

- (i) **Discuss the reasons why, in your opinion, Shakespeare's use of a variety of horrific, bizarre and unbelievable elements does or does not heighten the tragic intensity of his play, *Macbeth*. Develop your answer with reference to the text.**

Candidates should discuss at least two reasons why Shakespeare's use of a variety of horrific, bizarre and unbelievable elements does or does not heighten the tragic intensity of the play, *Macbeth*. "A variety of horrific, bizarre and unbelievable elements" may be considered either individually or collectively. Pay particular attention to the quality of the discussion and the extent to which the answer is developed with reference to the text.

Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.

- P:** Focus/relevance of response/well chosen, compelling points /originality of thought/ understanding of dramatic elements/ evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout /fluency/ quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

Code E/HT for use of horrific/bizarre/unbelievable element(s) does/does not heighten tragic intensity

Indicative material:

the use of horrific, bizarre and unbelievable elements (e.g. witches, metaphorical dagger, gory ghost, savage violence, disturbing imagery, apparitions, etc.)

does heighten

the tragic intensity of his play by demonstrating the profound impact of Macbeth's tragic flaw on himself/others/Scotland; by amplifying the tragic nature of Macbeth's fall from grace; by representing the embodiment of evil/Macbeth's conscience; by enhancing the tragic suspense and tension; by delivering pathos and poignancy; by emphasising the frailty of the human condition; by eliminating all hope of joy, redemption or a happy ending, by increasing the psychological pressure on the audience **Etc.**

does not heighten

the tragic intensity of his play by introducing contrived horrific, bizarre, and unbelievable elements as these reduce the tragedy to melodrama, pathos to pantomime and fear to farce; such elements lessen the psychological pressure on the audience **Etc.**

(ii) Discuss how Shakespeare's use of language, including imagery, plays an important part in developing our understanding of one of the following aspects of his play, *Macbeth*: themes; characterisation; setting and atmosphere. Develop your answer with reference to the text.

Candidates should discuss how Shakespeare's use of language, including imagery, plays an important part in developing our understanding of **one** of the following aspects of the play: themes (at least two), characterisation (one or more characters), setting and atmosphere. Pay particular attention to the quality of the discussion and the extent to which the answer is developed with reference to the text.

Mark ex 60 by reference to the criteria for assessment using the breakdown of marks below.

- P:** Focus/relevance of response, well chosen, compelling points, originality of thought, understanding of the use of language, evidence of critical literacy, etc.
- C:** Sustained focus/appropriate management and sequencing of ideas/coherence/points effectively substantiated/apt use of examples, references and quotations, key moments, effective engagement with the text, etc.
- L:** Language managed and controlled to achieve clear communication throughout/fluency/quality of expression, etc.
- M:** Accuracy of mechanics **Etc.**

Code L/UA for the importance of language in our understanding of **one** of the following aspects: themes or characterisation or setting and atmosphere

Indicative material:

Use of language: imagery (including symbolism and motifs) e.g. blood, light & darkness, sleep, clothing, animal imagery, etc.; soliloquies; contrast; dialogue, rhythm, etc.

plays an important part in our understanding of:

themes: language used to embody key thematic concepts such as kingship, ambition, fate, etc.; to communicate thematic concerns such as the nature of good and evil or the danger of confusing appearance & reality; to clarify, reinforce and develop overarching thematic concerns such as the nature of the human condition, etc.

OR characterisation: language used to provide psychological insights; explain action; reveal qualities/defects; demonstrate character complexity; create dramatic roles and personae, etc.

OR setting and atmosphere: language used to develop our understanding (on a literal and metaphorical level) of the strange/surreal/violent/comic/bleak/dark nature of a variety of settings, including the heath, the castles, Scotland & England; to facilitate and enhance our understanding of a range of atmospheres, which are often intense and highly charged e.g. Gothic, supernatural, bleak, desolate, tragic, frightening, horrific, brutal, etc. **Etc.**