

Year 11 English Literature – Achievement 1

Skills and Knowledge Targets:

1. Knowing and recalling quotations from each text confidently and accurately
2. Understanding the plot and key themes within each text
3. Reading texts and extracts closely to ensure a detailed understanding
4. Precisely identifying writer's methods
5. Analysing the writer's methods and authorial intentions in detail
6. Linking back to the question precisely
7. Understanding the sociohistorical and literary context behind a text and linking this relevantly
8. Comparing poems with a clear focus on the question asked
9. Expressing ideas in a clear, mature and accurate manner
10. Forming a thesis statement to provide a clear essay structure

In the play "Macbeth", Macbeth and Lady Macbeth's relationship is presented as complicated ~~and as one that~~ ^{and as one that} ~~is~~ ^{always} ~~fully understood~~. ^{Contrasts each other} Shakespeare even goes against Jacobean tradition/social norms and shows the relationship in different lights as their positions switch.

This Macbeth essay (continued on the next page) meets targets 1-7 and 9-10. It is a highly impressive answer which is thoughtful and has been well structured. The student knows the text well and is able to analyse and make useful links to context.

We see this in the extract through the use of imperative verbs. Lady Macbeth uses words such as "go", "get", "hush" and "carry" to command Macbeth on what to do in the situation. Because of this, Macbeth not only seems submissive to Lady Macbeth but also seems like she has the power, bravery and intelligence to make and carry out the plan to murder King Duncan. In the Jacobean era, this would have gone against the social norm of men being stronger, wiser and braver than women, emphasising how unnatural this entire situation is. As soon as the couple try to do something unnatural (kill Duncan), the natural Jacobean social norm breaks apart and Lady Macbeth takes control.

You could link this to genre conventions.

^{Banquet}
This idea ~~is~~ ^{is} emphasised ~~when Lady Macbeth and Macbeth are at the party with the lords when they are planning to kill Duncan~~ Lady Macbeth asks Macbeth whether or not "[he is] a man" ~~is asking him to~~ ~~be the respect under~~ ~~the innocent floor~~, but ~~he~~ ~~has~~ ~~already~~ ~~proven~~ ~~such~~ ~~at~~ ~~the~~ ~~start~~ ~~of~~ ~~the~~ ~~play~~ ~~in~~ ~~the~~ ~~battle~~ ~~and~~ ~~through~~ ~~word~~ ~~of~~ ~~mouth~~. By making Lady Macbeth ask this question, Shakespeare clearly ~~that~~ ~~that~~ goes against the Jacobean norm and puts Lady Macbeth in control of the situation, and of Macbeth. In addition, by ~~again~~ questioning Macbeth's masculinity, Lady Macbeth emphasises her own bravery and strength,

Lad
1

about the blood on his hands but more of how much he needs in order to secure his position on the throne.

~~Contrasting this, Lady~~

13/

On the other hand, we see Lady Macbeth start breaking under pressure like Macbeth as the play progresses. We see this through the manner of her speech as, in the beginning, she talks in rhymes and in an almost poetic manner but slowly progresses to a more unsophisticated way of speech, much like the porter. In addition to this, she loses the sense of time as she fails to recall the events of Duncan's murder in order. This is significant because it shows that Lady Macbeth is cracking under pressure and Shakespeare is starting to go back to the more well-known Jacobean norms. To explain further, Shakespeare turns to the Jacobean norms (Macbeth having more power and not cracking under pressure as the play starts to resolve itself and things go back to normal). As the tyrant starts to fall from the throne, Lady Macbeth and Macbeth's relationship has completely switched since the beginning, fitting the Jacobean society.

Examples?

In conclusion, as the play progresses, Macbeth and Lady Macbeth's roles change. Lady Macbeth goes from the more brave and powerful of the two to a wife who could not take the pressure anymore and Macbeth goes from a weak, cowardice man that goes against Jacobean norm to a murderous king who became exactly what Lady Macbeth wanted him to turn into.

3/14
2x +
2/3

★ fantastic insightful + sharply focused response

NS Make links to genre to develop inteps.

Analysing and Comparing Unseen poetry

Q In "I Am" and "Love after Love", how do the poets present the speakers' feelings about their sense of purpose in the ~~old~~ world? (8 marks).

Wheeler Wilcox presents the speaker's feelings about their purpose in the world through the title "I Am", as being simultaneously both endless and perplexing. Arguably, the title sounds elliptical and unfinished, perhaps conveying a sense that our purposes in life are boundless and limitless. However, it has echoes of the philosopher Descartes' maxim, "I think therefore I am." It is enough to simply exist in this world, ~~and so this~~ specifically to exist to engage in theorising and philosophising, and so this reference suggests our purpose in life may be more existential and philosophical in nature. This contrasts with the title 'Love after Love' which through its repetition, suggests the speaker has arrived at a realisation that our purpose is to embrace love and self acceptance, therefore establishing from the outset a more positive tone.

This answer to an unseen poetry question 2 shows evidence of target 8 – comparing poems with a clear focus on the question being asked.

Option 2: Kamikaze:

- Death - metaphorical.
- Mental conflict + inner turmoil - dilemma.
- Conflict within families + consequence of choices.

Option 3: War Photographer:

- Impact ppl not on the front line
↳ witnesses, reporters, families...
- Desensitisation
- Conflicts has a bad ending " "
↳ always leads to more conflict - never fully resolved.

Jane Weir presents the effects of conflict leading to ~~loss~~ ^{loss}, grief and loneliness in her poem "Poppies". ~~loss~~ ~~loss~~
The title "Poppies" is a symbol of remembrance for the lost lives in wars, as well as being a sign of hope for those at home. This reflects the emotions of the mother as she listens, "hoping to hear [her son's] playground voice catching in the wind". The verb "hoping" highlights how little control she has on whether or not her son will come home and enforces the idea of ~~loneliness~~ loneliness felt by those who sent their loved ones to the harsh conditions of war. Additionally, Weir presents the idea of anxiety being a consequence of conflict through the phrase "My stomach busy". This shows the physical strain caused by her son leaving, emphasising the sorrow the mother feels after sending her son to war.

Excellent
meaningful
analysis.

PM

This paragraph analysing Poppies by Jane Weir from the poetry anthology shows evidence of targets 1-6 being met.

