely to be at the start	In the middle	The end
Narrative hook, narrowing/widening focus, introduction of character, introduction of setting	Dialogue or narrative perspective/time/place shift	Key sentence/climax Cyclical structure Cliffhanger ending

Introduction of character VS introduction of setting: Establishes them as the protagonists / helps us immediately connect / relate / sympathise with... OR Establishes place and setting / helps readers contextualise their situation etc

Question 4 - Evaluation

Specific lines → Student statement (**usually has two parts to it**) → 20-25 minutes

To what extent do you agree with the statement?

1) Write your opening / big ideas / thesis as to why you agree – explain this! (Don't quote too soon):

"Overall, I mostly / fully agree that xxxxxxx because....." (refer to student's statement)

2) Outline your first reason:

"As readers, we see how xxxx" (refer to student's statement)

3) Annotate for method / structure (Q2 and Q3 style)

"The writer comments how xxx"

Statement A	Statement B

Language Paper 2

Question 5 and the approach

Complete Question 5 First → Read the questions and highlight the steers → Read the sources for meaning, tracking how the writer feels and where this changes, how do we know? Use two highlighters to highlight quotations for Question 2 and 4. Draw a box around the lines required for Question 3. Answer the questions.

There are lots of ways to do well on this question. Try to spend 40–45 minutes here

Advice on what to consider:

- Cyclical Structure
- Anecdotal Opening
- Vocabulary
- Punctuation
- Rule of Three
- Hyperbole
- Tone → Be over the top!
- Form → Letter? Speech? Article?
- Extended metaphor and similes
- Expert's opinion
- Statistics

Question 2

Both Sources → 10 minutes.

We are looking for quotations about the THING. E.G. The surfboards NOT feelings.

Opening:

Whilst in Source A the _____ is described as _____ and _____, in Source B the _____ is described as _____ and _____.

Then layered inference from Source A. Use quotations.

Compare

Layered inference from Source B. Use quotations.

Words to help you infer:

This implies, this creates a sense of, this suggests, this could perhaps imply.

E.G. The boards are described as 'blessed' implying that the boards are a spiritual item. It could even suggest that the boards are worshipped or part of a ritual.

Question 3

One Source → Specific lines. → 12-15 minutes.

Here, we want to complete a layered analysis.

Opening:

The writer uses language to describe the _____ as _____ and it's almost as if...

Then layered analysis of quotations → Use your best quotation first in case you run out of time.

Complete as much analysis in the time as you can and move on. Try to analyse at least two quotations.

Look for: Semantic fields, similes, metaphors, personification, verbs.

Words to help you analyse:

Suggests, is perhaps best depicted in the _____, emphasizes, highlights, amplifies, creates a sense of,

E.G. The surfer is described as 'bronze'. This perhaps suggests that he is god-like and prestigious, like royalty.

Question 4

Both sources → 20-25 mins

Here we want to complete a layered analysis, whilst comparing and linking it to how the writers feel or view something. The context boxes can be particularly helpful here.

Opening: Whilst in Source A the writer feels _____ and later _____, in Source B they feel _____ and _____ about...

Then layered analysis from Source A. Use quotations and try to identify any shifts in perspective or feeling. Use quotations to support your interpretation.

Compare

Then layered analysis from Source A. Use quotations and try to identify any shifts in perspective or feeling. Use quotations to support your interpretation.

Words to help you compare and contrast:

However, on the other hand, similarly (if similar), this is in stark contrast to

Animal Farm – Essay Success

In his political satire, *Animal Farm*, Orwell seeks to highlight the inevitability of hierarchy, the futility of revolution and the subtle ways power is gained and maintained.

Through the characters of _____ and _____, as well as the cyclical nature of the novella, Orwell seeks to _____.

At the start of the novella, the farm is ruled by the neglectful, cruel and incompetent Mr Jones, however, by the end the farm is ruled by the even harsher, tyrannical Napoleon – thus commenting that...

Focus on 3 key ideas (Character downfalls/motifs/key moments/femininity and masculinity) using **quotes to support**

Just as... so too...

This sense of Y is further suggested/augmented/compounded by...

Pressing upon...

This suggests/indicates/insinuates X because...

Ultimately, Orwell's message about XXXXXXX is clear. He wants to warn / criticise / advocate / promote / champion / expose....

Top 10 Quotes

'Man is the only creature that consumes without producing' *Old Major*

'He could turn black into white' *Narrator about Squealer*

'He himself dashed straight for Jones' *Narrator about Snowball*

'It is for your sake that we drink that milk and eat those apples' *Squealer*

'Hunger, hardship, and disappointment being, so he said, the unalterable law of life.'

'I will work harder!' & 'Napoleon is always right!' *Boxer's maxims*

'If she could have spoken her thoughts, it would have been to say that this was not what they had aimed at when they had set themselves years ago to work for the overthrow of the human race' - *Clover*

'So, the tale of confessions and executions went on until there was a pile of corpses lying at Napoleon's feet'

'All animals are equal but some are more equal than others'

Motif 1: Whips



In *Animal Farm*, the motif of the whip represents oppression, control, and the corrupt use of power. It appears at critical moments to illustrate how authority is maintained through fear and force, both under Mr. Jones's rule and later under Napoleon's leadership.:

Mr. Jones and the Whip

After the revolution, the whip reappears in Napoleon's hands, showing how the pigs have become just as oppressive as the humans they replaced. *'he lurched across the yard, occasionally lashing out with his whip.'*

Napoleon and the Whip

After the revolution, the whip reappears in Napoleon's hands, showing how the pigs have become just as oppressive as the humans they replaced. *'He carried a whip in his trotter.'*

The whip highlights the shift from human tyranny to animal dictatorship.

Motif 2: Alcohol



In *Animal Farm*, the motif of alcohol represents the pigs' growing corruption, indulgence, and betrayal of the revolution's ideals.

Initial Rebellion Against Alcohol (Purity of the Revolution)
"The consumption of alcohol was to be punished by death."

Pigs' First Encounter with Alcohol (Temptation and Corruption)

"That night there was the sound of loud singing... and it was noticed that the pigs had not come out until noon the next day."

Napoleon's Command for More Alcohol (Complete Betrayal)

"But Napoleon had ... instructed Whymper to purchase in Willingdon some booklets on brewing and distilling."

Alcohol thus symbolises the pigs' descent into the very corruption and excess they initially sought to overthrow.

Characters and meaning

1. Napoleon:

- **Early Stages:** Initially seen as one of the leaders of the revolution, fighting for equality.
- **Later Stages:** Becomes a tyrant, mimicking the humans by consolidating power, using violence, and indulging in luxuries. This mirrors the rise of dictators in real-world revolutions.
- **Symbol:** Napoleon symbolises Joseph Stalin and the broader theme of how revolutions often lead to corrupt leadership.

2. Snowball:

- **Early Stages:** An idealistic leader who genuinely tries to improve the farm through plans like the windmill.
- **Later Stages:** Exiled and vilified by Napoleon, used as a scapegoat for the farm's problems. Represents Leon Trotsky and the betrayal of revolutionary ideals.

3. Boxer:

- **Early Stages:** A hardworking, loyal, and naive supporter of the revolution, devoted to the cause with the mantra "I will work harder."
- **Later Stages:** Despite his dedication, he is betrayed and sold to the knacker. Boxer's fate illustrates how the working class is exploited and discarded under corrupt regimes.

4. Squealer:

- **Early Stages:** Acts as Napoleon's propagandist, manipulating language to control the animals.
- **Later Stages:** Continues to justify the pigs' increasingly corrupt behaviour, showing how language can be used to distort truth and maintain power.

Power & Conflict Poetry – Essay Success

Comparative Thesis

→Specify chosen poem based on the given poem and the **steer of the question...**

When considering how _____ presents ideas about _____ in _____, one also immediately thinks of _____.

→Thematic **similarity**

Both poems depict _____.

→Thematic **difference**

However, whilst _____ explores _____, _____ depicts....

Explore poem A in detail (integrate comments about poem B)

In [Poem A], the poet explores [theme/idea] through the use of [technique], which contrasts with [Poem B], where [aspect of Poem B] is explored by...

The poet in [Poem A] presents [aspect of theme] by using [specific technique], similar to how [Poem B] also addresses [aspect of theme], but through [technique/approach].

In [Poem A], the tone is [adjective], which contrasts with the tone in [Poem B], where the poet adopts a more [adjective] perspective.

Explore poem B in detail (integrate comments about poem A)

In [Poem B], the poet uses [technique] to explore [theme/idea], much like [Poem A], where [technique] is used to present [aspect of theme].

The portrayal of [theme] in [Poem B] is [adjective], which contrasts with the more [adjective] approach found in [Poem A].

While [Poem B] portrays [aspect of theme] through [specific technique], [Poem A] uses [different technique] to present a more [adjective] view of [aspect].

Overall, both poems _____

Language	Structure	Form
Alliteration - repetition of the same letter at the start of two or more words Extended metaphor - a central metaphor that acts like an “umbrella” to connect other metaphors within it Hyperbole - exaggerated statement Imagery - visually descriptive language Metaphor - saying one thing is another Onomatopoeia - a figure of speech where words are used to imitate sounds Oxymoron - two terms appear next to each other that contradict each other Pathetic fallacy - weather to create mood Personification - make object human Satire - the use of humour or irony to mock, ridicule or criticise Semantic field - words related in meaning Simile - comparing using ‘like’ or ‘as’ Sibilance - the repetition of an ‘s’ sound in two or more words Tone - the implied attitude of a writer toward the subject and characters of a work Theme - the central idea of a literary work	Anaphora - the repetition of the same word or phrase at the beginning of a line Caesura - a piece of punctuation in the middle of a line creating a pause in rhythm End-stopped line - a line ending in a full pause Enjambment - a sentence which continues, with no punctuation, into the line below Half rhyme - an imperfect rhyme where the ending consonant sound of a word is the same as another Juxtaposition - two or more contrasted ideas placed side by side Parallelism - the similarity of structure in a pair or series of related words, phrases, or clauses Quatrain - a four-line stanza in a poem Refrain - a phrase, line or group of lines which is repeated throughout a poem Repetition - a repeated word or phrase usually used to emphasise importance. Rhyming Couplet - two lines of poetry that rhyme and have the same meter Rhyme - words that sound the same at the end Stanza - two or more lines of poetry that form the divisions of the poem (paragraphs)	Allegory - a symbolic narrative which often takes the form of a story where the characters represent moral qualities Ballad - a narrative poem written in four-line stanzas, characterized by swift action and narrated in a direct style Blank verse – non rhyming lines written in iambic pentameter Dramatic monologue - a type of poem in which a speaker addresses an internal listener or the reader Elegy : An elegy is a poem about a dead person or thing Epic - a long narrative poem that records the adventures of a hero Free verse - poetry without a regular pattern of meter or rhyme Lyric - a poem that expresses personal and feelings. Pastoral - a poem about nature or simple, country life Shakespearean sonnet - usually 14 lines which are formed by three quatrains with a rhyming couplet for the last two lines Sonnet - a fourteen-line poem in iambic pentameter and regular rhyme scheme

Power and Conflict Quotes

WAR PHOTOGRAPHER

"spools of suffering set out in ordered rows"
 "running children in a nightmare heat"
 "and how the blood stained into foreign dust"
 "a hundred agonies in black-and-white"

CHARGE OF THE LIGHT BRIGADE

"Half a league, half a league, half a league onwards"
 "Cannon to the right of them, cannon to the left of them, cannon in front of them"
 "Then they rode back, but not not the six hundred"
 "Thunder'd" and "flash'd"

CHECKIN' OUT MI HISTORY

"Bandage up me eye"
 "Dem tell me bout 1066 and all dat".
 "...hopeful stream to freedom river"
 "healing star / yellow sunrise" -

REMAINS

'tosses his guts back into his body'
 'rips through his life'
 'probably armed, possibly not'
 'his bloody life in my bloody hands'

EXPOSURE

'Misery of dawn'
 'All their eyes are ice'
 'But nothing happens'
 'Black with snow'

LONDON

"marks of weakness, marks of woe"
 "chartered Thames does flow"
 "mind-forged manacles"
 "In every cry of every man, in every infants cry of fear, in every voice, in every ban"
 "youthful harlots"

KAMIKAZE

"A shaven head full of powerful incantations"
 "Figure of eight"
 "Which had been the better way to die"
 "Turbulent inrush of breakers"

BAYONET CHARGE

'He was running, like a man who has jumped up in the dark and runs. listening between his footfalls for the reason, Of his still running'
 'His terrors touchy dynamite'
 'King, honour, human dignity etcetera'
 'The patriotic tear that had brimmed his eye'

STORM ON THE ISLAND

'We are prepared'
 'You know what I mean'
 'We just sit tight while wind dives and strafes'
 'Strange it is a huge nothing we fear'
 'We are bombarded'

OZYMANDIAS

"Sneer of cold command"
 "Ozymandias, King of Kings"
 "Boundless and Bare, Lone and level"

MY LAST DUCHESS

"That's my last Duchess painted on the wall"
 "Notice Neptune, though, // Taming a seahorse, thought a rarity"
 "I gave commands; Then all smiles stopped together"
 "The faint // Half-flush that dies along her throat"

POPPIES

"Released a song bird from its cage"
 "After you'd gone"
 "Your playground voice catching on the wind"
 "spasms of red paper, disrupting a blockade"

TISSUE

"What was paid by credit card might fly our lives like paper kites".
 "Through the shapes that pride can make".
 "Raise a structure never meant to last".
 "See how easily they fall away on a sigh".

THE PRELUDE

"One summer evening (led by her)"
 "troubled pleasure"
 "a huge peak, black and huge"
 "lustily I dipped my oars into the silent lake"
 "there hung a darkness, call it solitude / or blank desertion"

THE EMIGREE

"It may be at war, it may be sick with tyrants"
 "I am branded by an impression of sunlight"
 "I left it as a child"
 "The worst news I receive of it cannot break my original view"

A Christmas Carol – Essay Success

In his allegorical novella, Dickens seeks to educate the Victorian miserly rich about the importance of social responsibility. Through the characterisation of.... At the beginning.... However by the end.....signifying the key message...

LOCATE THE EXTRACT AND WRITE CHRONOLOGICALLY

Extract

How does this scene instigate Scrooge's redemption?

What happens prior to the extract that you must explore first?

Extract

How does the extract serve as a catalyst for Scrooge's redemption?

How is this extract the culmination of Scrooge's redemption?

Extract

In this extract, taken from XXXX we see the instigation / catalyst / culmination...

Just as... so too...

This sense of Y is further suggested/augmented/compounded by...

Pressing upon...

This suggests/indicates/insinuates X because...

Focus on 3 key ideas (Antithetical characters/motifs/key moments/cyclical structure) using quotes to support

Ultimately, Dickens' message about XXXXXXXX is clear. He wants to warn / criticise / advocate / promote / champion / expose....

Plan for Family

'Solitary as an oyster'

Fred → Scrooge's nephew and antithesis → 'his eyes sparkled and breath smoked again'

Belle → missed opportunity → 'a golden one [idol]' → 'winter fire' vs 'single candle'

The Cratchits → 'as good as gold and better' → 'second father to Tiny Tim'

Plan for Greed:

'tight fisted' → Marley's Ghost 'I wear the chain I forged in life' (A warning)

'a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner.' (Layered analysis)

Fezziwig → An example to be generous 'heaped fuel upon the fire' → Contrasted to 'feeble fire' looked like 'one coal'

Ignorance and Want → 'man's children' 'yellow, meagre, ragged, scowling, wolfish'

Scrooge donated money Stave 5 'many back payments'

Plan for Redemption

Scrooge → 'hard and sharp as flint' → 'a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner.' (Layered analysis)

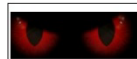
Marley → 'Mankind was my business'

Tiny Tim → 'Tell me if Tiny Tim will live'

Ignorance and Want → Ignorance and Want → 'man's children' 'yellow, meagre, ragged, scowling, wolfish' → 'Have they no refuge' → Contrasts → 'surplus population' (Malthusian Theory)

Back to Scrooge → 'he did it all and infinitely more'

Motif Tracking



Scrooge's "red" eyes could act as a warning to those around him, highlighting the dangers of greed and misanthropy.



The mention of "sparkling" and "glistening" eyes throughout (*Fred, Belle, Scrooge's cold eye*) could represent the value and allure of benevolence.



The darkness could reflect Scrooge's immorality, loss of childhood innocence, or loss of faith. "Darkness was cheap and Scrooge liked it"



The spirits enlighten Scrooge as to the error of his ways and guide him towards a more moral and bright future.



Images of fire and brightness are used as symbols of emotional warmth. "It looked like one coal" compared to "heaped fuel upon the fire" for Fezziwig



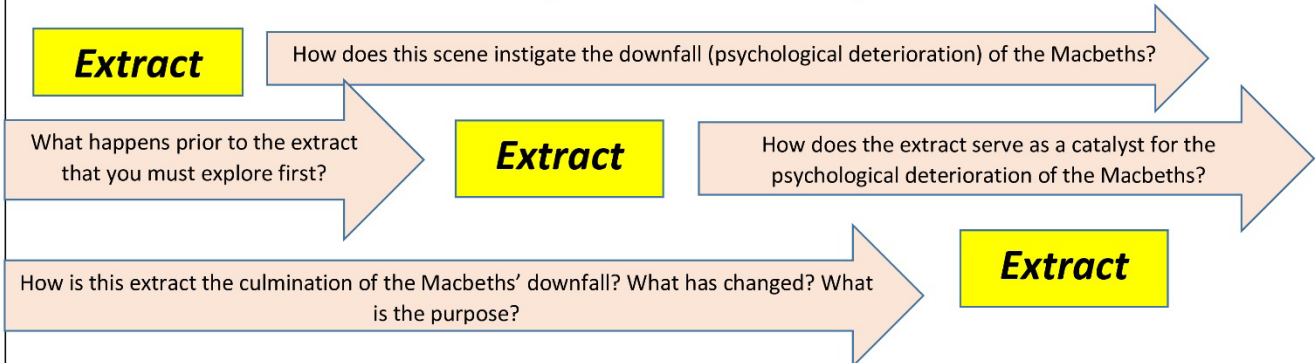
At the end, Scrooge tells Bob to "Make up the fires". This is symbolic of Scrooge's transformation, and ie fact that he has learnt to understand the importance of showing kindness and generosity to others.

<ul style="list-style-type: none"> - 'A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!' Omniscient Narrator about Scrooge, Stave 1 	<p>The list (or asyndetic list because it has no conjunctions) of adjectives positions Scrooge as a character whose intention is to grab every last penny he can from anyone he encounters. The first five verbs are from the semantic field of touch, and they all have unpleasant connotations. They connote taking by force ('wrenching, grasping'); getting as much value out of money as he can ('squeezing' and 'scraping'); and refusing to share ('clutching'). The final words (or noun phrase) 'covetous old sinner!' have biblical connotations and remind us of God's Commandment: 'You shall not covet your neighbour's house. You shall not covet your neighbour's wife, or his male or female servant, his ox or donkey, or anything that belongs to your neighbour'. From the start, Dickens judges Scrooge, aligning him with wickedness and influencing his readers to mistrust him</p>
<ul style="list-style-type: none"> - 'His eyes sparkled, and his breath smoked again' Omniscient Narrator about Fred, Stave 1 	<p>The mention of "sparkling" and "glistening" eyes throughout (Fred, Belle, Scrooge's cold eye) could represent the value and allure of benevolence, whilst Scrooge's "red" eyes could act as a warning to those around him, highlighting the dangers of greed and misanthropy.</p>
<ul style="list-style-type: none"> - 'If they want to die, they better do it and decrease the surplus population' Scrooge, Stave 1 	<p>This demonstrates that he has no sympathy for the poor. Scrooge sees the poor as simply a burden on society, who are responsible for their own condition and furthermore not deserving of charity.</p>
<ul style="list-style-type: none"> - 'I wear the chains I forged in life' Marley, Stave 1 	<p>The quote "I wear the chains I forged in life" encapsulates a profound reflection on the consequences of one's actions and the enduring impact of life choices. At its core, this statement unveils a metaphorical representation of the burdens and repercussions that individuals carry throughout their existence, shaped by the decisions they make and the paths they choose to tread.</p>
<ul style="list-style-type: none"> - 'He has the power to render us happy or unhappy' Scrooge about Fezziwig, Stave 2 	<p>Here Scrooge describes what made Mr. Fezziwig an excellent boss and insists that money wasn't the source of his employees' fulfilment. Mr. Fezziwig showed generosity of manner in exercising his authority over his employees with kindness. Scrooge begins to realize that he has not followed Fezziwig's example now that he assumes the role of boss.</p>
<ul style="list-style-type: none"> - 'A lonely boy was reading near a feeble fire' Omniscient Narrator about young Scrooge, Stave 2 	<p>This portrays Scrooge as vulnerable to the reader and causes them to be empathetic to him. The purpose of this was to show the reader how his childhood experience shaped him.</p>
<ul style="list-style-type: none"> - 'As good as gold and better' Bob Cratchit about Tiny Tim, Stave 3 	<p>Dickens appeals to the emotions of his readers by carefully constructing his descriptions of Tiny Tim: he presents him to be "as good as gold", emphasising his good nature in order to appeal to the reader.</p>
<ul style="list-style-type: none"> - 'Yellow, meagre, ragged, scowling, wolfish' Omniscient Narrator about Ignorance & Want, Stave 3 	<p>Through the animalistic imagery 'wolfish' Dickens criticizes the upper classes for dehumanizing the poor to a sub-human state. Through this he forces his readers to treat the poor as individuals rather than a numerical discrepancy.</p>
<ul style="list-style-type: none"> - 'When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery.' Omniscient Narrator about Scrooge and the Ghost of Christmas Yet to Come, Stave 4 	<p>The Ghost of Christmas Yet to Come, like the future itself, appears as a mysterious and unknowable figure, literally shrouded in darkness. Here, the narrator describes the scene when the Ghost first appears to Scrooge. The Ghost takes Scrooge to future events and points to the details Scrooge needs to see, but does not answer any questions. Such foreboding silence causes him to be the most frightening of the Spirits, both to Scrooge and the reader.</p>
<ul style="list-style-type: none"> - 'He did it all and infinitely more' Omniscient Narrator about Scrooge, Stave 5 	<p>This quote proves Scrooge's change and supports the idea that if this caricature of a man is capable of change, anyone can do it.</p>

Macbeth – Essay Success

In his eponymous tragedy, Shakespeare seeks to warn any potential conspirators about the consequences of disturbing the great chain of being, breaking the divine right of kings and unchecked ambition. Through the characterisation of.... At the beginning.... However by the end....signifying the key message...

LOCATE THE EXTRACT AND WRITE CHRONOLOGICALLY



In this extract, taken from XXXX we see the instigation / catalyst / culmination...

Just as... so too...

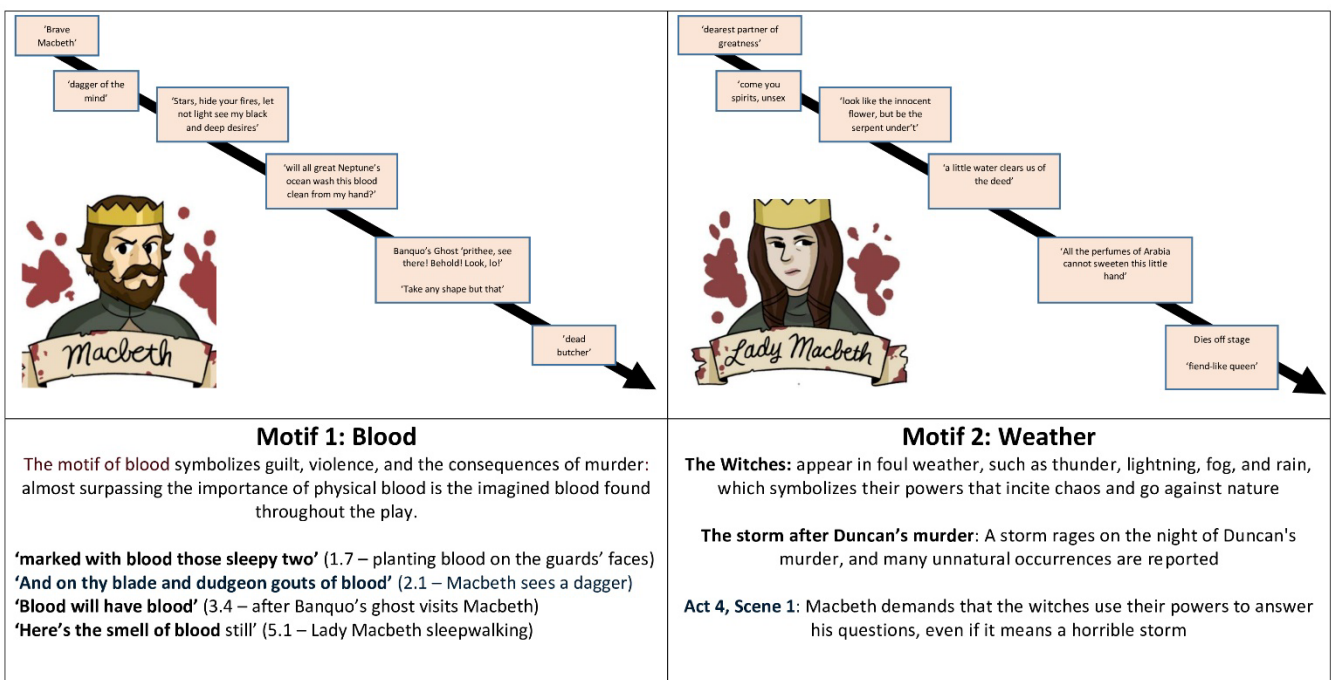
This sense of Y is further suggested/augmented/compounded by...

Pressing upon...

This suggests/indicates/insinuates X because...

Focus on 3 key ideas (Character downfalls/motifs/key moments/femininity and masculinity) using quotes to support

Ultimately, Shakespeare's message about XXXXXXXX is clear. He wants to warn / criticise / advocate / promote / champion / expose....



<p><i>'Fair is foul and foul is fair Hover through the fog and the filthy air'</i></p> <p>The Witches – Act 1, Scene 1</p>	<p>→ "Fair is foul, and foul is fair" signifies the play's theme of appearance versus reality. It suggests that things are not what they seem, a concept evident in key events and characters like Macbeth and Lady Macbeth, whose outward appearances hide their true intentions. This phrase also ties to fate and prophecy, illustrating the deceptive nature of the witches' predictions.</p>
<p><i>'For brave Macbeth—well he deserves that name'</i></p> <p><i>'Bellona's Bridegroom'</i></p> <p><i>'Bathed in reeking wounds'</i></p> <p><i>'Till he unseam'd him from the nave to the chops, And fix'd his head upon our battlements.'</i></p> <p>Captain about Macbeth – Act 1, Scene 2</p>	<p>→ "Brave" foreshadows his ruthless murder whilst "well he deserves that name" reinforces the Sergeant's opinion that his nobleman is someone who the audience should admire because of his qualities and not just his rank.</p> <p>→ Suggests Macbeth is married to the idea of war. Puts him on a pedestal as Bellona is the goddess of war, suggesting he is worthy of marrying a god. Emphasises how violent he is.</p> <p>→ Suggests Macbeth indulges in blood – portrays him as casual, as if slaughtering others is pleasant.</p> <p>→ is strength is underscored by the captain's graphic account of Macbeth's actions on the battlefield. Macbeth did not simply kill Macdonald; he "unseam'd him from the nave to the chops, / And fix'd his head upon our battlements" (22-23) — a reference that foreshadows Macbeth's death at the end of the play.</p>
<p><i>'Stars hide your fires Let not light see my black and deep desires'</i></p> <p>Macbeth – Act 1, Scene 4</p>	<p>→ When Macbeth speaks these lines, he means that he wants the stars to go dark so that no one will be able to observe him and see his disloyal desire to be king. He knows that he will have to do terrible things to become king, now that someone else has been named the heir, and he does not want to witness the bad things his hands will have to do, like kill Duncan</p>
<p><i>'Come, you spirits. That tend on mortal thoughts, unsex me here'</i></p> <p>Lady Macbeth - Act 1, Scene 5</p>	<p>→ This is her vivid way of asking to be stripped of feminine weakness and invested with masculine resolve. She imagines herself as a vessel which may be emptied out and refilled "from the crown to the toe." One thing nobody, spirit or otherwise, has ever poured into her is "the milk of human kindness".</p>
<p><i>'Look like the innocent flower, but be the serpent under't.'</i></p> <p>Lady Macbeth to Macbeth, Act 1, Scene 5</p>	<p>→ In this simile, Lady Macbeth exhorts her husband to conceal his murderous intentions with innocent behaviour, similar to a snake lurking beneath a harmless flower.</p>
<p><i>'Is this a dagger I see before me?'</i></p> <p>Macbeth – Act 2, Scene 1</p>	<p>→ "Is this a dagger which I see before me" symbolises Macbeth's ambition and inner turmoil. The dagger represents the murderous path he is about to take, driven by his desire for power. It also signifies his hallucination, highlighting his psychological conflict and the moral consequences of his actions.</p>
<p><i>'Will all great Neptune's ocean wash this blood clean from my hand?'</i></p> <p>Macbeth - Act 2, Scene 2</p>	<p>→ Macbeth uses hyperbole to express his deep horror and regret after murdering the king. He implies that not even the vast oceans ruled by Neptune, the god of the sea, could cleanse his hands of this blood guilt. The murder is so unnatural and heinous that it could turn nature's colours from green to blood red. Macbeth, a brave warrior, views regicide as a crime of the highest order.</p>
<p><i>'Take any shape but that' 'Prithee, see there! Behold! Look, lo!'</i></p> <p>Macbeth - Act 3, Scene 4</p>	<p>→ The Banquet Scene in Macbeth is significant because it marks the turning point in Macbeth's reign and mental state. During the banquet, Macbeth sees Banquo's ghost, which reveals his deepening guilt and paranoia. This public display of his unravelling sanity alarms his guests and foreshadows his eventual downfall</p>
<p><i>'All the perfumes of Arabia will not sweeten this little hand'</i></p> <p>Lady Macbeth - Act 5, Scene 1</p>	<p>→ In Act 5, Scene 1 of Macbeth, Lady Macbeth's speech reveals her profound guilt and descent into madness. Her obsessive hand-washing and fragmented speech reflect her inability to escape the psychological consequences of her and Macbeth's actions. This scene underscores her transformation from a ruthless instigator to a tormented soul overwhelmed by remorse and mental disintegration.</p>
<p><i>'The dead butcher and his fiend-like queen'</i></p> <p>Macbeth/Lady Macbeth - Act 5, Scene 8</p>	<p>→ Contrast to 'brave Macbeth'... Gone from a hero to someone who just slaughters animals. Weak and insignificant compared to strong. Shows he became a tyrant. 'Fiend-like' portrays Lady Macbeth as demonic and monstrous</p>

