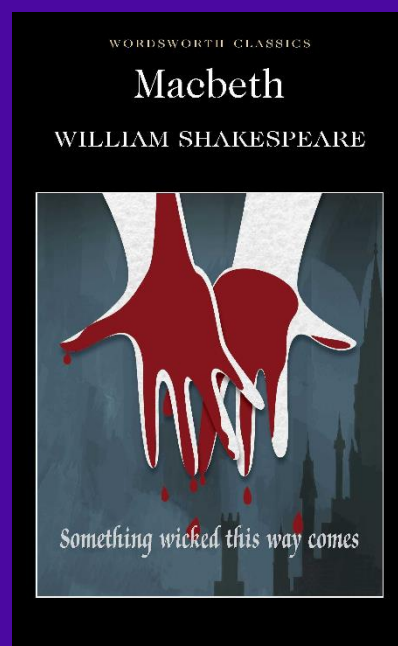
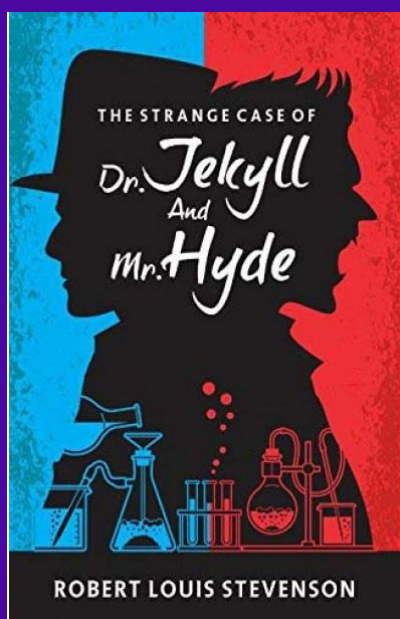


THE DUSTON ^{TDS} 4-19 SCHOOL

Knowledge Organiser

Year 11: Unit 3 Literature Paper 1
Dr Jekyll & Mr Hyde + Macbeth Revision



Name:

Class:

Big Questions

The big question for the unit is: **How do writers explore the idea of conflict?**

Our study of Jekyll & Hyde Revision + Macbeth will follow the structure below:

Week 1	<ul style="list-style-type: none">▪ How does the context of a text influence writer's choices?▪ How do I approach a question on character?▪ What does a successful response look like?▪ How is Dr Jekyll presented?▪ How is Mr Hyde presented?
Week 2	<ul style="list-style-type: none">▪ How do I approach a question on theme?▪ How is the theme of duality presented?▪ How is the theme of evil presented?▪ How is the theme of violence presented?▪ How can I write an effective response to the text?
Week 3	<ul style="list-style-type: none">▪ How can I improve my response to Jekyll & Hyde?▪ How is setting significant in the novella?▪ How does the context of a text influence writer's choices?▪ How do I approach a question on character?▪ What does a successful response look like?
Week 4	<ul style="list-style-type: none">▪ How is Macbeth presented in the play?▪ How is Lady Macbeth presented in the play?▪ How does Shakespeare explore ideas about power in the play?▪ What are the different types of conflict explored in Macbeth?▪ How is the theme of morality presented in the play?
Week 5	<ul style="list-style-type: none">▪ How can I write an effective response to the play?▪ How can I improve my response to Macbeth?
YEAR 11 MOCK EXAMS JANUARY	

AQA GCSE English Literature Paper 1 Exam Details

Paper 1: Shakespeare and the 19th-century novel

What's assessed = Shakespeare plays & The 19th-century novel

How it's assessed: Written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE

Questions:

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Key Terminology Dr Jekyll & Mr Hyde

	Term	Definition
1	Allegory	A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
2	Atavism	A tendency to revert back to something ancient or ancestral
3	Darwinism	The theory of the evolution of species by natural selection advanced by Charles Darwin.
4	Degeneration	The state or process of being or becoming degenerate; decline or deterioration.
5	Duality	The quality or condition of being dual/ two sided
6	Epistolary	When a novel is written in letter form
7	Gothic	A genre of fiction that is categorised by elements of horror, secrecy, the supernatural and at times, romance
8	Morality	Principles that concern and link to ideas of right and wrong e.g. moral choices and behaviours of doing what is considered 'typically' right
9	Novella	A short novel
10	Pathetic Fallacy	Where the weather or atmosphere is used to reflect or mirror the mood of a text
11	Reputation	The beliefs and opinions we hold about someone
12	Respectability	The quality of how socially acceptable someone is
13	Science vs. Religion	The debate surrounding the conflict between science and religion
14	Troglodytic	A member of a fabulous or prehistoric race of people that lived in caves, dens, or holes, or a person considered to be reclusive, reactionary, out of date, or brutish.
15	Victorian Gentleman	A term used to describe the expectations of a gentleman who was typically reserved, loyal, respectable socially

Key Terminology Macbeth

	Term	Definition
1	Ambition	A strong desire to achieve something
2	Catharsis	Finding release/ releasing strong emotions
3	Conflict	A serious disagreement or argument
4	Desire	A strong wish for something or someone
5	Duplicity	Deceitfulness/ being two faced e.g. <i>The duplicitous nature of Lady Macbeth is one of the things that makes her so dangerous.</i>
6	Hamartia	A fatal flaw within the protagonist that leads to their tragic downfall
7	Hubris	Excessive pride or self-confidence/ arrogance
8	Machiavellian	The characteristic of being evil, cunning and sly
9	Monarchy	The king, queen and royal family in a country
10	Patriarchal/ Patriarchy	A society that is typically one in which men are seen as the dominant gender
11	Prophecy	A prediction that is made about the future
12	Soliloquy	A speech given to the audience in a play in which the character speaks their thoughts aloud and alone on stage
13	Superstition	A belief in supernatural influences that there is no evidence for
14	Tyranny/ Tyrannical	An unfair, unjust or cruel leadership/ rule e.g. <i>Macbeth's tyrannical nature is something that ultimately is his hamartia.</i>
15	Usurp	To take someone else's place either illegally or by force

Space for Additional Terminology

Key Quotations Dr Jekyll & Mr Hyde

Here are some key quotations to revise and there is some space to add some of your own

Dr Jekyll:

1. "he began to go wrong, wrong in the mind"
2. "The large, handsome face of Dr Jekyll grew pale to the lips and there came a blackness about his eyes"
3. "You must suffer me to go my own dark way."
4. "Like some disconsolate prisoner"
5. "Weeping like a woman or a lost soul"
6. "Pale and shaken and half fainting, and groping before him with his hands, like a man restored for death-there stood Henry Jekyll"

Mr Hyde:

7. "Black, sneering coolness/like Satan"
8. "The other snarled in a savage laugh"
9. "Stamping his foot/broke out of all bounds and clubbed him to the earth,"
10. "ape-like fury"
11. "A murderer's autograph".
12. "like some damned Juggernaut"
13. "mere animal terror"
14. "pale and dwarfish"
15. "haunting sense of deformity"
16. "like a rat"
17. "hissing intake of breath"
18. "There is something wrong with his appearance; something displeasing, something downright detestable"

Mr Utterson:

19. "If he be Mr Hyde, I shall be Mr Seek"
20. "God forgive us! God forgive us!"
21. "he had an approved tolerance for others"
22. "the last reputable acquaintance and the last good influence in the lives of down going men"
23. "Mr. Utterson the lawyer was a man of a rugged countenance, that was never lighted by a smile; cold, scanty and embarrassed"
24. "backward in sentiment; lean, long, dusty, dreary"

25. "somehow lovable"

Dr Lanyon:

26. "He had his death warrant written legibly upon his face"

27. "Lanyon declared himself a doomed man"

28. "my soul sickened at it...I must die"

29. "O God!" I screamed, and "O God!" again and again; for there before my eyes—pale and shaken, and half fainting"

Setting/ Gothic:

30. "nocturnal city"

31. "The figure in these two phases haunted the lawyer all night"

32. "labyrinths of lamp lighted city"

33. "Like a district of some city in a nightmare"

34. "It was a wild, cold seasonable night of March"

35. "fog rolled over" and "dismal quarter of Soho"

36. "dingy windowless structure".

37. "sordid negligence"

38. "fog slept above the drowned city"

Crime and Fear:

39. "Little man trampled calmly over the child's body...it was hellish to see"

40. "bones were audibly shattered"

41. "I mauled the unresisting body, tasting delight from every blow"

42. "clubbed him to the earth"

Duality:

43. "The two hands are in many points identical" (said by Guest)

44. "If it was my master, why had he a mask upon his face?" (said by Poole)

45. "Man is not truly one but truly two".

46. "I felt younger, lighter, happier in body.."

47. "I had gone to bed Henry Jekyll, I had awakened Edward Hyde,"

48. "my devil had been long caged, he came out roaring"

49. "all human beings are commingled out of good and evil"

50. "If I am the chief of sinners, I am the chief of sufferers"

Space for Additional Quotations from Dr Jekyll & Mr Hyde

51.

52.

53.

54.

55.

56.

57.

58.

59.

60.

61.

62.

63.

64.

65.

66.

67.

68.

69.

70.

Key Quotations Macbeth

Here are some key quotations to revise and there is some space to add some of your own

1. "Fair is foul and foul is fair" **Act 1, Scene 1 Witches**
2. "brave Macbeth" **Act 1, Scene 2 Captain**
3. "If you can look into the seeds of time and say which grain will grow and which will not"
Act 1, Scene 3 Banquo
4. "Stars hide your fires, let not light see my black and deep desires" **Act 1 Scene 4 Macbeth**
5. "Look like the innocent flower but be the serpent under 't" **Act 1, Scene 5 Lady Macbeth**
6. "Yet I do fear thy nature, it is too full of the milk of human kindness" **Act 1, Scene 5 Lady Macbeth**
7. "Come you spirits that tend on mortal thoughts unsex me here" **Act 1, Scene 5 Lady Macbeth**
8. "I have no spur to prick the sides of my intent only vaulting ambition" **Act 1 Scene 7 Macbeth**
9. "We will proceed no further in this business" **Act 1, Scene 7 Macbeth**
10. "False face must hide what the false heart doth know" **Act 1, Scene 7 Macbeth**
11. "Is this a dagger that I see before me. The handle toward my hand? Come let me clutch thee" **Act 2, Scene 1 Macbeth**
12. "Will all great Neptune's ocean wash this blood clean from my hand?" **Act 2, Scene 3 Macbeth**
13. "There's daggers in men's smiles" **Act 2, Scene 3 Donalbain**
14. "Here lay Duncan, his silver skin laced with his golden blood" **Act 2, Scene 3 Macbeth**
15. "Upon my head they placed a fruitless crown" **Act 3, Scene 1 Macbeth**
16. "O full of scorpions is my mind dear wife" **Act 3, Scene 2 Macbeth**
17. "Never shake thy gory locks at me" **Act 3, Scene 4 Macbeth**
18. "But now I am cabined, cribbed, confined, bound into saucy doubts and fears" **Act 3, Scene 4 Macbeth**
19. "Blood will have blood" **Act 3, Scene 4 Macbeth**

20. "By the pricking of my thumbs something wicked this way comes" **Act 4, Scene 1 Second**

Witch

21. "When our actions do not, our fears do make us traitors" **Act 4, Scene 2 Lady Macbeth**

22. "Out! Damned Spot" **Act 5, Scene 1 Lady Macbeth**

23. "What's done cannot be undone" **Act 5, Scene 1 Lady Macbeth**

24. "Till Birnam Wood remove to Dunsinane I cannot taint with fear" **Act 5, Scene 3, Macbeth**

25. "It is a tale told by an idiot full of sound and fury signifying nothing" **Act 5, Scene 5**

Macbeth

26. "She should have died hereafter" **Act 5, Scene 5 Macbeth**

27. "I bear a charmed life, which must not yield to one of woman born" **Act 5, Scene 8**

Macbeth

28. "Of this dead butcher and his fiend like queen" **Act 5, Scene 8, Malcolm**

29.

30.

31.

32.

33.

34.

35.

36.

37.

38.

39.

40.

Mark schemes Literature Paper 1

Assessment objectives (AOs)

AO1 Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

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"> • Critical, exploratory, conceptualised response to task and whole text. • Judicious use of precise references to support interpretation(s). 	At the top of the level , 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 methods supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously. • Exploration of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task. 	At the bottom of the level , 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.
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text. • Apt references integrated into interpretation(s). 	At the top of the level , 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 methods supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods. • Examination of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task. 	At the bottom of the level , 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.

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text. • Effective use of references to support explanation. 	<p>At the top of the level, 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>At the bottom of the level, 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"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology. • Understanding of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text. • References used to support a range of relevant comments. 	<p>At the top of the level, 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>At the bottom of the level, 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"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology. • Identification of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task. 	

Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none">• Supported response to task and text.• Comments on references.	At the top of the level , 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 deliberate choices made by the writer with some reference to subject terminology. Awareness of some contextual factors. At the bottom of the level , 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 deliberate choices and/or awareness of contexts.
	AO2	<ul style="list-style-type: none">• Identification of writers' methods.• Some reference to subject terminology.	
	AO3	<ul style="list-style-type: none">• Some awareness of implicit ideas/contextual factors.	
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none">• Simple comments relevant to task and text.• Reference to relevant details.	At the top of the level , 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. At the bottom of the level , a candidate's response will show some familiarity with the text.
	AO2	<ul style="list-style-type: none">• Awareness of writer making choices.• Possible reference to subject terminology.	
	AO3	<ul style="list-style-type: none">• Simple comment on explicit ideas/contextual factors.	
0 marks	Nothing worthy of credit/nothing written.		

Model Exam Answer – Jekyll & Hyde

Starting with this extract, how does Stevenson present Hyde as a frightening character?

Write about:

- how Stevenson presents Hyde in this extract
- how Stevenson presents Hyde in other parts of the novel you have read

We fear what we cannot rationalise. Stevenson explores this concept through the character of Mr Hyde who is seen as frightening to the contemporary Victorian audience both in the extract, and throughout the novella as a whole. Stevenson structures his writing to ensure that the reader feels a sense of terror when confronted with Hyde's character in the second chapter after only hearing about him from Enfield in chapter one.

In the extract, Hyde is taken by surprise by Mr Utterson. Stevenson uses metaphorical language to demonstrate the inhuman element of Hyde's character. As Utterson touched him on the shoulder, he "shrank back with a hissing intake of the breath". This could suggest that Hyde is not used to people entering his personal space and indeed touching him: he believes himself that he is someone to be feared and disliked, and therefore he is taken by surprise. The verb "shrank" implies that Hyde is presented as a larger than life figure when observed from afar, but is automatically forced into hiding when someone approaches him closely. He has something to hide and he does not want this to be revealed. The verb "hissing" cements this idea further: he is making snake-like noises and so it could be suggested that he is in fact someone that sneaks and slides around. The Evangelical reader of Victorian London would inevitably make a connection between Hyde and the biblical story of temptation. This is something that would have made the reader feel unease as they would understand Hyde's evil nature. Stevenson has shaped the narrative in this way to attempt to reveal the dual nature of man which he believed in. The reader, however, at this point in the text, may not have believed the true extent of Hyde's evil actions.

Similarly, Stevenson continues to describe Hyde's animalistic behaviour, this time using alliteration. Hyde "snarled aloud into a savage laugh" before he "disappeared into the house" after his conversation with Utterson. This suggests that Hyde has some undesirable qualities, which a Victorian gentleman would not approve of. The verb "snarled" portrays Hyde to be like a dog, making an aggressive growl through gritted teeth. This advocates the idea that Hyde is in fact more animal-like than human. His laugh is "savage" which suggests that his laugh, and his personality, is uncontrollable, ferocious and something to be feared – anyone interacting with him would not be able to predict what he is to do next. The fact that Hyde then "disappeared" provides the reader with a sense of mystery about Hyde. There is something to question

regarding his personal qualities. Stevenson has created this sense of mystery surrounding Hyde to intrigue his reader: he wants them to question who he is, what he is doing, and why he is doing it. The Victorian reader would fear Hyde due to his enigmatic form and would question his reliability as a character at this point in the novella.

It is interesting to note that Hyde is not seen by the reader themselves until this extract. Previous to this, a story from Mr Enfield is heard. This adds to Stevenson's creation of mystery surrounding Hyde's character. He presents Hyde using negative religious imagery in chapter one. Hyde "trampled calmly over the child's body", signifying Hyde's evil brutality. The oxymoronic phrase "trampled calmly" allows the reader to begin to understand Hyde's devilish intentions. The verb "trampled" shows that Hyde did not only hurt the child once, he did this continuously until she was "screaming on the ground." He also did this "calmly": he has no remorse over his actions emphasising his evil intentions. Stevenson highlights this further with the simile "really like Satan", directly comparing Hyde to the devil. As a direct result of this comparison, Hyde would distress the Victorian Evangelical reader. Their strong belief in living by strict moral and religious codes would force them to strongly dislike Hyde. Stevenson has purposely crafted this in such a way to provoke these responses from the reader as he was not strongly religious himself.

Overall, Stevenson clearly presents Hyde to be a frightening character and he does this through scaring the audience with the idea that man could have a dual nature and can have clear animalistic features and tendencies. Stevenson strongly relies on the religious followings of his readers in order to generate a solid sense of fear from the beginning of the novella towards Hyde's character.

Model Exam Answer – Macbeth

01

02

03

04

05

06

07

08

09

10

11

12

13

14

15

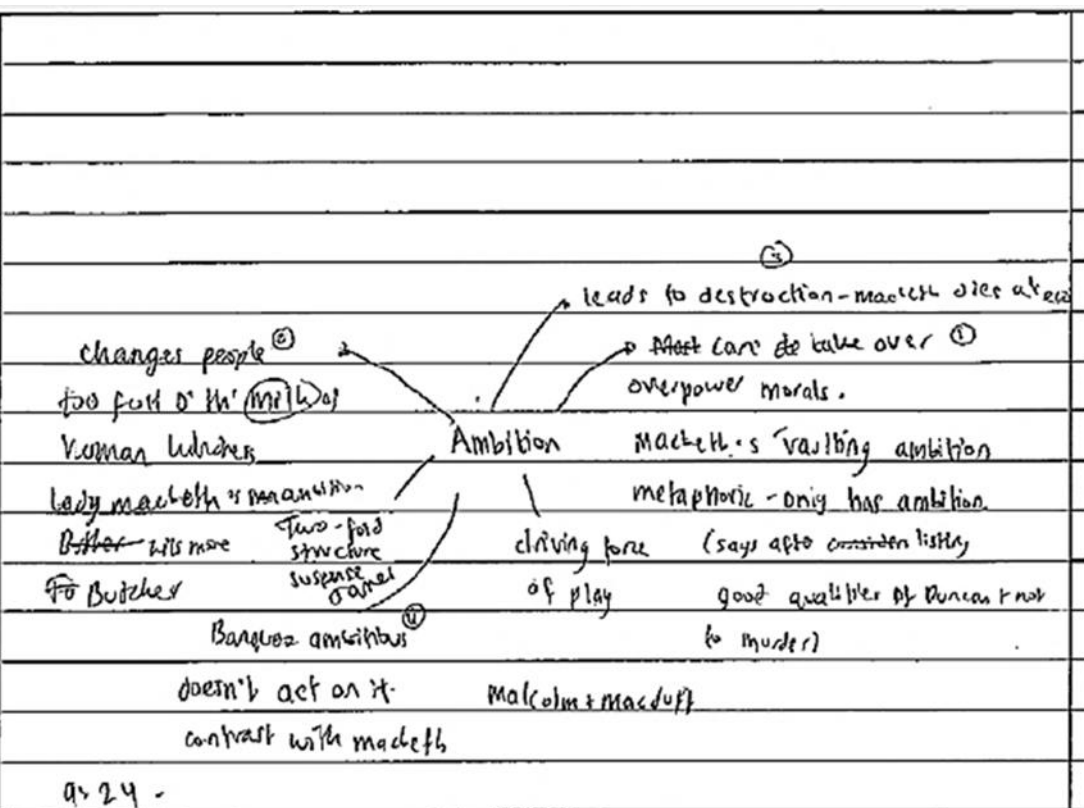
16

17

18

19

20



q. 24 -

Shakespeare Ambitions is an ~~fund~~ important theme & in Macbeth and is the driving force of the play because Shakespeare allows ambition to overpower Macbeth's morals and ~~nobleness~~ when he kills Duncan. Even though the witches and lady Macbeth had been allowed to influence Macbeth, ^{he may not have} ~~if his ambition wasn't so strong~~ - he may not have killed Duncan if his ambition wasn't so strong. This essay will discuss the ways in which Shakespeare presents ambition in the extract and the play as a whole, and how he does this.

Shakespeare shows that ambition changes even the most noble people in this speech. He allows lady Macbeth to ~~say~~ describe Macbeth's nature as being 'too full o' th' milk of human kindness' in her soliloquy. ^{following the audience to her thoughts} The noun 'milk' has connotations of purity and innocence, implying that Macbeth isn't evil enough to act on his ambitions. However, ~~during Macbeth's reign~~ after becoming king, he is described as a 'butcher', a powerful adjective that emphasises Macbeth's cruelty and the amount of people he has killed without reason. This ~~creates~~ ^{shows} this change in character from being

L5 AO1
refs

E02932713CPRG
© 2019 1 10 00 00 00

L5 AO2

too kind and innocent to becoming a tyrant ^{surprises} the audience and conveys the dangers of ~~ambition~~ having ambitions that ~~make~~ ^{lead} to bad deeds.

L5 AO3

Furthermore, Shakespeare also presents ambition as being able to take over one's morals and reasons. In Lady Macbeth's speech, Shakespeare allows her to say 'Art not without ambition, but without the illness should attend it'. The noun 'illness' creates an impression to the readers of ~~ambition~~ ambition being different from acting on it, and ~~describing~~ describing it as an 'illness' emphasises ~~to the readers~~ ^{illness} the amount of destruction it can cause to the ~~audience~~ ^{audience}. ~~It also~~ ^{illness} could also suggest that acting on ambition can cause someone to become without morals and kindness. Macbeth also acknowledges his own ~~amb~~ 'vaulting ambition' ~~before~~ after listing all the reasons not to kill ~~Duncan~~ Duncan. The metaphor suggests that Macbeth's ambition is stronger than his moral conscience and is the only reason left for him to murder Duncan.

L5 AO1

Macbeth's ambition is also contrasted with Banquo's, who was also present when the witches gave the prophecies. Macbeth ~~is~~ immediately believes the witches, and when he becomes ~~the~~ Thane, proving that the first prediction had come true, ~~he~~ he begins to believe them more and acts on his ambitions ~~to~~ become king. Banquo, however, is the opposite of ~~Mac~~ Macbeth. Although he does believe the witches, he does not ~~a~~ act on his ambitions and even suspects that Macbeth has 'play'dst most foully for't'. This contrast in attitudes towards ambition and the suspenseful

L5 AO3

two-fold structure of 'Macbeth' that ~~sees~~ ^{sees} his rise to power and his downfall ~~further~~ ^{further} ~~at~~ emphasises the destructive nature of ambition, but also conveys to the audience that being able to control your ambitions can prevent a tragedy like Macbeth's to occur ~~and~~ ^{and} ~~can~~ ^{can}.

L5 AO2

In conclusion, Shakespeare presents ambition as being able to change people ~~to~~ take over morals and reasons and can lead to one's downfall if it isn't controlled. This allows Shakespeare to also convey to the audience the dangers ~~that~~ ~~would~~ have destruction that someone would experience if they attempted to assassinate King James I of England at the time.

Homework Tasks.

Knowledge is power, so the more you know, the more secure you will be in your learning.

Year 11: Unit 3 Homework: <i>Literature Paper 1: Dr Jekyll & Mr Hyde + Macbeth</i>		
Task 1:	Due date: WEEK 2	<ul style="list-style-type: none">• Complete the Knowledge Quiz for Dr Jekyll & Mr Hyde.• This will be marked in class with your teacher
Task 3:	Due date: WEEK 4	<ul style="list-style-type: none">• Complete the Knowledge Quiz for Macbeth• This will be marked in class with your teacher
Task 3: Optional Additional Homework	Due date: Teacher to specify the due in date	<ul style="list-style-type: none">• Choose one of the exam questions and complete an essay plan and a minimum of 2 paragraphs of the essay• You must make sure to choose something you would find the most challenging in the exam!

If you have 'no homework', or you have finished all of the above, try these tasks on a weekly basis to ensure your understanding is secure.

1. Use the Wider Reading page on the back of the Knowledge Organiser and download some more practice papers from AQA, revise online using some of the YouTube Resources, use SENECA to revise key areas of your exam or listen to a Massolit Lecture
2. Add words to your key terminology grid on page 6 of the Knowledge Organiser
3. Read for at least 20 minutes per day – a mixture of fiction and non-fiction texts.

Homework 1

Complete the Knowledge Quiz questions for Dr Jekyll & Mr Hyde

1. Which chapter is called 'Search for Mr Hyde'?
2. How are Enfield and Utterson related?
3. Which character narrates the 'Story of the Door'?
4. Which character has 'an evil face, smoothed by hypocrisy'?
5. Which character is alleged to have committed 'scientific heresies'?
6. Which character is described as being 'pale and dwarfish'?
7. Who witnesses the murder of Sir Danvers Carew?
8. In which chapter is Jekyll described as 'looking deadly sick'?
9. What is Utterson's profession?
10. In which year was Jekyll and Hyde published?
11. What does Poole use to break down the door to Jekyll's laboratory?
12. Which chapter is called 'Remarkable Incident of Dr Lanyon'?
13. On which day to Enfield and Utterson typically go walking together?
14. What is 'Coutts' a reference to?

15. What is Lanyon's first name?
16. Which character was born 'to a large fortune'?
17. What does Hyde use to murder Sir Danvers Carew?
18. What is a 'sawbones'?
19. What time is Enfield walking home at in chapter one?
20. Which character is described as a 'hearty, healthy, dapper, red-faced gentleman'?
21. Which character says that he shall be 'Mr Seek'?
22. Which contemporary scientist proposed that human beings had evolved from apes?
23. What is the study of physiognomy?
24. In which chapter is Dr Jekyll 'Quite at Ease'?
25. Which character is described as a 'hide bound pendant'?
26. Which character is described in chapter 1 as 'a man of rugged countenance'?
27. What is Enfield's first name?
28. Which character narrates the final chapter of the novel?
29. How many pounds in gold does Hyde pay in compensation to the girl's family?

30. In which area of London is Lanyon's house situated?
31. What is the name of Jekyll's butler?
32. What is the title of chapter four?
33. Who does Jekyll leave all his possessions to in the case of his death?
34. How old is Jekyll?
35. Which character says, 'The moment I choose, I can be rid of Mr Hyde'?
36. What is the name of the respected MP murdered by Hyde?
37. Which character is described as looking 'small and particularly wicked-looking'?
38. In which area of London does Hyde live?
39. Which character's dwelling is 'furnished with luxury and good taste'?
40. What is the title of chapter seven?
41. Which chapter is titled 'The Last Night'?
42. Which character writes in an 'odd, upright hand'?
43. What is the name of Utterson's head clerk?
44. On which day do Utterson and Enfield witness the 'incident at the window'?

45. In which month does 'the last night' take place?
46. How long has 'a thing that cries to heaven' been locked in Jekyll's cabinet?
47. Why does the chemist at Maws get 'main angry'?
48. What colour is the door that opens into Jekyll's cabinet?
49. What is the title of chapter ten?
50. What is the date on the letter containing Dr Lanyon's narrative?

Mark / 50

Homework 2

Complete the Knowledge Quiz questions for Macbeth

1. Which monarch was on the throne when Macbeth was first performed?
2. What title does Macbeth hold at the beginning of the play?
3. In which act and scene does Macbeth encounter the witches?
4. What does Regicide mean?
5. What is the name of Banquo's son?
6. What title does King Duncan reward Macbeth with for fighting so bravely?
7. Which character says, 'Look, how our partner's rapt'?
8. Where is Macbeth's castle located?
9. Which character says 'Look like the innocent flower'?
10. In which year is it generally thought that the play was first performed?
11. What is the name of King Duncan's eldest son?
12. In which act does Macbeth see a floating dagger?
13. After murdering Duncan, is it true or false that Macbeth returns with the murder weapons?

14. Which character says 'This is a sorry sight'?
15. Which character is the first to discover Duncan's body?
16. To which country does Donalbain flee after he discovers Duncan has been murdered?
17. In which act and scene does Macbeth see Banquo's ghost?
18. What does Tyrannical mean?
19. What does Hamartia mean?
20. What genre is Macbeth? (History, Comedy or Tragedy)
21. In which act and scene does Macbeth visit the witches for the second time?
22. What title does Macduff hold?
23. Which character says, 'Thou liest, though shag-hair'd villain'?
24. In which act and scene is Macduff's wife and children killed?
25. What is Lady Macbeth referring to when she describes the 'golden round'?
26. Which word from the original Greek means excessive pride or self-confidence?
27. Which character says 'Bleed, bleed poor country!'?
28. Which character informs Macduff that his wife and children have been killed?

29. Which character says 'Out! Damned Spot! Out I say!'?
30. Which wood do Malcolm and Macduff's army gather by towards the end of the play?
31. Which castle is Macbeth based in at the end of the play?
32. How many acts does Macbeth have in total?
33. Which character says 'What's the boy Malcolm'?
34. In which act and scene is Macbeth informed that his wife, Lady Macbeth is dead?
35. Which character informs Macbeth that Lady Macbeth has died?
36. Macbeth says 'At least we'll die with harness on our back' What is he referring to?
37. Which character says 'Tyrant, show thy face'?
38. How does Banquo die?
39. Who is Macbeth referring to when he says 'Of all men else I have avoided thee!'?
40. In which act and scene is Macbeth killed?
41. Who kills Macbeth and how?
42. Who is Malcolm referring to when he says 'dead butcher'?
43. Where will Malcolm eventually be crowned?

44. What is the word that describes a society ruled by men?

45. What is the word that describes a monologue delivered on stage by a character?

46. Who was the monarch before James I?

47. Which characters are referred to as the 'weird sisters'?

48. How many marks are available for the Macbeth section of the exam?

49. Roughly how much time should you spend planning and writing your response to the Macbeth question?

50. What is the name of the dissertation that James I published on necromancy and witchcraft?

Mark / 50

Homework 3: Optional Additional Homework for Teacher to set

Read both exam questions on Dr Jekyll & Mr Hyde and Macbeth and complete one exam answer with the minimum of:

- A plan
- 2 paragraphs of the essay completed

SPACE FOR PLANNING YOUR ANSWER

Macbeth

Read the following extract from Act 1 Scene 2 of Macbeth and then answer the question that follows.

At this point in the play, the Captain tells Duncan about Macbeth's part in the recent battle.

CAPTAIN

- Doubtful it stood,
As two spent swimmers that do cling together
And choke their art. The merciless Macdonald –
Worthy to be a rebel, for to that
5 The multiplying villainies of nature
Do swarm upon him – from the Western Isles
Of kerns and galloglasses is supplied,
And Fortune on his damnèd quarrel smiling,
Showed like a rebel's whore. But all's too weak,
10 For brave Macbeth – well he deserves that name –
Disdaining Fortune, with his brandished steel,
Which smoked with bloody execution,
Like Valour's minion carved out his passage
Till he faced the slave,
15 Which ne'er shook hands, nor bade farewell to him,
Till he unseamed him from the nave to th'chaps
And fixed his head upon our battlements.

Starting with this speech, explore how far Shakespeare presents Macbeth as a violent character.

Write about:

- how Shakespeare presents Macbeth in this extract
- how far Shakespeare presents Macbeth as a violent character in the play as a whole.

[30 marks]

AO4 [4 marks]

The Strange Case of Dr Jekyll & Mr Hyde

Read the following extract from Chapter 8 (The Last Night) of *The Strange Case of Dr. Jekyll and Mr. Hyde* and then answer the question that follows.

In this extract Poole, Jekyll's servant, talks with Utterson about events at Jekyll's house

- “That's it!” said Poole. “It was this way. I came suddenly into the theatre from the garden. It seems he had slipped out to look for this drug, or whatever it is; for the cabinet door was open, and there he was at the far end of the room digging among the crates. He looked up when I came in, gave a kind of cry, and whipped
5 upstairs into the cabinet. It was but for one minute that I saw him, but the hair stood up on my head like quills. Sir, if that was my master, why had he a mask upon his face? If it was my master, why did he cry out like a rat, and run from me? I have served him long enough. And then ...”, the man paused and passed his hand over his face.
- 10 “These are all very strange circumstances,” said Mr. Utterson, “but I think I begin to see daylight. Your master, Poole, is plainly seized with one of those maladies that both torture and deform the sufferer; hence, for aught I know, the alteration of his voice; hence the mask and his avoidance of his friends; hence his eagerness to find this drug, by means of which the poor soul retains some hope
15 of ultimate recovery – God grant that he be not deceived. There is my explanation; it is sad enough, Poole, ay, and appalling to consider; but it is plain and natural, hangs well together, and delivers us from all exorbitant alarms.”
- “Sir,” said the butler, turning to a sort of mottled pallor, “that thing was not my master, and there's the truth. My master” – here he looked round him and began
20 to whisper – “is a tall, fine build of a man, and this was more of a dwarf.” Utterson attempted to protest. “O sir,” cried Poole, “do you think I do not know my master after twenty years? do you think I do not know where his head comes to in the cabinet door, where I saw him every morning of my life? No, sir, that thing in the mask was never Dr. Jekyll – God knows what it was, but it was never Dr. Jekyll;
25 and it is the belief of my heart that there was murder done.”

Starting with this extract, explore how Stevenson presents Mr Hyde as an inhuman and disturbing member of society.

Write about:

- how Stevenson presents Mr Hyde in this extract
- how Stevenson presents Mr Hyde as an inhuman and disturbing member of society in the novel as a whole.

[30 marks]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Wider reading list + Revision resources

Some useful revision resources you can use to help support your practice of the exam questions are below:

Mr Bruff's YouTube Channel

Literature Paper 1 Playlist – lots of useful videos and resources for you to use here

Macbeth Playlist <https://www.youtube.com/playlist?list=PLqGFsWf-P-cMpg89C0yaU5scvuYilKuL>

Dr Jekyll & Mr Hyde Playlist <https://www.youtube.com/playlist?list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f>

AQA English Literature Paper 1 Past Papers

Literature Paper 1 samples for you to practice with – lots of resources for home study

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources?f.Component%7C7=Paper+1>

Stacey Reay's YouTube Channel

Literature Paper 1– lots of useful videos and resources for you to use here

https://www.youtube.com/channel/UCJhuqpyhE8NzYZFkwTzi_7g/playlists

SENECA Learning

Log into your account and start quizzing on the modules for your exams! If you don't have an account, speak to your teacher.

<https://senecalearning.com/en-GB/>

MASSOLIT

Lectures and additional resources you can listen to

<https://www.massolit.io/>

Lightbulb Revision

Online resources to help you with your revision

<https://lightbulbrevision.com/>