



# PiXL Independence

## English Literature – Answer Booklet

KS4

### AQA and Edexcel Style Macbeth

#### Contents:

Answers

## Answers

### I. Multiple Choice Questions

#### Act 1, Scene 1

1. What is the setting for the opening scene?  
(b) A desert place.
  
2. Who appears first in the play?  
(a) Three witches.
  
3. Complete this line: "When the battle's \_\_\_\_\_"  
(c) lost and won.
  
4. Where do the witches agree to meet?  
(a) upon the heath.
  
5. What is Graymalkin?  
  
(b) a grey cat.
  
6. What is Paddock?  
(c) a toad.
  
7. Who says the last line in this scene?  
(a) All of them.
  
8. Complete this line: "in thunder, lightning or in \_\_\_\_\_?"  
(c) rain.
  
9. What does "ere the set of sun." mean?  
(a) before the sun sets.
  
10. The witches often say things repeated but in inverse order such as "fair is foul and foul is fair". What is this technique called?  
(b) Chiasmus.

#### Act 1, Scene 2

11. What happens in this scene?  
(a) A wounded sergeant/captain reports Macbeth's victory to Duncan.
  
12. Who is the first rebel that Macbeth kills?  
(d) Macdonwald.

13. Which country, helped by the traitor the Thane of Cawdor, attacks Scotland?  
(a) Norway.

14. What does “unseam'd him from the nave to the chaps” mean?  
(c) sliced him from his navel to his jaw.

15. Which adjective is put in front of Macbeth’s name by the Sergeant/Captain?  
(a) Brave.

16. Who is Bellona?  
(c) An ancient Roman Goddess of war.

17. Who is “Bellona’s bridegroom”?  
(c) Macbeth.

18. Where has Ross come from?  
(b) Fife.

19. Who does Duncan issue an order to execute?  
(a) The Thane of Cawdor.

20. What does Duncan order Ross to bestow upon Macbeth?  
(a) The title of Thane of Cawdor.

### **Act 1, Scene 3**

21. What happens in this scene?  
(a) Macbeth and Banquo encounter the witches who tell them prophecies.

22. When the First Witch tells her story, what angered her about the woman?  
(b) She would not give her chestnuts.

23. What does the First Witch do to the ‘Tiger’.  
(b) Casts a spell to send a storm to sink it.

24. What is Macbeth’s first line?  
(a) So foul and fair a day I have not seen.

25. What unsettles Banquo about the appearance of the witches?  
(a) They have beards.

26. How does Banquo react to the witches’ hailing Macbeth as Cawdor and one who will be king?  
(b) He questions why Macbeth seems to fear it.

27. What do the witches prophecy for Banquo?  
(c) That his sons will be kings.

28. Who is Sinel?  
(d) Macbeth's father.

29. When Macbeth learns the truth of the witches' prophecies, what does Banquo caution him about?  
(d) Being easily tricked by being told small truths which leads to later betrayal causing deeper harm.

30. What does Macbeth decide to do towards the end of this scene?  
(a) Nothing – he feels that he will let things take their course.

#### **Act 1, Scene 4**

31. What did the Thane of Cawdor do before being executed?  
(b) Confessed and asked for pardon.

32. What does Duncan mean by saying "There's no art/To find the mind's construction in the face"?  
(b) There's no way of being able to tell what someone is thinking and if they are honest by their face.

33. How does Duncan explain how he will help Macbeth?  
(a) Duncan implies Macbeth will grow like a plant.

34. Who does Duncan name as his heir?  
(a) Malcolm.

35. Where is Duncan going to travel to?  
(a) Inverness.

36. What does Macbeth tell Duncan he will do?  
(b) Tell Lady Macbeth that Duncan will be coming to their castle.

37. What does Macbeth mean by saying that he must "o'erleap" the Prince of Cumberland?  
(b) Somehow get around not being the heir to become king.

38. Complete this line: "Stars, hide your fires;/Let not light see my \_\_\_\_\_"?  
(d) black and deep desires.

39. Which of Duncan's sons does not speak in this scene?  
(b) Donalbain.

40. How does the king feel towards Macbeth?  
(a) He holds Macbeth in high esteem.

### Act 1, Scene 5

41. What is Lady Macbeth doing at the start of this scene?  
(c) Reading a letter.
42. What does Macbeth call the witches?  
(b) Weird sisters.
43. What does Lady Macbeth worry about Macbeth after learning of his encounter with the witches?  
(b) That he is too nice to commit murder.
44. What does Lady Macbeth mean when she asks the “spirits” to “unsex” her?  
(a) She wants to lose any feelings of femininity which might stop her from their plan.
45. Lady Macbeth refers to “milk” several times in the play and this scene, what literary term can we use for this?  
(d) Motif.
46. Lady Macbeth refers to ‘the raven’. What is this not potentially symbolic of?  
(d) Flying.
47. When Macbeth says that Duncan will leave “To-morrow, as he purposes”, what might it reveal about Macbeth’s plan?  
(a) He doesn’t have one.
48. Complete this line: “look like the innocent flower,/But be the \_\_\_\_\_.”  
(b) serpent under’t.
49. What does Macbeth say in response to Lady Macbeth’s plotting?  
(a) We will speak further.
50. Lady Macbeth dominates the conversation and decides the course of action in this scene, why might that be seen as unusual by a Shakespearean audience?  
(c) Because she subverts contemporary expectations that Jacobean women should be subservient.

### Act 1, Scene 6 and 7

51. When Duncan arrives at Macbeth’s castle, how does he seem?  
(b) He is very positive about the place.
52. Macbeth delivers a long speech on his own at the start of Act 1, Scene 7. What is this called?  
(a) A soliloquy.
53. Macbeth finishes his speech with the metaphor: “I have no spur / To prick the sides of my intent, but only / Vaulting ambition, which o’erleaps itself / And falls on the other.” What does this mean?  
(b) I have no strong reason for wanting to kill Duncan except my own ambition which will probably result in things going terribly wrong.
54. After Macbeth’s speech, Lady Macbeth arrives and talks to Macbeth. He seems to have made a decision about killing Duncan. What does he say?  
(d) We will proceed no further in this business

55. In order to get him to do what she wants, Lady Macbeth implies Macbeth is what?  
(b) A coward.

56. Lady Macbeth continues to convince Macbeth by saying “When you durst do it, then you were a man”. What is she doing here?  
(a) Implying that it is manly to be daring.

57. Lady Macbeth uses a brutal and shocking image to illustrate how she would carry out an action if she said she would. What is it?  
(a) That she would dash the brains out of her own child.

58. What does Lady Macbeth plan to do with Duncan’s guards?  
(b) Get them drunk and happy until they sleep.

59. What does Lady Macbeth suggest that they should do when others discover Duncan’s murder.  
(b) Be very vocally grief-stricken.

60. At the end of this scene, Macbeth says: Away, and mock the time with fairest show: / False face must hide what the false heart doth know.” There is a rhyme in these two lines which tends to show a greater sense of certainty or at least shows that his thoughts have been concluded. What is it called when two lines rhyme together like this?  
(c) A couplet.

### **Act 2, Scene 1**

61. What time is it likely to be in this scene?  
(b) After midnight.

62. What gift did Duncan give Lady Macbeth?  
(b) A diamond.

63. What had Banquo dreamt of?  
(d) The weird sisters.

64. What is Macbeth implying by saying: “If you shall cleave to my consent, when 'tis, / It shall make honour for you.”?  
(b) If you ally yourself with me then it will go well for you.

65. After Banquo leaves, Macbeth sees something. What is it?  
(b) A dagger.

66. What changes in the appearance of Macbeth’s vision?  
(c) It becomes covered in blood.

67. During his speech, Macbeth refers to “Hecate”. Who is this?  
(a) An ancient Roman goddess associated with magic and witch-craft.

68. What does Macbeth ask the earth to do?  
(d) To not hear him in case the stones speak of his movements.

69. What is a “knell”?  
(b) A bell rung at funerals.

70. Off-stage immediately following this scene, what significant event happens?  
(a) Duncan is murdered by Macbeth.

## **Act 2, Scene 2**

71. How does Lady Macbeth say she feels?  
(a) Confident because she has been drinking.

72. What reason does Lady Macbeth give for not killing Duncan herself?  
(c) He resembled her father as he slept.

73. What animals does Lady Macbeth say she hears?  
(a) An owl and a cricket.

74. What was Macbeth concerned that he was unable to say?  
(b) Amen.

75. Macbeth thought he heard a voice cry out, what did he think it told him?  
(a) That he will sleep no more.

76. Why does Macbeth refuse to go back to Duncan’s chamber?  
(d) Because he is afraid to see what he has done.

77. Macbeth exaggerates how much blood is on his hands, how does he do this?  
(a) By saying that even if he washed his hands in the oceans they would all turn red with the blood.

78. Lady Macbeth says “A little water clears us of this deed”. In terms of devices, we can say this is in \_\_\_\_\_ with Macbeth’s reactions.  
(c) dramatic contrast

79. Complete this line: “My hands are of your colour; but I shame / To wear a \_\_\_\_\_”?  
(b) heart so white.

80. What is Macbeth’s despairing wish at the end of this scene?  
(a) That the knocking at the gate will wake up Duncan.

### **Act 2, Scene 3**

81. The Porter talks about equivocation and the person arriving being an equivocator, what does he mean by this word?

(b) Someone who speaks ambiguously or doesn't tell the whole truth.

82. The Porter refers to "Beelzebub", who is this?

(c) The Devil.

83. According to Lennox, how did the night pass?

(b) It was very unruly, there were strong winds and strange noises.

84. Who discovers that Duncan has been murdered?

(a) Macduff.

85. What does Macbeth do when he goes into Duncan's chambers?

(d) Kills the guards.

86. Whilst Macbeth is explaining himself to Macduff, Lady Macbeth does something quite possibly to distract everyone. What is it?

(b) She faints.

87. What does Macbeth propose that they all do?

(c) Meet in the hall.

88. Towards the end of this scene, what do Malcolm and Donalbain decide to do?

(a) Run away.

89. Donalbain says: "There's daggers in men's smiles". Which explanation of this is most accurate?

(b) It is a metaphor which implies that there are hidden threats from people pretending to be friends.

90. What is the term for murdering a king?

(a) Regicide.

### **Act 2, Scene 4**

91. How many years can the 'Old Man' remember?

(c) 70.

92. What does Ross say about the weather?

(a) It is so cloudy that it looks like night-time.

93. The Old Man says unnatural things have happened recently. What is one of the examples he gives?

(b) A falcon was killed by a mousing owl.



94. What happened to Duncan's horses?  
(c) They ate each other.

95. Who does Macduff say is being reported as arranging Duncan's murder?  
(c) Malcolm and Donalbain.

96. According to Ross, who is likely to become king now?  
(a) Macbeth.

97. Where has Macbeth gone?  
(a) To Scone.

98. Where does Macduff go at this point?  
(b) To Fife.

99. Which adjective is the least accurate in describing Macduff's comments in this scene?  
(d) Joyful.

100. In some respects, this scene is intended to illustrate how the Chain of Being has been disrupted. What is the Chain of Being?

(a) The idea that everyone belongs in a hierarchical order with the King below God near the top and that removing link causes chaos and destruction across the whole chain both in nature and society.

### **Act 3, Scene 1**

101. What does Banquo fear about Macbeth?  
(a) That he has done terrible things to become king.

102. What is Banquo going to do before the banquet?  
(c) Go for a horse ride with his son, Fleance.

103. What time is the banquet?  
(b) 7

104. What does Macbeth mean when he says: "Upon my head they placed a fruitless crown, / And put a barren sceptre in my gripe"

(b) That he doesn't have any children who will inherit the throne from him.

105. Complete this line: "For Banquo's issue have I \_\_\_\_\_"  
(a) filed my mind

106. What does Macbeth mean by saying: "mine eternal jewel / Given to the common enemy of man"?  
(b) He has given his soul to Satan.

107. When Macbeth is talking to the First Murderer he claims that Banquo did what?  
(d) Prevented the murderer from gaining fortune.

108. Why doesn't Macbeth openly order Banquo's execution?  
(b) Because he worries that other lords would no longer support Macbeth's position.

109. What does Macbeth specify in relation to Fleance?  
(a) That he should also be murdered.

110. Why does Macbeth order Banquo and Fleance's murder?  
(c) Because he wants to stop the witches' prophecy of Banquo's sons being kings.

### **Act 3, Scene 2**

111. What's the missing word here: "We have scotch'd the \_\_\_\_\_, not kill'd it"?  
(a) snake

112. What does Macbeth reveal that both himself and Lady Macbeth are suffering from?  
(c) Terrible dreams.

113. What's the missing word here: "O, full of \_\_\_\_\_ is my mind, dear wife!"?  
(b) scorpions

114. We see quite a different side to Lady Macbeth in Act 3, Scene 2. Which describes this different side to her most accurately.  
(c) She seems more concerned and restrained.

115. When Lady Macbeth asks Macbeth "What's to be done?", how does he respond?  
(b) He does not openly tell her about the plan to kill Banquo but heavily implies it.

116. How many murderers are sent after Banquo and Fleance?  
(b) 3.

117. Why is there an extra murderer?  
(a) Because Macbeth mistrusts the murderers and wants to ensure that the job is done properly.

118. When the murderers attack, what does Banquo tell Fleance to do?  
(c) Flee and one day possibly get revenge.

119. What happens when the murderers attack?  
(c) They kill Banquo but Fleance escapes.

120. What do the murderers decide to do at the end of the scene?  
(c) Report back to Macbeth.

#### **Act 3, Scene 4**

121. Where did the murderer leave Banquo?

(a) In a ditch.

122. What does Macbeth mean by saying: "There the grown serpent lies; the worm that's fled / Hath nature that in time will venom breed"?

(b) Banquo is dead; Fleance has run away and will in time become a threat.

123. Who is an unwelcome guest for Macbeth at the banquet?

(a) The ghost of Banquo.

124. Where does the ghost sit?

(a) In Macbeth's place.

125. Complete this line: "Thou canst not say I did it: never shake / \_\_\_\_\_".

(b) Thy gory locks at me.

126. What other supernatural experience does Lady Macbeth dismissively refer to Macbeth having experienced.

(c) The dagger that led him to Duncan.

127. What are these a series of: "Prithee, see there! behold! look! lo!"?

(a) Exclamative imperatives.

128. How does Lady Macbeth explain Macbeth's outbursts?

(b) She claims that he is often like this and it is just a passing fit.

129. Complete this line: "It will have blood; they say, \_\_\_\_\_".

(a) blood will have blood

130. What does Macbeth decide to do at the end of this scene?

(c) Go to see the witches again.

#### **Act 3, Scene 5 and Scene 6**

131. Why is Hecate angry?

(b) Because the witches did not involve her in dealing with Macbeth.

132. What does Hecate call Macbeth?

(a) "a wayward son".

133. What does Hecate intend to do with Macbeth?

(b) Confuse and trick him.

134. Act 3, Scene 5 is often cut from productions of Macbeth. Which is not a valid reason as to why this is?  
(c) The scene doesn't make sense and is too long and complicated.

135. When Lennox says, "men must not walk too late", what is he implying?  
(a) That Scotland is becoming increasingly dangerous.

136. In his speech, how does Lennox first seem?  
(c) Careful to not be openly treasonous to Macbeth.

137. Who is "pious Edward"?  
(c) The king of England.

138. Where has Macduff gone?  
(b) To England to gather an army to attack Macbeth.

139. Macbeth is called a tyrant by Lennox and the Lord. What is this?  
(d) A cruel and oppressive ruler.

140. What does Lennox suggest Macduff should be advised to do?  
(b) Return soon so that he can take on Macbeth.

#### **Act 4, Scene 1**

141. At the start of this scene, the witches are putting ingredients in a boiling cauldron. What is not one of these ingredients?  
(c) The wings of a bat.

142. The first apparition is an armed head, which one of the interpretations is not valid?  
(d) It implies that Macbeth needs to put his armour on to protect himself.

143. What does the first apparition tell Macbeth?  
(a) Beware Macduff.

144. The second apparition is a bloody child. Which interpretation is not valid?  
(b) The child represents Malcolm.

145. What does the second apparition tell Macbeth?  
(c) That no-one who was given birth to by a woman can harm him.

146. Who is the third apparition likely to be symbolic of?  
(a) Malcolm.

147. What does the third apparition tell Macbeth?  
(c) That he will not be defeated until Birnam wood comes to Dunsinane.

148. After the three apparitions, Macbeth demands to be shown more. What does he see?  
(d) A line of Banquo's sons as kings.

149. What does Macbeth mean when he says: "The very firstlings of my heart shall be  
The firstlings of my hand."?

(a) That when he wants to do something, he will do it immediately.

150. What does Macbeth decide to do at the end of this scene?

(b) Seize Macduff's castle and kill his entire family.

#### **Act 4, Scene 2**

151. How does Macduff's wife feel about Macduff leaving for England?

(c) She is angry and worried that his running away will endanger them by making them look like traitors.

152. What is Ross' opinion of Macduff?

(c) He says that he is a good, sensible man but that he cannot explain exactly why Macduff has done what he has done.

153. What does Lady Macduff tell her son about his father?

(a) That he is dead.

154. When her son asks if Macduff was a traitor, how does Lady Macduff respond?

(a) Ay, that he was.

155. How does Lady Macduff define a traitor?

(c) Someone who swears and lies.

156. Following Lady Macduff's definition, what does the son say about traitors being hanged?

(b) That because there are more traitors than honest men, the traitors are foolish to let themselves be hanged and should instead hang the honest men.

157. When Lady Macduff is informed that danger is approaching her, she says that she has done no harm but what does she say after this?

(a) That in this world doing bad deeds can be celebrated whereas doing good things can be a mistake.

158. Complete this line: "What, you \_\_\_\_!"

(a) egg

159. What happens to Lady Macduff and her son at the end of this scene?

(d) The son is murdered, Lady Macduff runs but is pursued and presumably killed.

160. What is not a viable purpose for this scene?

(d) It highlights the lack of Macbeth's own children through the inclusion of one.

#### **Act 4, Scene 3**

161. When Malcolm says: "To offer up a weak, poor, innocent lamb / T' appease an angry god.", what does he mean?

(b) That Macduff might betray him to Macbeth.

162. When Macduff says: "Bleed, bleed, poor country!" What device is this?  
(d) Personification.
163. When Malcolm discusses his "confineless harms", what is he appearing to do?  
(a) Say that he would be a worse ruler than Macbeth.
164. What are the faults that Malcolm seems to admit to having?  
(a) Being lustful, avaricious and incapable of being a just king.
165. Why does Malcolm admit to these faults?  
(c) He was testing Macduff to see if he truly wanted a good ruler for Scotland.
166. What is King Edward doing during this scene?  
(c) Healing the sick by laying hands upon them.
167. When Macduff asks Ross after his wife and children, what is his initial response?  
(b) He says that they are well.
168. When Macduff is told that his family have been murdered, what does Malcolm advise him to do?  
(b) Take revenge on Macbeth to cure the pain.
169. Complete this line by Macduff in reference to Macbeth: "He has no \_\_\_\_\_"  
(b) children.
170. How does the scene conclude?  
(c) Malcolm says the army is ready to march on Macbeth.

#### **Act 5, Scene 1**

171. In this scene and according to the Gentlewoman's reports, what has Lady Macbeth been doing?  
(b) Sleepwalking.
172. What does the Gentlewoman say she has overheard Lady Macbeth say?  
(c) Nothing – she refuses to say what she has heard.
173. What has Lady Macbeth ordered to always have with her?  
(c) A Light.
174. What action does Lady Macbeth seem to do when she arrives in this scene?  
(b) Wash her hands.
175. What is the missing word here: "Out, damned \_\_\_\_\_! Out, I say!"?  
(a) spot
176. Who is likely to be the "old man" that Lady Macbeth refers to?  
(d) Duncan.

177. Lady Macbeth's speech is disordered and disrupted and sharply contrasts with her high level of control over language elsewhere in the play. In particular, the line: "The thane of Fife had a wife" uses internal rhyme which is both child-like and obvious. In terms of literary devices what is this 'bad poetry' called?

(a) Doggerel.

178. What does Lady Macbeth directly or indirectly refer to?

(b) Killing Duncan, the slaughter of the Macduff's, Macbeth and her actions after Duncan's death and killing Banquo.

179. In light of the Doctor saying: "infected minds / To their deaf pillows will discharge their secrets: / More needs she the divine than the physician", what is the least valid interpretation of this scene?

(b) It demonstrates the limitations of medicine at the time being unable to treat insomnia.

180. What happens to Lady Macbeth after this scene?

(c) She does not appear again but dies offstage which is later implied to be a suicide.

### Act 5, Scene 2 and Scene 3

181. In Act 5, Scene 2, complete this line: "now does he feel his title / Hang loose about him, \_\_\_\_\_"

(d) like a giant's robe / Upon a dwarfish thief.

182. In Act 5, Scene 3, what does Macbeth say he does not want any more of?

(a) Reports from the field.

183. At the start of Act 5, Scene 3, following on from his meeting with the witches, what best describes Macbeth's attitude?

(a) Arrogant, foolhardy and reckless.

184. When the servant says there are 10,000. What does Macbeth question there are 10,000 of?

(b) Geese.

185. Macbeth calls for "Seyton". His name sounds like 'Satan' which means that one of the last people to help Macbeth (put on his armour) is linked to the devil. What is the most accurate literary description of this?

(b) The homophonic quality of "Seyton" solidifies Macbeth's damned state.

186. Complete this line: "I'll fight till \_\_\_\_\_".

(a) from my bones my flesh be hack'd.

187. Macbeth demands something of Seyton, what is it?

(b) His armour.

188. What does Macbeth ask of the doctor?

(c) Whether there is a treatment which can remove memory.

189. What are the Thanes doing?

(a) Fleeing and deserting Macbeth.

190. Towards the end of this scene but also at the start, what does Macbeth reassure himself with?  
(b) The witches' prophecies.

**Act 5, Scenes 4, 5, (6) and 7**

191. How is part of the witches' prophecy fulfilled in Act 5, Scene 4?  
(c) Malcolm orders the soldiers to cut down branches of Birnam wood and carry these before them to conceal their numbers.

192. In Act 5, Scene 5, what does Macbeth say he had almost forgotten?  
(b) What it felt like to fear anything.

193. In Act 5, Scene 5, who dies?  
(a) Lady Macbeth.

194. In Macbeth's "To-morrow" speech, many central themes and motifs in Macbeth are brought into focus. Which thematic concept is not touched upon?  
(c) The recurring motif of blood.

195. In Act 5, Scene 5, which aspect of the witches' prophecy does Macbeth realise is being fulfilled?  
(b) That he will never be defeated until Birnam wood comes to Dunsinane.

196. What does Macbeth mean when he says: "At least we'll die with harness on our back."  
(b) At least we'll die with armour on (fighting).

197. In Act 5, Scene 7, despite realising that the prophecy is being fulfilled. What does Macbeth cling to?  
(a) The idea that none of woman born can harm him.

198. In Act 5, Scene 7, who dies?  
(c) Young Siward.

199. In Act 5, Scene 7, what does Macduff say he will do during the battle?  
(a) Only kill Macbeth and no-one else.

200. In Act 5, Scene 7, when Malcolm, Macduff and Siward enter the battle, what do they find?  
(b) That there is little to do as Macbeth's forces are switching sides.

**Act 5, Scene 8 (in some versions there is also a 9<sup>th</sup> scene)**

201. What is Macbeth saying when he questions "Why should I play the Roman fool"?  
(a) He is rejecting the idea that he would ever commit suicide like Roman generals did when their forces lost.

202. What is the missing word here "Turn, \_\_\_\_\_, turn!"  
(b) hell-hound

202. What does Macbeth mean by saying: "my soul is too much charged / With blood of thine already."  
(b) I have already killed too many of your family.



203. What does Macduff reveal which fulfills the witches' prophecy?

(a) That his mother underwent caesarean section and therefore he was not 'born'.

204. Upon learning that the witches' prophecies are complete. What does Macbeth do?

(a) He initially refuses to fight but after Macduff demands that he surrender, he refuses and so continues fighting.

205. In some stage directions for Macbeth, they indicate that Macbeth is killed on stage. In others, he exits the stage and his death is not seen. Why might Shakespeare have not presented Macbeth's death on stage?

(d) Despite his illegitimacy, like Duncan, he was still a king and it was considered unpalatable to depict the murder of a king.

206. What does Ross tell Siward?

(b) That Young Siward (his son) is dead.

207. What does Macduff bring to Malcolm?

(b) Macbeth's severed head.

208. What is Malcolm's first decree as king of Scotland?

(a) He declares that all of the thanes should now be earls.

209. What does Malcolm say Lady Macbeth was thought to have done?

(d) Committed suicide.

210. How is the witches' prophecy fully realised?

(b) It is unclear but presumably Fleance's descendants eventually inherit the throne.

## II. Context Quiz

1. Who was on the throne when Macbeth was written?

**James 1**

2. Many people believed in witches during Shakespearean times, true or false?

**True**

3. How were women generally perceived in relation to men?

**Less powerful/inferior/more subservient.**

4. Macbeth was actually a real historical figure, true or false?

**True**

5. What historical source material did Shakespeare draw upon for his play?

**Holinshed's Chronicles**

6. What was the idea of the Chain of Being?

**The idea that all of society and nature is connected in a hierarchy with God at the top and below him, the king. If a significant link of that chain (i.e. the king) is removed, then the whole thing collapses and nature/society is thrown into chaos.**

7. What is the crime of killing a king called?  
**Regicide**
8. The King at the time of Shakespeare writing Macbeth wrote a book attacking witchcraft, what was it called?  
**Daemonologie**
9. Why is a very positive depiction of Banquo included in the play?  
**Because James 1 claimed that he was descended from him and Shakespeare was, in part, trying to impress the king (this has later been discovered to probably be a fabrication by the Stuarts and that Banquo probably never existed).**
10. What is contextually significant about Lady Macbeth's advice to: "look like the innocent flower, / But be the serpent under't."  
**A flower with a serpent beneath it was the symbol placed on a commemorative medal/coin which was made following the Gunpowder Plot.**

### III. Major Characters

1. Who is the eponymous character in Macbeth?  
**Macbeth.**
2. Which character is best described as cunning, persuasive, powerful and duplicitous?  
**Lady Macbeth.**
3. Which character is depicted as an honourable king?  
**Duncan.**
4. Which character originally fought alongside Macbeth and was supposedly King James I's ancestor?  
**Banquo.**
5. Which character is best described variously as brave, ambitious, naive, uncertain and rash?  
**Macbeth.**
6. Which characters call upon spirits?  
**The witches and Lady Macbeth and Macbeth.**
7. Which characters are described as having beards?  
**The witches.**
8. Which character seeks revenge for the murder of his family?  
**Macduff.**
9. Which character is the rightful heir to Scotland?  
**Malcolm.**
10. Which character apparently commits suicide?  
**Lady Macbeth.**

### IV. Minor Characters

1. Who is Sweno?  
**The leader of Norway.**
2. Who is Sinel?  
**Macbeth's father.**
3. What is the name of the rebel that Macbeth kills in battle?  
**Macdonwald.**
4. Who tells Macbeth that he is Thane of Cawdor?  
**Ross.**

5. Who is Donalbain?  
**Duncan's second son.**
6. Who lets Macduff and Lennox into Macbeth's castle following Duncan's murder?  
**The Porter.**
7. Which child is actually seen being killed by murderers under Macbeth's direction?  
**Lady Macduff's son.**
8. Who is Edward?  
**The King of England.**
9. Who tells Macbeth that his wife is dead?  
**Seyton.**
10. Who is Malcolm's uncle, the Earl of Northumberland?  
**Siward.**

#### V. Thematic and Idea Based Questions

*You may find that there are more answers to these questions than are provided below. Speak to your teacher if you are uncertain.*

1. Explain two ways that the motif of insomnia is presented in Macbeth?
  - 1. Through the witches' tale about causing the captain of the Tiger not to sleep.
  2. Macbeth's fears that he has 'murdered' sleep and shall sleep no more following killing Duncan.
  3. Macbeth telling his wife that they are plagued by nightly terrors before the banquet.
  4. Lady Macbeth's sleepwalking.
2. Identify three parts of the play in which the motif of blood is used.
  - 1. Lady Macbeth asking the spirits to make her blood "thick".
  2. The blood on the vision of the dagger Macbeth sees.
  3. The blood on the daggers Macbeth brings from the Duncan's chambers.
  4. Macbeth being unable to wash blood from his hands following Duncan's murder.
  5. Macbeth's references to Duncan's silver skin being laced with blood.
  6. Banquo's blood being on the murderer's face.
  7. Banquo shaking his "gory locks".
  8. Macbeth referring to how "blood will have blood"
  9. The witches using "baboon's/sows blood" in the spell.
  10. The "bloody child" apparition.
  11. Lady Macbeth's "Out, damned spot!" sleepwalking scene.
  12. Macbeth's soul being too much charged with Macduff's blood.
3. How is equivocation shown in the play?
 

- The witches seem to tell misleading truths.  
(There are many other instances of equivocation such as the Porter scene but the above is the main way).
4. Identify two ways that the Macbeths are duplicitous.
  1. Macbeth doesn't reveal his black and deep desires.
  2. Lady Macbeth tells Macbeth to "look like the innocent flower but be the serpent under't" to trick Duncan and the other lords.
  3. Lady Macbeth and Macbeth both pretend to be surprised by Duncan's death.
  4. Macbeth finds out when Banquo is riding and sends murderers after him.
  5. Macbeth doesn't explicitly tell Lady Macbeth about the murder of Banquo.
5. Identify three deaths referred to or shown in the play.
  1. Deaths in war at the start – Macdonwald.
  2. The witches seem to cast a spell to kill the Captain of the Tiger.
  3. Cawdor is executed.

4. Macbeth kills Duncan.
  5. Macbeth kills Duncan's guards.
  6. Macbeth arranges the murder of Banquo.
  7. Macbeth orders the murder of Macduff's wife and children.
  8. Lady Macbeth commits suicide.
  9. Macbeth kills Young Siward.
  10. Macbeth is killed by Macduff.
6. What are three supernatural aspects to the play?
    1. The witches' presence (and Hecate).
    2. The witches' prophecies.
    3. Lady Macbeth calling upon spirits.
    4. Macbeth seeing a vision of a dagger.
    5. Macbeth hearing voices following the murder of Duncan and being unable to say "amen".
    6. Banquo's ghost.
    7. The apparitions.
  7. Identify three ways in which the guilt of the Macbeths is expressed.
    1. Macbeth hears voices telling him he will no longer sleep.
    2. Macbeth cannot say "amen" to Duncan's guards.
    3. Macbeth refers to how they have terrible dreams.
    4. Macbeth sees Banquo's ghost.
    5. Lady Macbeth sleep-walks and washes her hands in her sleep.
  8. Identify a moment of doubt in the play.
    1. Macbeth and particularly Banquo, doubt the truth of the witches' prophecies at the start.
    2. Lady Macbeth doubts her husband's resolve.
    3. Macbeth doubts whether he can go through with killing Duncan and resolves not to.
    4. Macbeth has doubts when he sees the dagger.
  9. Identify an explicit reference to "hell" in the play.
    1. Lady Macbeth refers to hell when she calls upon spirits to 'unsex' her.
    2. Macbeth refers to hell following his dagger speech.
    3. The Porter makes multiple references to hell.
    4. The second witch refers to a "hell-broth" whilst brewing the potion before the apparitions.
    5. Macduff and Malcolm both refer to Macbeth being from hell or hellish.
    6. Lady Macbeth says "hell is murky" whilst sleep-walking.
    7. Young Siward says that Macbeth's name is hotter than any in hell.
    8. Macduff calls Macbeth a "hell-hound".
  10. Identify three parts of the play where the idea of masculinity is manipulated.
    1. Lady Macbeth's "unsex me" speech.
    2. Lady Macbeth persuades Macbeth by telling him he will be "so much more the man" if he kills Duncan.
    3. Macbeth criticises the status of the murderers as 'men'.
    4. Lady Macbeth questions Macbeth saying "Are you a man?" when he reacts to Banquo's ghost.
    5. Macduff is encouraged to "dispute it like a man" when being told his wife and children are dead – he says he "must also feel it as a man"

VII. Exam Style Questions

AQA Style

Mark Schemes:

AO4:

Performance descriptor	Marks awarded
<b>High performance:</b> In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.	4 marks
<b>Intermediate performance:</b> In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	2–3 marks
<b>Threshold performance:</b> In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	1 mark

Where a candidate writes nothing or fails to meet threshold performance they should receive 0 marks.

Sections A and B: Questions 1–13 (30 marks – AO1=12, AO2=12, AO3=6)

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i>  26–30 marks	AO1	<ul style="list-style-type: none"> <li>Critical, exploratory, conceptualised response to task and whole text</li> <li>Judicious use of precise references to support interpretation(s)</li> </ul>	<p><b>At the top of the level</b>, a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.</p> <p><b>At the bottom of the level</b>, a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and /or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>Analysis of writer's methods with subject terminology used judiciously</li> <li>Exploration of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>	
Level 5 <i>Thoughtful, developed consideration</i>  21–25 marks	AO1	<ul style="list-style-type: none"> <li>Thoughtful, developed response to task and whole text</li> <li>Apt references integrated into interpretation(s)</li> </ul>	<p><b>At the top of the level</b>, a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.</p> <p><b>At the bottom of the level</b>, a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>Examination of writer's methods with subject terminology used effectively to support consideration of methods</li> <li>Examination of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul>	

Level 4 <i>Clear understanding</i>  16–20 marks	AO1	<ul style="list-style-type: none"> <li>Clear, explained response to task and whole text</li> <li>Effective use of references to support explanation</li> </ul>	<p><b>At the top of the level</b>, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p><b>At the bottom of the level</b>, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>Understanding of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul>	
Level 3 <i>Explained, structured comments</i>  11–15 marks	AO1	<ul style="list-style-type: none"> <li>Some explained response to task and whole text</li> <li>References used to support a range of relevant comments</li> </ul>	<p><b>At the top of the level</b>, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p><b>At the bottom of the level</b>, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>Explained/relevant comments on writer's methods with some relevant use of subject terminology</li> <li>Identification of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</li> </ul>	

Level 2 <i>Supported, relevant comments</i> <b>6–10 marks</b>	AO1	<ul style="list-style-type: none"> <li>Supported response to task and text</li> <li>Comments on references</li> </ul>	<p><b>At the top of the level</b>, a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology. Awareness of some contextual factors.</p> <p><b>At the bottom of the level</b>, a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of context.</p>
	AO2	<ul style="list-style-type: none"> <li>Identification of writers' methods</li> <li>Some reference to subject terminology</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Some awareness of implicit ideas/contextual factors</li> </ul>	
Level 1 <i>Simple, explicit comments</i> <b>1–5 marks</b>	AO1	<ul style="list-style-type: none"> <li>Simple comments relevant to task and text</li> <li>Reference to relevant details</li> </ul>	<p><b>At the top of the level</b>, a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.</p> <p><b>At the bottom of the level</b>, a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none"> <li>Awareness of writer making deliberate choices</li> <li>Possible reference to subject terminology</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Simple comment on explicit ideas/contextual factors</li> </ul>	
<b>0 marks</b>	Nothing worthy of credit/nothing written		

## Edexcel Style

SIMPLIFIED Mark Schemes:

### Section A)

Level	Mark (20 marks)	Descriptor – AO2 (20 marks)
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>One point/paragraph about language, structure or form.</li> <li>One term like metaphor, simile, contrast or juxtaposition.</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>Two points/paragraphs which describe the extract and says something about language, structure or form.</li> <li>Uses one or two terms like metaphor, simile contrast or juxtaposition</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>Three points/paragraphs about language, form <b>and</b> structure features and effect on reader.</li> <li>At least three terms used correctly.</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>At least three points/paragraphs which analyse language, form <b>and</b> structure <b>together</b> and their effects on the reader.</li> <li>At least four terms used correctly.</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>At least three points/paragraphs which consider alternative meanings by evaluating language, form and structure together and their effect on the reader.</li> <li>At least five terms used correctly.</li> </ul>

**Section B) Student Version:**

Level	Mark (20 marks)	Descriptor Bullets 1, 2 and 3 – AO1 (15 marks), Bullet 4 – AO3 (5 marks)
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• One point/paragraph about one part of the play in relation to question.</li> <li>• One comment about context (Jacobean era/witchcraft/James 1/etc.).</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• Two points/paragraphs about different parts of the play in relation to the question.</li> <li>• Two comments about context which link to the points.</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• Three points/paragraphs about different parts of the play in relation to the question which use clear references.</li> <li>• Three comments about context which link to the points.</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• Three points/paragraphs about different parts of the play in relation to the question which use precise references showing good knowledge of the play.</li> <li>• Comments about context are linked to each point closely.</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• At least three points/paragraphs about different parts of the play which combine together to create an overall argument about the play and use accurate precise references.</li> <li>• Context is used to form an argument and embedded into each point.</li> </ul>

ACTUAL Mark Schemes:

Section A)

Level	Mark	Descriptor – AO2 (20 marks)
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• The response is simple and the identification of language, form and structure is minimal.</li> <li>• Little evidence of relevant subject terminology.</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• The response is largely descriptive. There is some comment on the language, form and structure.</li> <li>• Limited use of relevant subject terminology to support examples given.</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• The response shows an understanding of a range of language, form and structure features and links these to their effect on the reader.</li> <li>• Relevant subject terminology is used to support examples given.</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• The response is focused and detailed. Analysis of language, form and structure features and their effect on the reader is sustained.</li> <li>• Relevant subject terminology is used accurately and appropriately to develop ideas.</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• The response is a cohesive evaluation of the interrelationship of language, form and structure and their effect on the reader.</li> <li>• Relevant subject terminology is integrated and precise.</li> </ul>



Section B)

Level	Mark	Descriptor Bullets 1, 2 and 3 – AO1 (15 marks), Bullet 4 – AO3 (5 marks)
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• The response is simple with little personal response.</li> <li>• There is little evidence of a critical style.</li> <li>• Little reference is made to the content or themes of the play.</li> <li>• There is little awareness of context and little comment on the relationship between text and context.</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• The response may be largely narrative but has some elements of personal response.</li> <li>• There is some evidence of a critical style but it is not always applied securely.</li> <li>• Some valid points are made, but without consistent or secure focus.</li> <li>• There is some awareness of relevant context and some comment on the relationship between text and context.</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• The response shows a relevant personal response, soundly related to the text.</li> <li>• There is an appropriate critical style, with comments showing a sound interpretation.</li> <li>• The response is relevant and focused points are made with support from the text.</li> <li>• There is sound comment on relevant context and sound relevant comment on the relationship between text and context.</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• The response has a developed personal response and thorough engagement, fully related to the text.</li> <li>• The critical style is sustained, and there is well-developed interpretation.</li> <li>• Well-chosen references to the text support a range of effective points.</li> <li>• There is sustained comment on relevant context and detailed awareness of the relationship between text and context.</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• There is an assured personal response, showing a high level of engagement with the text.</li> <li>• A critical style is developed with maturity, perceptive understanding and interpretation.</li> <li>• Discerning references are an integral part of the response, with points made with assurance and full support from the text.</li> <li>• There is excellent understanding of context, and convincing understanding of the relationship between text and context is integrated into the response.</li> </ul>



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