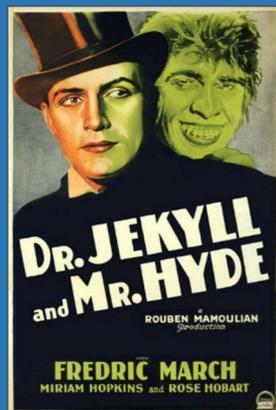


Knowledge Organiser

Unit 4: Year 11 Additional English

Literature Revision: 'Macbeth' and
'The Strange Case of Dr Jekyll and Mr Hyde'
GCSE English Literature



Name:

Class:

Big Questions

Our revision of the two literature texts will follow the structure below:

1	BQ: What are the key messages of 'The Strange Case of Dr Jekyll and Mr Hyde'?
2	BQ: How might readers feel about the characters in the novel?
3	BQ: How can I analyse Stevenson's language?
4	BQ: What does a good response look like?
5	BQ: What are the key themes in the novella?
7	BQ: What are the key messages of 'Macbeth'?
8	BQ: How can I analyse Macbeth's language?
9	BQ: How might readers feel about the characters in the play
10	BQ: What does a good response look like?
11	BQ: What are the key themes in the play?

AQA GCSE English Literature Assessment objectives:

	GCSE English Literature Assessment Objective	What this means
AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. 	<p>This AO focuses on two areas of 'response':</p> <ul style="list-style-type: none"> the student's response to the text – the extent to which they understand the text and its meaning(s) to them as reader the student's response to the task – the extent to which they produce a coherent response, supported with references to the text.
AO2	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>This AO focuses on writer's craft: how the writer has communicated meanings to the reader.</p> <p>Ideally students will use subject terminology as a 'shorthand' to scaffold their analysis of craft.</p>
AO3	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO3 is the understanding of the relationship between the ideas in the text and the contexts of the text, such as:</p> <ul style="list-style-type: none"> the context in which the text was written the context within which the text is set (location/social structures and features/cultural contexts/periods in time) literary contexts such as genres the contexts in which texts are engaged with by different audiences.
AO4	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>This AO focuses on the student's use of technical accuracy to communicate ideas to the reader.</p>

AQA GCSE English Literature Mark Scheme:

Level Mark	AO	Typical Features
L6 Convincing, critical analysis and exploration 26 – 30	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task & whole text • Judicious use of precise reference to support 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 on reader
	AO3	<ul style="list-style-type: none"> • Exploration of ideas, perspectives and contextual factors shown by specific, detailed links between context/text/task
L5 Thoughtful, developed consideration 21-25	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretations
	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 on reader
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas, perspectives, contextual factors shown by examination of detailed links between context/text/task
L4 Clear Understanding 16-20	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation
	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 on reader
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas, perspectives, contextual factors shown by specific links between context/text/task
L3 Explained, structured comments 11-15	AO1	<ul style="list-style-type: none"> • Some explained response to the task and whole text • References used to support a range of relevant comments
	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 on reader
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas, perspectives, contextual factors shown by links between context/text/task
L2 Supported, relevant comments 6-10	AO1	<ul style="list-style-type: none"> • Supported response to task and text • Comments on references
	AO2	<ul style="list-style-type: none"> • Identification of writer’s methods • Some reference to subject terminology
	AO3	<ul style="list-style-type: none"> • Some awareness of implicit ideas/contextual factors
L1 Simple, explicit comments 1-5	AO1	<ul style="list-style-type: none"> • Simple comments relevant to task and text • Reference to relevant details
	AO2	<ul style="list-style-type: none"> • Awareness of writer making deliberate choices • Possible reference to subject terminology
	AO3	<ul style="list-style-type: none"> • Simple comment on explicit ideas/contextual factors

Key Terminology

Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
Ambition	A strong desire to do or achieve something
Devolution	The idea that humans could 'devolve' or 'regress' – in other words, go backwards rather than evolve or improve.
Duality	The concept of something being two-sided or double
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>
Epistolary	A novel formed from documents such as letters or diary entries. Often used in gothic novels to lend a sense of authenticity to the story (despite it still being fiction)
Gothic	A literary genre with conventions such as: mystery, terror, horror, the supernatural. Gothic fiction was often set in the past or abroad, which made Stevenson's novel more shocking when it was set in contemporary London.
Hamartia	The fatal (deadly) flaw of the protagonist in a tragedy
Horror	Fear created by seeing something graphic, perhaps violent or gruesome. Terror and horror are often used in gothic fiction.
Kingship	The state of being a king; a question on kingship might want you to compare what Macbeth, Macduff and Duncan are like as kings.
Pathetic fallacy	A literary technique used when writers reflect a character's mood through the setting, such as in the weather or in the description of a building.
Prophecy	A prediction that is made about the future
Regicide	The killing of a King.
Reputation	The general opinion held by society of an individual's quality or personal character.
Supernatural	Things that are viewed as unnatural, such as ghosts and witches.
Terror	Fear created by mystery and suspense. Terror is the <u>anticipation</u> of horror; for example, you might feel terror if you hear a mystery noise or are waiting for something awful to happen.
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.
Turning point	A critical moment for the protagonist in a work of fiction. For example, in a tragedy it is the moment when the tragic hero makes a decision that triggers his downfall.
Tyranny	A cruel or unjust use of power.

Additional Terminology

	Term	Definition
1		
2		
3		
4		
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12		
13		
14		
15		

Key Scenes					
Act 1, Scene 2	Macbeth fights heroically in battle alongside Banquo; Duncan decrees that he will be rewarded with the title of Thane of Cawdor.				
Act 1, Scene 3	Three witches prophesise that Macbeth will become king; they prophesise that Banquo's sons will become kings.				
Act 1, Scene 7	Macbeth has doubts about killing Duncan; Lady Macbeth's intervention convinces him to go ahead and do the deed.				
Act 2, Scene 1	Just before killing Duncan, Macbeth hallucinates and sees a floating dagger that is dripping with blood.				
Act 2, Scene 2	Macbeth returns after killing Duncan; he believes that his hands will never be clean and that he will never sleep again.				
Act 2, Scene 3	Macduff discovers Duncan's dead body; Malcolm and Donalbain decide to leave Scotland.				
Act 3, Scene 4	Macbeth hallucinates and sees Banquo's ghost in his empty seat; Lady Macbeth takes control; Macbeth decides to see the witches again.				
Act 4, Scene 1	Macbeth sees the witches; they tell him to beware of Macduff.				
Act 5, Scene 3	Macbeth is isolated at Dunsinane Castle; Lady Macbeth is going mad.				
Act 5, Scene 5	Macbeth is told that Lady Macbeth is dead; he is told that Birnam Wood appears to be moving towards Dunsinane.				
Key Characters		Key Themes		Historical Context	
Macbeth	<ul style="list-style-type: none"> • Thane of Glamis; made Thane of Cawdor • Kills Duncan • Killed by Macduff 	Ambition	<ul style="list-style-type: none"> • Leads Macbeth to kill Duncan • Eventually destroys Macbeth • Also leads to Lady Macbeth's suicide. 	<p><i>Macbeth</i> was most likely written in 1606, early in the reign of James I, who became king in 1603. He succeeded Elizabeth I. James I was Scottish.</p> <p>The play was first performed not long after the Gunpowder Plot. Shakespeare shows how the murder of a king leads to guilt, madness and eventual destruction.</p> <p>It was commonly believed at the time that kings were appointed by 'divine right' and were anointed by God.</p>	
Lady Macbeth	<ul style="list-style-type: none"> • Wife of Macbeth • Ambitious and ruthless • Goes mad and kills herself 	Guilt	<ul style="list-style-type: none"> • Wife of Macbeth • Ambitious and ruthless • Goes mad and kills herself. 		
Banquo	<ul style="list-style-type: none"> • Macbeth's friend and brother-in-arms • Father to Fleance • Killed at the behest of Macbeth 	Violence	<ul style="list-style-type: none"> • Macbeth is a ruthless warrior • He feels a deep sense of guilt after killing Duncan • Macbeth hires murders. 		
Macduff	<ul style="list-style-type: none"> • Thane of Fife • Loyal to King Duncan • Kills Macbeth. 	Kingship	<ul style="list-style-type: none"> • Duncan is a good king • Macbeth is a tyrant • Malcolm is eventually restored to the throne. 		
Witches	<ul style="list-style-type: none"> • Prophesise that Macbeth will be king • Prophesise that Banquo's sons will be kings • Tell Macbeth to beware of Macduff 	Appearances	<ul style="list-style-type: none"> • Contrast between appearance and reality • Macbeth hallucinates twice • Macbeth and Lady Macbeth are unable to sleep. 		

Chapters					
1	Enfield witnesses Hyde trample on a young girl; Hyde eventually agrees to pay compensation; he mysteriously returns with a cheque signed by Jekyll.				
2	Utterson, feeling deeply uneasy about Jekyll's relationship with Hyde, sees Lanyon. Utterson has a nightmare about Hyde; he eventually meets Hyde.				
3	Jekyll holds a pleasant dinner party; he unsuccessfully tries to reassure Utterson about his relationship with Hyde.				
4	A maid witnesses Hyde brutally murder Sir Danvers Carew. Utterson travels to Soho to discover that Hyde's home has been left in a hurry.				
5	Utterson visits Jekyll; Jekyll attempts to convince Utterson that his association with Hyde has ended. Utterson discovers that Hyde's letter has been forged.				
6	In the absence of Hyde, Jekyll becomes more sociable. Jekyll soon isolates himself again. Lanyon dies suddenly and leaves Utterson a mysterious letter.				
7	Utterson and Enfield pass Jekyll at his window; they try to persuade him to come down; Jekyll refuses and shuts the window; the two men are deeply shocked.				
8	Worried for the safety of Jekyll, Poole asks Utterson to investigate the cabinet; inside the cabinet is the dead body of Hyde and a letter written by Jekyll.				
9	Lanyon's letter reveals that Jekyll asked him to follow a number of strange instructions; at midnight, Lanyon meets Hyde; Hyde transforms back into Jekyll.				
10	Jekyll's letter reveals that he was driven to experimentation by his fascination with the 'primitive duality of man'.				
Key Characters		Key Themes		Historical Context	
Jekyll	<ul style="list-style-type: none"> Outwardly respectable, professional man Large, handsome, smooth-faced Conceals his pleasures Transforms into Hyde 	Duality	<ul style="list-style-type: none"> Human nature Public and private lives Civilisation and disorder Night and day 		<p><i>Jekyll and Hyde</i> was published in 1886, during a time when significant scientific developments were challenging the status quo. Other influential novels of the period include <i>Frankenstein</i> and <i>Dracula</i>.</p>
Hyde	<ul style="list-style-type: none"> Primitive and troglodytic Violent and remorseless Murders Sir Danvers Carew Indulges in 'undignified', 'monstrous' pleasures 	Science	<ul style="list-style-type: none"> Darwinism and eugenics Nature and nurture Supernatural Dangers of scientific study 		<p>Charles Darwin's <i>Origin of Species</i> challenged traditional Victorian perceptions of science and scientific possibilities, whilst also undermining the value of religion as a guiding force. The resulting debates around morality and existentialism are vividly present in the novel.</p>
Utterson	<ul style="list-style-type: none"> Respectable, loyal friend of Jekyll Rational and reserved Investigates Jekyll's relationship with Hyde Reads the letters of Lanyon and Jekyll 	Friendship	<ul style="list-style-type: none"> Professional, single, well-educated men Constraints of society Secrets and lies Loyalty and estrangement 		
Lanyon	<ul style="list-style-type: none"> Estranged friend of Jekyll Believes Jekyll's 'too far and full' Witnesses Hyde transform into Jekyll Dies of shock 	Violence	<ul style="list-style-type: none"> Urbanisation and 'urban terror' Victimisation of the vulnerable Victorian values Fluide siècle fears 		

Homework Task 1

Complete the quotations and add 5 of your own for each text: Macbeth:

- “Fair is _____ and foul is _____” (Act 1, The Witches)
- “Stars hide your fires! Let not light see my black and deep _____” (Act 1, Macbeth)
- “_____ me here and fill me from the crown to the toe top full of direst _____” (Act 1, Lady Macbeth)
- “O’ full of _____ is my mind dear wife” (Act 3, Macbeth)
- “Is this a _____ which I see before me, the handle toward my hand?” (Act 2, Macbeth)

1. _____
2. _____
3. _____
4. _____
5. _____

Jekyll and Hyde:

- “The large, _____ face of Dr Jekyll grew pale to the lips and there came a blackness about his eyes”
- “_____ like fury”
- “If he be Mr Hyde, then I be Mr _____”
- “something _____ something detestable”
- “an _____ man paying through the nose for the capers of his youth”

1. _____
2. _____
3. _____
4. _____
5. _____

Extra Activity: Write some WHAT sentences about the following characters:

1. Mr Hyde represents

2. Dr Jekyll appears at first to be the ideal Victorian gentleman because

3. The reader identifies with Utterson in the text because

4. Banquo represents

5. Macbeth is the tragic hero of the play because

6. Lady Macbeth is not a typical representation of women during Shakespeare's time because

Homework Task 2

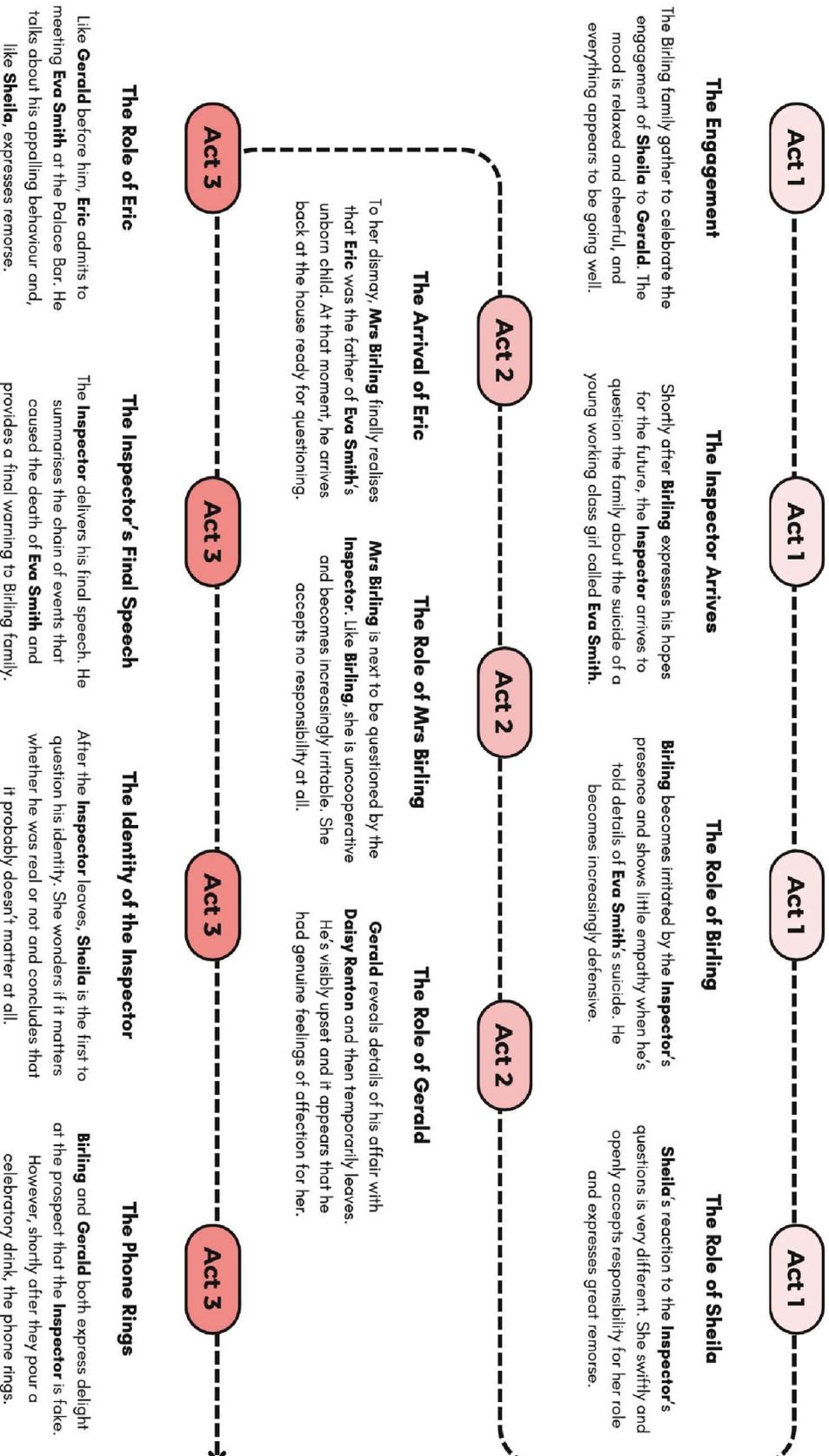
Produce a character/ plot map of 'Macbeth' and 'The Strange Case of Dr Jekyll and Mr Hyde' on pages 14 and 15.

See an example for 'An Inspector Calls' on the following page to help you.

A template has been provided for you to use if you wish, or use the blank pages that follow the template on pages 15-16.



An Inspector Calls



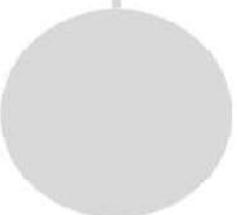
Chapter 1:
Story of the Door

Chapter 2:
Search for Mr Hyde.

Chapter 3:
Dr Jekyll Was Quite at Ease.

Chapter 4:
The Carew Murder Case

Chapter 5:
The Incident of the Letter



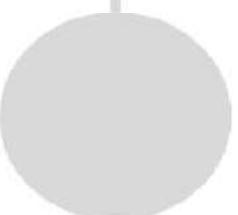
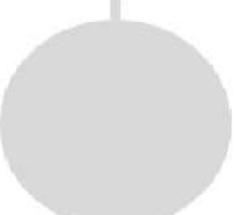
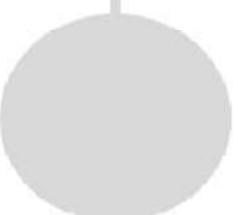
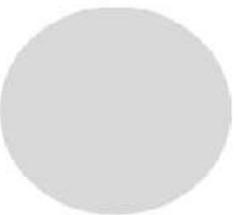
Chapter 6:
Remarkable Incident of
Dr. Lanyon

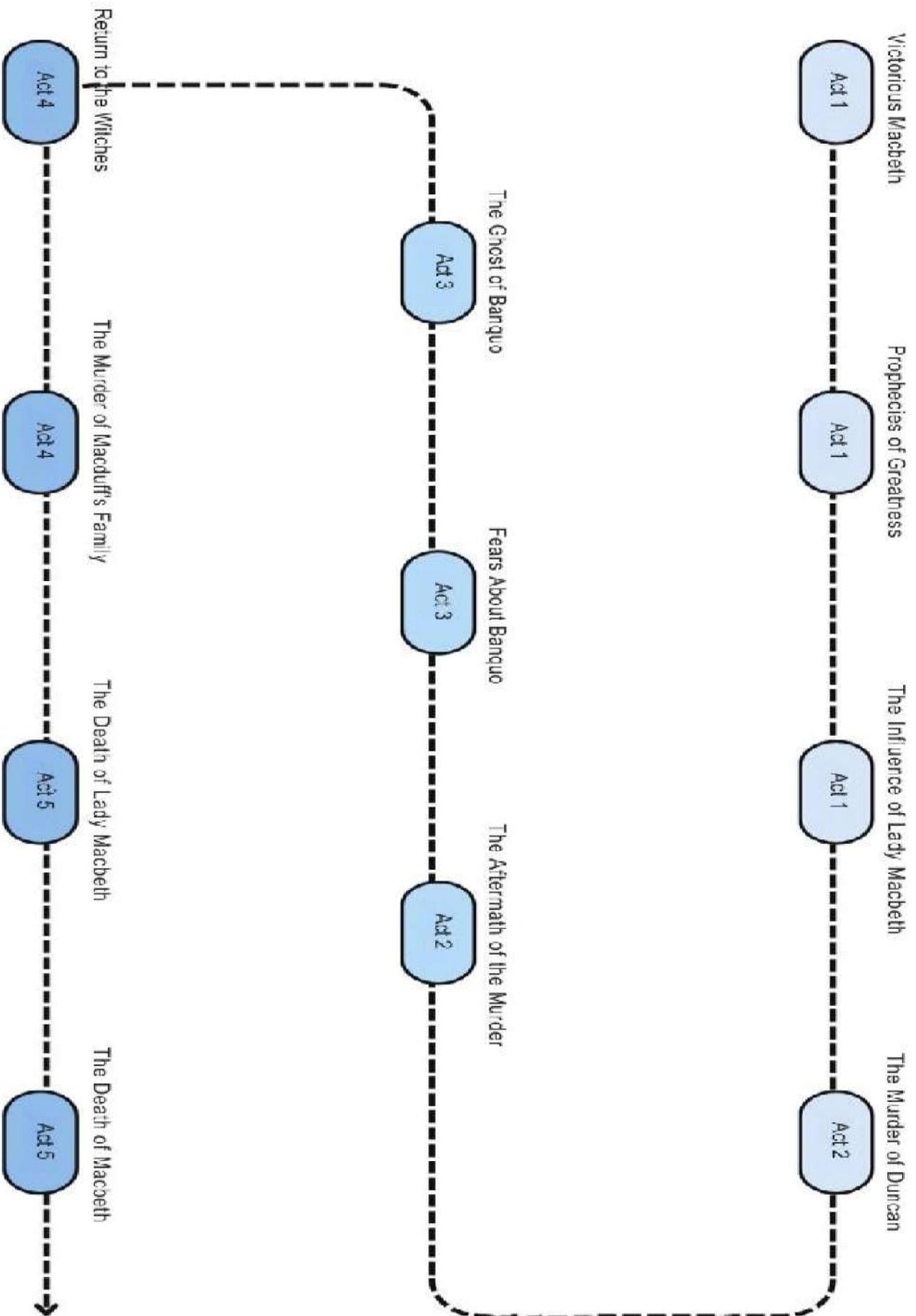
Chapter 7:
Incident at the window

Chapter 8:
The Last Night

Chapter 9:
Dr Lanyon's narrative.

Chapter 10:
Henry Jekyll's Full
Statement of the Case.





Example Questions for Revision

Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 1 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, the reader is introduced to the sinister door that Mr Hyde is frequently seen using.

5 It chanced on one of these rambles that their way led them down a by-street in a busy quarter of London. The street was small and what is called quiet, but it drove a thriving trade on the week-days. The inhabitants were all doing well, it seemed, and all emulously hoping to do better still, and laying out the surplus of their gains in coquetry; so that the shop fronts stood along that thoroughfare with an air of invitation, like rows of smiling saleswomen. Even on Sunday, when it veiled its more florid charms and lay comparatively empty of passage, the street shone out in contrast to its dingy neighbourhood, like a fire in a forest; and with its freshly painted shutters, well-polished brasses, and
10 general cleanliness and gaiety of note, instantly caught and pleased the eye of the passenger.

15 Two doors from one corner, on the left hand going east, the line was broken by the entry of a court; and just at that point, a certain sinister block of building thrust forward its gable on the street. It was two stories high; showed no window, nothing but a door on the lower story and a blind forehead of discoloured wall on the upper; and bore in every feature, the marks of prolonged and sordid negligence. The door, which was equipped with neither bell nor knocker, was blistered and distained. Tramps slouched into the recess and struck matches on the panels; children kept shop upon the steps; the
20 schoolboy had tried his knife on the mouldings; and for close on a generation, no one had appeared to drive away these random visitors or to repair their ravages.

1. Starting with this extract, how does Stevenson make use of contrasts in his novel?

Write about:

- how Stevenson presents contrasts and differences in this extract;
- how Stevenson makes use of different contrasts throughout the novel as a whole.

[30 marks]

Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 3 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, Mr Utterson has asked Dr Jekyll about his knowledge of, friendship and relationship with Mr Hyde.

The large handsome face of Dr. Jekyll grew pale to the very lips, and there came a blackness about his eyes. 'I do not care to hear more,' said he. 'This is a matter I thought we had agreed to drop.'

5 'What I heard was abominable,' said Utterson.

'It can make no change. You do not understand my position,' returned the doctor, with a certain incoherency of manner. 'I am painfully situated, Utterson; my position is a very strange — a very strange one. It is one of those affairs that cannot be mended by talking.'

10 'Jekyll,' said Utterson, 'you know me: I am a man to be trusted. Make a clean breast of this in confidence; and I make no doubt I can get you out of it.'

'My good Utterson,' said the doctor, 'this is very good of you, this is downright good of you, and I cannot find words to thank you in. I believe you fully; I would trust you before any man alive, ay, before myself, if I could make the choice; but indeed it isn't what you fancy; it is not so bad as that; and just to put your good heart at rest, I will tell you one thing: the moment I choose, I can be rid of Mr. Hyde. I give you my hand upon that; and I

15 thank you again and again; and I will just add one little word, Utterson, that I'm sure you'll take in good part: this is a private matter, and I beg of you to let it sleep.'

Utterson reflected a little, looking in the fire.

'I have no doubt you are perfectly right,' he said at last, getting to his feet.

20 'Well, but since we have touched upon this business, and for the last time I hope,' continued the doctor, 'there is one point I should like you to understand. I have really a very great interest in poor Hyde. I know you have seen him; he told me so; and I fear he was rude. But, I do sincerely take a great, a very great interest in that young man; and if I am taken away, Utterson, I wish you to promise me that you will bear with him and get his rights for him.'

1. Starting with this extract, how does Stevenson present the friendship between Jekyll and Utterson?

Write about:

- how Stevenson presents Jekyll's relationship with Utterson in this extract;
- how Stevenson presents and develops the changes in their relationship throughout the novel as a whole.

[30 marks]

Read the following extract from Act 3 Scene 1 and answer the question that follows.

At this point in the play, Macbeth is now king of Scotland. Banquo is concerned about how Macbeth has become King.

BANQUO

Thou hast it now: king, Cawdor, Glamis, all,
As the weird women promised, and, I fear,
Thou ~~play'dst~~ most foully ~~for't~~: yet it was said
It should not stand in thy posterity,
But that myself should be the root and father
Of many kings. If there come truth from them—
As upon thee, Macbeth, their speeches shine—
Why, by the verities on thee made good,
May they not be my oracles as well,
And set me up in hope? But hush! ~~no~~ more.

*Enter MACBETH, as king, LADY MACBETH, as queen,
LENNOX, ROSS, Lords, Ladies, and Attendants*

MACBETH

Here's our chief guest.

LADY MACBETH

If he had been forgotten,
It had been as a gap in our great feast,
And all-thing unbecoming.

MACBETH

To-night we hold a solemn supper sir,
And I'll request your presence.

BANQUO

Let your highness
Command upon me; to the which my duties
Are with a most indissoluble tie
For ever knit.

Starting with this conversation, explain how Shakespeare presents Macbeth and Banquo's relationship.

Write about:

- how Shakespeare presents their relationship in this conversation
- how Shakespeare presents the relationship elsewhere in the play

[30 marks]

AO4 [4 marks]

Read the following extract from Act 3, Scene 4 and answer the question that follows.

At this point in the play, Macbeth has recently been crowned King and is holding a banquet to celebrate. He has recently ordered the murder of his friend, Banquo, and Banquo's son, Fleance.

LENNOX

May 't please your highness sit.

Enter the GHOST OF BANQUO, and sits in MACBETH's place

MACBETH

Here had we now our country's honor roofed,
Were the graced person of our Banquo present,
Who may I rather challenge for unkindness Than
pity for mischance.

ROSS

His absence, sir,

Lays blame upon his promise. Please 't your highness
To grace us with your royal company? MACBETH T
he table's full. LENNOX

Here is a place reserved, sir.

MACBETH Where?

LENNOX

Here, my good lord. What is 't that moves your highness?

MACBETH

Which of you have done this?

LORDS

What, my good lord?

MACBETH

(to GHOST) Thou canst not say I did it. Never shake Thy
gory locks at me.

Starting with this extract, explain how the theme of guilt is presented in the play,

Write about

- o How Shakespeare presents guilt in this scene
- o How Shakespeare presents guilt elsewhere in the play

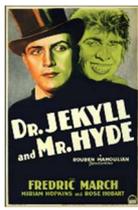
[30 marks]

AO4 [4 marks]

Essay Planning sheet

<p>THESIS STATEMENT: What is your argument?</p> <ul style="list-style-type: none"> • Big idea • Summarise arguments • Link to the question 		
<p>WHAT Moment/ Big Idea 1</p> <p>[MUST BE FOCUSED ON THE EXTRACT]</p>	<p>HOW Quotes to support/ language methods</p>	<p>WHY Links to context and purpose</p>
<p>WHAT Moment/ Big Idea 2</p>	<p>HOW Quotes to support/ language methods</p>	<p>WHY Links to context and purpose</p>
<p>WHAT Moment/ Big Idea 3</p>	<p>HOW Quotes to support/ language methods</p>	<p>WHY Links to context and purpose</p>

Example Essay response



Jekyll and Hyde

Starting with this moment in the novel, explore how Stevenson presents the relationship between Lanyon and Hyde in *The Strange Case of Doctor Jekyll and Mr Hyde*.

Write about:

- how Stevenson presents the interaction between Lanyon and Hyde in the extract
- how Stevenson presents the relationship between Lanyon and Jekyll/Hyde in the novel as a whole.

At this point in the novel, Dr Jekyll, transformed into Mr Hyde, reveals his experiment.

He sprang to it, and then paused, and laid his hand upon his heart: I could hear his teeth grate with the convulsive action of his jaws; and his face was so ghastly to see that I grew alarmed both for his life and reason.

"Compose yourself," said I.

He turned a dreadful smile to me, and as if with the decision of despair, plucked away the sheet. At sight of the contents, he uttered one loud sob of such immense relief that I sat petrified. And the next moment, in a voice that was already fairly well under control, "Have you a graduated glass?" he asked.

I rose from my place with something of an effort and gave him what he asked.

He thanked me with a smiling nod, measured out a few minims of the red tincture and added one of the powders. The mixture, which was at first of a reddish hue, began, in proportion as the crystals melted, to brighten in colour, to effervesce audibly, and to throw off small fumes of vapour. Suddenly and at the same moment, the ebullition ceased and the compound changed to a dark purple, which faded again more slowly to a watery green. My visitor, who had watched these metamorphoses with a keen eye, smiled, set down the glass upon the table, and then turned and looked upon me with an air of scrutiny.

"And now," said he, "to settle what remains. Will you be wise? will you be guided? will you suffer me to take this glass in my hand and to go forth from your house without further parley? or has the greed of curiosity too much command of you? Think before you answer, for it shall be done as you decide. As you decide, you shall be left as you were before, and neither richer nor wiser, unless the sense of service rendered to a man in mortal distress may be counted as a kind of riches of the soul. Or, if you shall so prefer to choose, a new province of knowledge and new avenues to fame and power shall be laid open to you, here, in this room, upon the instant; and your sight shall be blasted by a prodigy to stagger the unbelief of Satan."

"Sir," said I, affecting a coolness that I was far from truly possessing, "you speak enigmas, and you will perhaps not wonder that I hear you with no very strong impression of belief. But I have gone too far in the way of inexplicable services to pause before I see the end."

"It is well," replied my visitor. "Lanyon, you remember your vows: what follows is under the seal of our profession. And now, you who have so long been bound to the most narrow and material views, you who have denied the virtue of transcendental medicine, you who have derided your superiors— behold!"

Grade 4 response

Hyde has come to Lanyon's house to pick up the chemicals Lanyon has collected from Jekyll's laboratory. Jekyll doesn't know who Hyde is and he immediately dislikes him. This is the usual thought of people seeing Hyde for the first time. So at the start of the passage, Lanyon doesn't like Hyde and Hyde is desperate- he is frightened as he is grating his teeth and looking 'ghastly'.

Lanyon tells Hyde to 'Compose yourself', meaning to calm down. Hyde changes a bit as soon as he has the chemicals. Lanyon is interested in the chemicals and describes those for a paragraph, so we don't really see how Hyde is behaving or seeming then. When he starts talking again he has got cocky, and starts to be rude to Lanyon. He uses fancy language that is more like Jekyll's language. He seems to make it sound bad whatever Lanyon chooses: if he doesn't watch Hyde's transformation, he's missing out on something amazing, but if he does watch it's because of the 'greed of curiosity'. 'Greed' is a bad thing, so he makes it sound like Lanyon can't control himself.

Hyde warns Lanyon that what he sees next won't be good. It will 'blast' his sight, and will be so astonishing that even Satan would find it hard to believe. But Lanyon doesn't listen to the warning because he doesn't really believe Hyde. Hyde is pleased that Lanyon has decided to watch- he says 'It is well'. This is mean because it is going to be bad for Lanyon.

In the rest of the story, Jekyll and Lanyon are enemies. They used to be friends but they have fallen out and don't talk to each other any more. Lanyon has told Utterson that he regards Jekyll as dead. In this part, Hyde is rude to Lanyon, even though Lanyon has gone to get the chemicals he wanted. Hyde is really Jekyll's alter ego but Lanyon doesn't know that yet. Hyde is continuing Jekyll's fight with Lanyon, but Lanyon doesn't know that because he doesn't know who Hyde is. So the passage carries on the relationship between the two men in the rest of the story, except that Lanyon doesn't know it.

After this, Lanyon is horrified by seeing Hyde change into Jekyll and then hearing what Jekyll tells him (which he doesn't tell us). He says his life is 'shaken to its roots' and he will die soon. Effectively, Jekyll and Hyde have killed him by letting him see the transformation and then explaining it all. So they have beaten Jekyll's enemy. It's too hard a punishment just because Lanyon didn't agree with Jekyll over science. Because Hyde is so evil, though, he is willing to do this to prove that he (Jekyll) was right all along.

Example Essay response



Macbeth

In this scene, Macbeth has just returned from killing Duncan.

Starting with this speech, explore how Shakespeare presents guilt in *Macbeth*.

Write about:

- how Shakespeare presents ideas about guilt in this extract
- how Shakespeare presents ideas about guilt in the play as a whole.
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MACBETH

Methought I heard a voice cry "Sleep no more!
Macbeth does murder sleep"—the innocent sleep,
Sleep that knits up the raveled sleeve of care,
The death of each day's life, sore labor's bath,
Balm of hurt minds, great nature's second course,
Chief nourisher in life's feast.

LADY MACBETH

What do you mean?

MACBETH

Still it cried "Sleep no more!" to all the house.
"Glamis hath murdered sleep, and therefore
Cawdor
Shall sleep no more. Macbeth shall sleep no more."

LADY MACBETH

Who was it that thus cried? Why, worthy thane,
You do unbend your noble strength to think
So brainsickly of things. Go get some water
And wash this filthy witness from your hand.—
Why did you bring these daggers from the place?
They must lie there. Go, carry them and smear
The sleepy grooms with blood.

MACBETH

I'll go no more.
I am afraid to think what I have done.
Look on 't again I dare not.

Grade 4 Response

This scene comes after Macbeth has killed Duncan and he seems guilty straight away. He is hearing strange voices, which shows that he is upset. 'Sleep no more!' This shows that Macbeth is so guilty that he will never be able to sleep again.

He has murdered the king while he is sleeping, which is a deceitful thing to do especially as the king is in line to God. In Shakespeare's time people believed in the Divine Right of Kings, which meant that there was a social hierarchy with God at the top. The king was next and so to murder a king would be considered even more awful than by today's social values. Macbeth's punishment for this is that his own sleep is murdered. Macbeth says 'the innocent sleep' showing that Duncan was blameless and this makes him more guilty for killing him. The two characters contrast and as the play goes on we see this more and more. Macbeth becomes a violent king, largely as a result of his guilt and fear of being exposed. Compared to Duncan, he is unpopular and disliked to the extent that Malcolm eventually gathers an army to overthrow him.

When he says 'Glamis hath murdered sleep, and therefor Cawdor/Shall sleep no more' he is talking about his titles that Duncan gave him. At the start of the play, Macbeth was Thane of Glamis and then Duncan gave him the title Thane of Cawdor as a reward for his efforts in the war. This was part of the witches' prophecy that led to Macbeth killing Duncan. His two titles represent the old and new Macbeth and show that every part of him is guilty.

Then Lady Macbeth takes command and orders him to wash away the guilt. She says 'wash this filthy witness from your hand', which means get rid of the evidence.

She is also guilty because she has persuaded her husband to go through with the murder, though she doesn't show it here. Earlier in the scene she says she couldn't kill Duncan herself because he reminded her of her own father. Her part in the murder is not physical, though she does go back into Duncan's room to lay the daggers on the guards. She is composed around the murder, whereas Macbeth's guilt is evident from the start. Lady Macbeth's guilt does seem to haunt her though and this reference to hand washing comes back later in the play when we see her sleepwalking and attempting to wash out a 'damned spot' from her hands. This is a metaphor for her feeling guilt. Lady Macbeth's guilt leads to her madness.

Later in the play Macbeth wishes he could sleep like Duncan and be at rest. He is not able to gain any sense of peace because of his actions. His guilt makes him afraid of his friend Banquo and he ends up having him killed as well. The fact that he sends murderers to find and kill Banquo suggests that Macbeth is not prepared to risk the guilt of killing another friend with his own hands.

Overall Shakespeare uses this scene to show Macbeth's guilt very clearly and shows how the guilt will get worse for both of them later in the play.

Wider reading list



This unit is all about your ability to revise and recap the knowledge required for your English Literature exam.

The following links direct you to websites with useful revision resources, including videos, on the two literature texts:

[William Shakespeare's 'Macbeth' - Detailed Analysis- YouTube](#)

[Plot summary- AQA- Video- GCSE English Literature- BBC Bitesize](#)

[Characters- AQA- Video- GCSE English Literature- BBC Bitesize](#)

[Themes- AQA- Video- GCSE English Literature- BBC Bitesize](#)

[Education | Macbeth | Royal Shakespeare Company \(rsc.org.uk\)](#)

[Duality of Genre in 'Jekyll and Hyde' \(very clever from Stevenson\)- YouTube](#)

[Plot summary- AQA- Video- GCSE English Literature- BBC Bitesize](#)

[Characters- AQA- Video- GCSE English Literature- BBC Bitesize](#)

[Themes- AQA- Video- GCSE English Literature- BBC Bitesize](#)

Remember, you also have your other Knowledge Organisers to support you with revision.