



## REGICIDE

**! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !**



**! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !**

### Cover Checklist- Tick Each Section When Complete.

- PREP STEP - Make a copy of this document.
- PREP STEP - Share your essay outline template with your tutor.
- PREP STEP - Copy and paste the link for your essay outline into your study system.
- STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- STEP 2 - Use the TTECEA checklist for details
- STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- STEP 4 - Edit your essay.
- STEP 5 - Put your essay together as one complete piece.

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**STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece**

**15**

**MORE IDEAS**

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## QUESTION

Read the following extract from act 2, scene 4, then answer the question that follows.

Scene 4

Enter Ross with an Old Man.

OLD MAN

Threescore and ten I can remember well,  
Within the volume of which time I have seen  
Hours dreadful and things strange, but this sore  
night  
Hath trifled former knowings.

ROSS

Ha, good father,  
Thou seest the heavens, as troubled with man's act,  
Threatens his bloody stage. By th' clock 'tis day,  
And yet dark night strangles the traveling lamp.  
Is 't night's predominance or the day's shame  
That darkness does the face of earth entomb  
When living light should kiss it?

OLD MAN

'Tis unnatural,  
Even like the deed that's done. On Tuesday last  
A falcon, tow'ring in her pride of place,  
Was by a mousing owl hawked at and killed.

ROSS

And Duncan's horses (a thing most strange and  
certain),  
Beauteous and swift, the minions of their race,  
Turned wild in nature, broke their stalls, flung out,  
Contending 'gainst obedience, as they would  
Make war with mankind.

OLD MAN

'Tis said they eat each  
other.

ROSS

They did so, to th' amazement of mine eyes  
That looked upon 't.





Enter Macduff.

Here comes the good  
Macduff.—  
How goes the world, sir, now?

MACDUFF  
Why, see you not?

ROSS  
Is 't known who did this more than bloody deed?

MACDUFF  
Those that Macbeth hath slain.

ROSS  
Alas the day,  
What good could they pretend?

Starting with this speech, explore how far Shakespeare presents regicide. Write about:

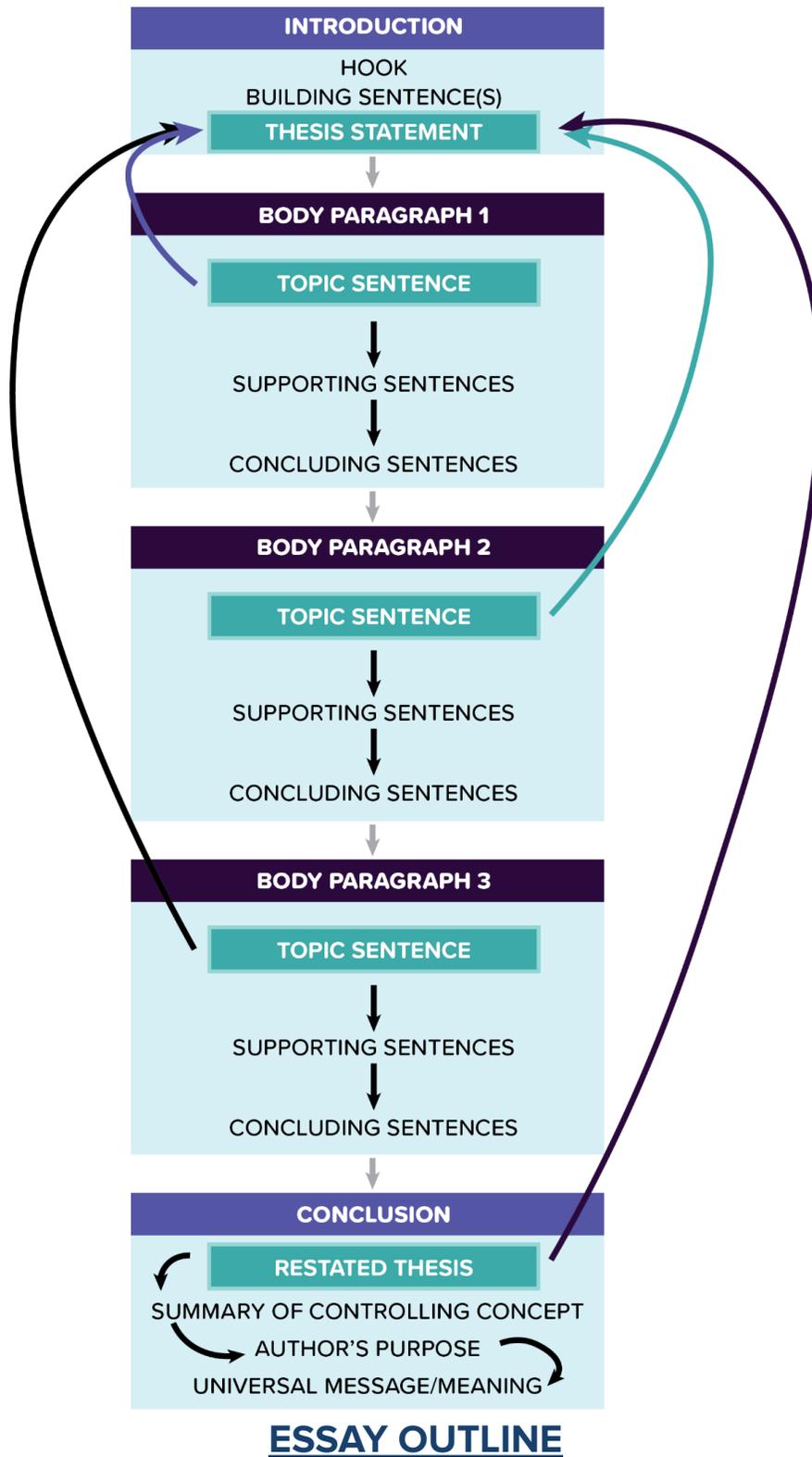
- how Shakespeare presents regicide in this extract
- how far Shakespeare presents regicide in the play as a whole.





## 100% ESSAY STRUCTURE OVERVIEW







## I. Introduction

- A. Context: Renaissance period and Middle Ages, feudal system
- B. Theme of regicide: legitimacy of power, consequences of ambition, potential for corruption
- C. Thesis: Examining unsettling atmosphere, protagonist's inner turmoil, problem of succession, and consequences of regicide

## II. Act 2, Scene 4: Unsettling atmosphere

- A. Line structure and metaphor
- B. Old Man's wisdom and experience
- C. Perversion of natural order
- D. Audience's fear and apprehension
- E. Warning against unbridled ambition and destructive consequences

## III. Act 1, Scene 4: Macbeth's inner turmoil and problem of succession

- A. Malcolm as heir to Scottish throne
- B. Macbeth's obstacle and conflict
- C. Audience's empathy and unease
- D. Complexities of succession, personal ambition, and loyalty
- E. Moral and ethical implications of pursuing power

## IV. Act 4, Scene 2: Consequences of regicide on broader society

- A. Lady Macduff's vulnerability and confusion
- B. Inversion of moral values
- C. Societal decay and chaos
- D. Psychological toll on indirectly affected individuals

## V. Conclusion

- A. Recap: Shakespeare's exploration of themes
- B. Tragic plot structure and societal critique
- C. Macbeth as a product of society
- D. Didactic nature of tragic plot structure
- E. Cautionary tale and exploration of "fair" and "foul"





## STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
<p><u>Hook AO1</u></p> <p>fact/statistic ▾</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>How did one assume power? Who was the legitimate king? These were common questions that arose during the Renaissance period.</p>
<p><u>Buiding sentence(s) AO3</u></p> <p><input checked="" type="checkbox"/> counter argument</p> <p>OR</p> <p><input checked="" type="checkbox"/> some contextual info</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>However, Macbeth is set in the Middle Ages, which was also grappling with the same question and during which the feudal system was the dominant social system in Europe. At this time, the king was not chosen solely based on hereditary right, but rather, the individual who was seen as the most honorable and capable in society. In this context, the theme of regicide in Macbeth raises critical questions about the legitimacy of power, the consequences of ambition, and the potential for corruption in the pursuit of the throne.</p>
<p><u>Thesis statement AO1</u></p> <p><input checked="" type="checkbox"/> key idea 1</p> <p><input checked="" type="checkbox"/> key idea 2</p> <p><input checked="" type="checkbox"/> key idea 3</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Consequently, this essay will examine how Shakespeare creates an unsettling atmosphere to explore the protagonist's inner turmoil and the problem of succession, and delve into the consequences of regicide on the broader society, ultimately highlighting the destructive nature of unchecked ambition and the abuse of power.</p>
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
<p><u>WHAT? Topic sentence AO1</u></p> <p><input checked="" type="checkbox"/> key idea 1</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In Act 2, Scene 4, Shakespeare employs line structure and metaphor to emphasise the unsettling atmosphere that envelops the kingdom following King Duncan's murder.</p>
<p><u>HOW? Supporting sentences AO2</u></p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>For instance, by strategically placing the phrase "threescore and ten" at the beginning of line 2 in Act 2, Scene 4, he highlights the Old Man's age and wisdom, thereby allowing his observation of the unparalleled nature of recent events to carry greater weight. Consequently, this emphasis on the Old Man's experience evokes a sense of unease and dread in the audience, as they come to realise the gravity of the situation and its potential impact on the kingdom's future, such as the possible destabilisation of the political order, the emergence of further violence and treachery, and the potential for a complete</p>





		breakdown of the moral fabric of society. Moreover, the metaphor of "dark night strangles the traveling lamp" (2.4.9-10) serves to underscore the perversion of the natural order, with the darkness symbolising the moral corruption brought about by Macbeth's regicidal act. In doing so, Shakespeare's purpose here may be to reinforce the idea that unchecked ambition and the abuse of power can lead to the destabilisation of the entire social and natural order. As a result, this vivid imagery of darkness engulfing the light not only conveys the chaos and disorder caused by Duncan's murder but also elicits a feeling of fear and apprehension in the audience, as they begin to question the stability and security of the realm. Furthermore, the strangling of the "traveling lamp" (the sun) can provoke a sense of suffocation, as if the natural world is also suffering under the weight of Macbeth's crime.
<p><a href="#">WHY? Concluding sentence(s) AO2/AO3</a></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> author's purpose</li> <li><input checked="" type="checkbox"/> (final thought / context about the key idea)</li> </ul>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Through these carefully crafted literary techniques, Shakespeare aims to warn the audience of the potential dangers of unbridled ambition and the destructive consequences it may have on both individuals and society as a whole, thus creating a more coherent and cohesive narrative.
<p><b>Criteria</b></p>	<p><b>Status</b></p>	<p><b>BODY PARAGRAPH 2 - only focus on KEY IDEA #2</b></p>
<p><a href="#">WHAT? Topic sentence AO1</a></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> key idea 2</li> </ul>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Building on the unsettling atmosphere in Act 2, Scene 4, Shakespeare explores the protagonist's inner turmoil and the problem of succession in Macbeth's aside during Act 1, Scene 4.
<p><a href="#">HOW? Supporting sentences AO2</a></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> terminology</li> <li><input checked="" type="checkbox"/> evidence</li> <li><input checked="" type="checkbox"/> close analysis</li> <li><input checked="" type="checkbox"/> effects*</li> </ul>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	In this scene, Duncan names Malcolm "The Prince of Cumberland," signifying that he would be the heir to the Scottish throne. As a result, Macbeth perceives Malcolm's new title as an obstacle, which he metaphorically describes as a "step / On which I must fall down or else o'erleap." To elaborate, during the medieval period, honor was gained through exceptional or heroic accomplishments, and Macbeth was indeed among the most honorable due to his bravery in battle, as described in Act 1, Scene 2. Nonetheless, winning honor from one's peers was not the only route to the throne, as it was also possible to inherit it from one's father. From this viewpoint, Macbeth recognises that he must either submit to the natural order of succession or take drastic measures to overcome this obstacle. By presenting





		<p>Macbeth's internal conflict, Shakespeare elicits a range of emotions from the audience. They may feel empathy for Macbeth, who feels betrayed by Duncan's decision to name his son heir, and unease as Macbeth contemplates taking drastic actions to secure his ambitions. Consequently, the audience is left to ponder the complexities of succession, the struggle between personal ambition and loyalty, and the consequences of choosing one's own path, ultimately leading to the theme of regicide.</p>
<p><a href="#">WHY? Concluding sentence(s) AO2/AO3</a></p> <p><input type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>This portrayal of Macbeth's emotional turmoil effectively engages the audience and encourages them to consider the moral and ethical implications of pursuing power at any cost, thus contributing to the overall cohesiveness and flow of the narrative.</p>
<p><b>Criteria</b></p>	<p><b>Status</b></p>	<p><b>BODY PARAGRAPH 3 - only focus on KEY IDEA #3</b></p>
<p><a href="#">WHAT? Topic sentence AO1</a></p> <p><input checked="" type="checkbox"/> key-idea-3</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Further exploring the consequences of regicide, Act 4, Scene 2 presents Lady Macduff as she ponders her situation and questions the moral values of the world she inhabits.</p>
<p><a href="#">HOW? Supporting sentences AO2</a></p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>This passage is significant in relation to the theme of regicide, as it reflects the consequences of Macbeth's crime on the broader social and moral fabric of the kingdom. Indeed, Lady Macduff's rhetorical question, "Whither should I fly?", showcases her vulnerability and confusion in the face of danger. Consequently, this expression of vulnerability evokes sympathy from the audience and highlights the impact of regicide on innocent individuals who are caught in the crossfire of political ambition and violence. Moreover, the phrase "I am in this earthly world, where to do harm / Is often laudable, to do good sometime / Accounted dangerous folly" emphasises the inversion of moral values that has occurred as a result of King Duncan's murder. The use of the word "laudable" to describe harmful actions and the phrase "dangerous folly" to describe good deeds underscores the perversion of morality that has taken hold in the aftermath of the regicide. This reversal of values serves as a stark reminder of the societal decay and chaos that have ensued since Macbeth usurped the throne. Furthermore, Lady Macduff's self-reflection, "Why then, alas, / Do I put up that womanly defense / To say I</p>





		have done no harm?", demonstrates the internal struggle she faces as a result of the corrupt world around her. The phrase "womanly defense" implies that she feels her innocence and adherence to traditional moral values are futile in the face of the pervasive corruption and violence that have taken root in the kingdom.
<p><a href="#">WHY? Concluding sentence(s) AO2/AO3</a></p> <p><input checked="" type="checkbox"/> author's purpose  <input type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Ultimately, this internal conflict highlights the psychological toll that regicide has taken on those who are indirectly affected by the crime.
<b>Criteria</b>	<b>Status</b>	<b>CONCLUSION - CRUCIAL!</b>
<p><a href="#">Restated thesis AO1</a></p> <p>(Re-write your thesis statement in different words.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	In conclusion, this analysis has demonstrated how Shakespeare skillfully crafts an unsettling atmosphere, delves into the protagonist's inner turmoil and the problem of succession, and examines the consequences of regicide on the broader society, ultimately emphasising the destructive nature of unchecked ambition and the abuse of power.
<p><a href="#">Summary of controlling concept AO1</a></p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	However, it is important to acknowledge that the tragic plot structure does not solely attribute blame to the protagonists. One view is that the tragic plot structure has frequently been employed to critique the values of the societies where the protagonists reside, addressing issues such as war, kingship, extreme masculine ideals, honour and violence. Therefore, although Macbeth is undoubtedly a violent character, one view is that he is simply a product of his society, one that reflects the historical sources in Holinshed, where Macbeth emerges as King of Scotland out of a violent, dog-eat-dog world of different thanes jockeying for position and power.
<p><a href="#">Summary of author's central purpose AO1/AO3</a></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Therefore, if we take the view that the tragic plot structure is ultimately didactic, we could perceive that Shakespeare is not only exploring the problems of succession and, therefore, regicide, but also destructive nature of violence and its consequences on both individuals and society. The play demonstrates that violence begets more violence, leading to a vicious cycle that corrupts those who participate in it, suggesting, perhaps, that regicide is worse than obeying a king one disapproves of.





[Universal message AO1](#)

(What is the MAIN message of the text? Focus on the end.)

Complete ▾

(only mark complete when steps 1-5 are ALL complete)

Ultimately, however, the audience may see the play can be as a cautionary tale that not only criticises the valorisation of violence but also explores the idea that we should be careful about what we wish for because what we think is 'fair' may actually be 'foul' and what we think is 'foul' may actually be 'fair'.

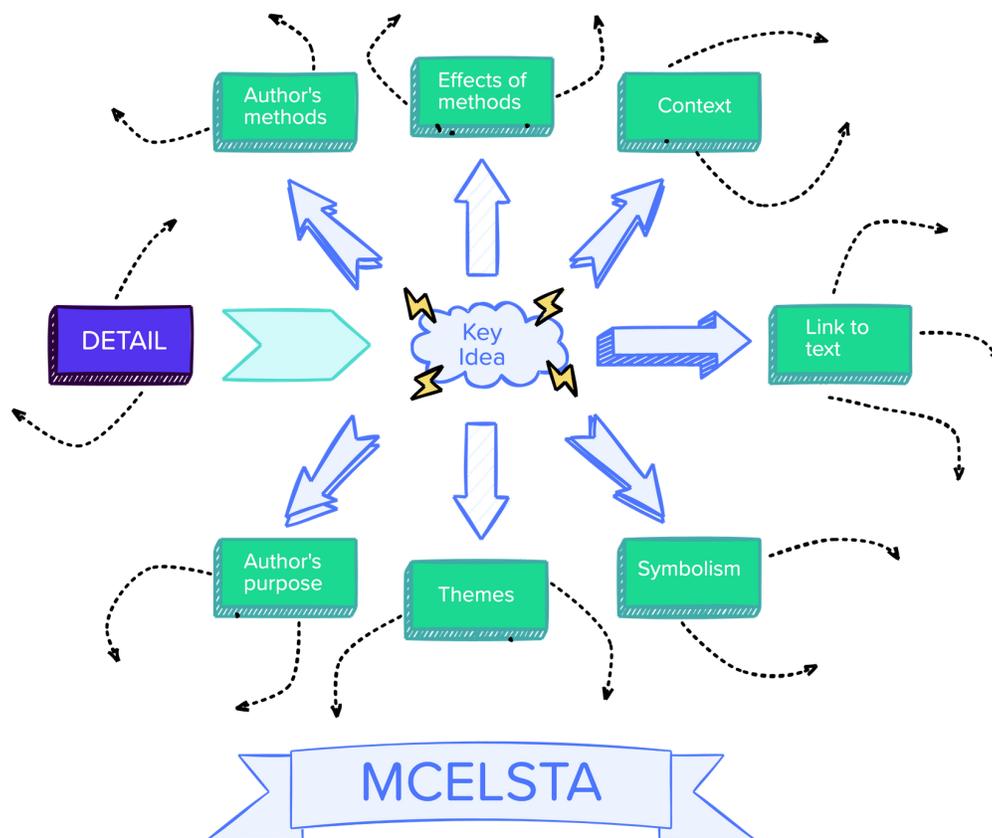




## STEP 2: ADDING DETAIL-Complete the TTECEA Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the TTECEA mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the TTECEA elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
  - a. **to link to your key idea in each paragraph**
  - b. **and support your argument.**

- ✓ **TOPIC SENTENCE**: Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE**: Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc):
- ✓ **EVIDENCE**: EMBED a quote to back up your ideas:
- ✓ **CLOSE ANALYSIS**: Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY:
- ✓ **EFFECTS ON THE READER**: Explore what the author's method makes us focus on, feel (emotionally) or think:
- ✓ **AUTHOR'S PURPOSE**: Explore why the might want to make us feel a certain way about certain ideas:





## STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:

- Removed/replaced ALL redundant repetition.
- Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods ([check toolkit](#)).
- Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- Revised essay for cohesion: [check the toolkit for help](#).
- Removed all instances of the following words and replace them with specific details of the topics you are exploring:
  - How
  - Shows
  - Some
  - Something
  - Thing
  - This
  - Way
  - What
- Your vocabulary is academic – no informal language unless quoting directly.
- Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





## STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- All words are spelt correctly.
- All sentences and names begin with a capital ~~see guidelines below~~ 
- All sentences end with a full stop.
-  No sentences are separated with a comma  
- I used a comma ~~before and after~~ the following words or phrases:
  - for example,
  - however
- I have used ellipses to indicate missing words in quotes.
- I have used at least one semi-colon to separate or join closely related sentences:
  - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
  - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- I have used a colon to introduce a quote, phrase, word, etc.

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### HOW TO REMEMBER CAPITALS - ABLE PRINTS:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody saw it coming.**
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE! (avoid this)**
  
- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

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### SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





## **STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece**

How did one assume power? Who was the legitimate king? These were common questions that arose during the Renaissance period. However, *Macbeth* is set in the Middle Ages, which was also grappling with the same question and during which the feudal system was the dominant social system in Europe. At this time, the king was not chosen solely based on hereditary right, but rather, the individual who was seen as the most honorable and capable in society. In this context, the theme of regicide in *Macbeth* raises critical questions about the legitimacy of power, the consequences of ambition, and the potential for corruption in the pursuit of the throne. Consequently, this essay will examine how Shakespeare creates an unsettling atmosphere to explore the protagonist's inner turmoil and the problem of succession, and delve into the consequences of regicide on the broader society, ultimately highlighting the destructive nature of unchecked ambition and the abuse of power.

In Act 2, Scene 4, Shakespeare employs line structure and metaphor to emphasise the unsettling atmosphere that envelops the kingdom following King Duncan's murder. For instance, by strategically placing the phrase "threescore and ten" at the beginning of line 2 in Act 2, Scene 4, he highlights the Old Man's age and wisdom, thereby allowing his observation of the unparalleled nature of recent events to carry greater weight. Consequently, this emphasis on the Old Man's experience evokes a sense of unease and dread in the audience, as they come to realise the gravity of the situation and its potential impact on the kingdom's future, such as the possible destabilisation of the political order, the emergence of further violence and treachery, and the potential for a complete breakdown of the moral fabric of society. Moreover, the metaphor of "dark night strangles the traveling lamp" (2.4.9-10) serves to underscore the perversion of the natural order, with the darkness symbolising the moral corruption brought about by Macbeth's regicidal act. In doing so, Shakespeare's purpose here may be to reinforce the idea that unchecked ambition and the abuse of power can lead to the destabilisation of the entire social and natural order. As a result, this vivid imagery of darkness engulfing the light not only conveys the chaos and disorder caused by Duncan's murder but also elicits a feeling of fear and apprehension in the audience, as they begin to question the stability and security of the realm. Furthermore, the strangling of the "traveling lamp" (the sun) can provoke a sense of suffocation, as if the natural world is also suffering under the weight of Macbeth's crime. Through these carefully crafted literary techniques, Shakespeare aims to warn the audience of the potential dangers of unbridled ambition and the destructive consequences it may have on both individuals and society as a whole, thus creating a more coherent and cohesive narrative.

Building on the unsettling atmosphere in Act 2, Scene 4, Shakespeare explores the protagonist's inner turmoil and the problem of succession in Macbeth's aside during Act 1, Scene 4. In this scene, Duncan names Malcolm "The Prince of Cumberland," signifying that he would be the heir to the Scottish throne. As a result, Macbeth perceives Malcolm's new title as an obstacle, which he metaphorically describes as a "step / On which I must fall down or else o'erleap." To elaborate, during the medieval period, honor was gained through exceptional or heroic accomplishments, and Macbeth was indeed among the most honorable due to his bravery in battle, as described in Act 1, Scene 2. Nonetheless, winning honor from one's peers was not the only route to the throne, as it was also possible to inherit it from one's father. From this viewpoint, Macbeth recognises that he must either submit to the natural order of succession or take drastic measures to overcome this obstacle. By presenting Macbeth's internal conflict, Shakespeare elicits a range of emotions from the audience. They may feel empathy for Macbeth, who feels betrayed by Duncan's decision to name his son heir, and unease as Macbeth contemplates taking drastic actions to secure his ambitions. Consequently, the audience is left to ponder the complexities of succession, the struggle between personal ambition and loyalty, and the consequences of choosing one's own path, ultimately leading to the theme of regicide. This portrayal of Macbeth's emotional turmoil effectively engages the audience and encourages





them to consider the moral and ethical implications of pursuing power at any cost, thus contributing to the overall cohesiveness and flow of the narrative.

Further exploring the consequences of regicide, Act 4, Scene 2 presents Lady Macduff as she ponders her situation and questions the moral values of the world she inhabits. This passage is significant in relation to the theme of regicide, as it reflects the consequences of Macbeth's crime on the broader social and moral fabric of the kingdom. Indeed, Lady Macduff's rhetorical question, "Whither should I fly?", showcases her vulnerability and confusion in the face of danger. Consequently, this expression of vulnerability evokes sympathy from the audience and highlights the impact of regicide on innocent individuals who are caught in the crossfire of political ambition and violence. Moreover, the phrase "I am in this earthly world, where to do harm / Is often laudable, to do good sometime / Accounted dangerous folly" emphasises the inversion of moral values that has occurred as a result of King Duncan's murder. The use of the word "laudable" to describe harmful actions and the phrase "dangerous folly" to describe good deeds underscores the perversion of morality that has taken hold in the aftermath of the regicide. This reversal of values serves as a stark reminder of the societal decay and chaos that have ensued since Macbeth usurped the throne. Furthermore, Lady Macduff's self-reflection, "Why then, alas, / Do I put up that womanly defense / To say I have done no harm?", demonstrates the internal struggle she faces as a result of the corrupt world around her. The phrase "womanly defense" implies that she feels her innocence and adherence to traditional moral values are futile in the face of the pervasive corruption and violence that have taken root in the kingdom. Ultimately, this internal conflict highlights the psychological toll that regicide has taken on those who are indirectly affected by the crime.

In conclusion, this analysis has demonstrated how Shakespeare skillfully crafts an unsettling atmosphere, delves into the protagonist's inner turmoil and the problem of succession, and examines the consequences of regicide on the broader society, ultimately emphasising the destructive nature of unchecked ambition and the abuse of power. However, it is important to acknowledge that the tragic plot structure does not solely attribute blame to the protagonists. One view is that the tragic plot structure has frequently been employed to critique the values of the societies where the protagonists reside, addressing issues such as war, kingship, extreme masculine ideals, honour and violence. Therefore, although Macbeth is undoubtedly a violent character, one view is that he is simply a product of his society, one that reflects the historical sources in Holinshed, where Macbeth emerges as King of Scotland out of a violent, dog-eat-dog world of different thanes jockeying for position and power. Therefore, if we take the view that the tragic plot structure is ultimately didactic, we could perceive that Shakespeare is not only exploring the problems of succession and, therefore, regicide, but also destructive nature of violence and its consequences on both individuals and society. The play demonstrates that violence begets more violence, leading to a vicious cycle that corrupts those who participate in it, suggesting, perhaps, that regicide is worse than obeying a king one disapproves of. Ultimately, however, the audience may see the play can be as a cautionary tale that not only criticises the valorisation of violence but also explores the idea that we should be careful about what we wish for because what we think is 'fair' may actually be 'foul' and what we think is 'foul' may actually be 'fair'.





## MORE IDEAS

The following lines, "Stars, hide your fires; / Let not light see my black and deep desires," employ vivid imagery to convey Macbeth's awareness of the darkness within him. By personifying the stars and asking them to "hide your fires," Macbeth seeks to keep his immoral thoughts hidden from both himself and others. The contrast between the celestial light and his "black and deep desires" symbolises the stark difference between the natural order of the universe and the corrupt ambitions that drive Macbeth towards regicide.

Through the use of the exclamatory sentence "The Prince of Cumberland!" Shakespeare illustrates Macbeth's true feelings of anger and amazement at Duncan. Honour in the society in those days was the glory and fame one acquired from exceptional or heroic accomplishment and through this definition we can infer that Macbeth was one of the most honourable in the society due to act 1 scene 2; "For brave Macbeth (well he deserves that name), Disdaining Fortune, with his brandished steel, Which smoked with bloody execution,". Macbeth was the victor of the battle and praised by Duncan who called him his "valiant cousin" depicting him to be the successor according to the feudal system. This is further proved, when the witches say "all hail Macbeth thou shalt be king hereafter". However, Duncan's decision of making his son the king evidently caused Macbeth to react, seen through the rhyming couplet at the end of act 1 scene 2, "The eye wink at the hand; yet let that be, Which the eye fears, when it is done, to see." Macbeth feels betrayed by Duncan and at this point decides to rebel against him. Hence, regicide in Macbeth can also be seen as a result of Duncan not respecting the structure of the feudal system, where the most honourable was most deserving to be next in line to the throne.

Shakespeare further highlights the theme of regicide through the use of foreshadowing and animal imagery. The Old Man recounts an unnatural event where a falcon, a symbol of nobility and power, was killed by a mousing owl, a predator of lesser status: "A falcon, tow'ring in her pride of place, / Was by a mousing owl hawked at and killed" (2.4.14-15). This inversion of the natural order foreshadows the eventual downfall of Macbeth, who, like the falcon, has been brought low by his own ambitions. By eliciting a sense of foreboding in the audience, Shakespeare explores the destructive consequences of regicide on both the individual and the kingdom.

Shakespeare's use of dramatic irony and dialogue further emphasises the theme of regicide and its ramifications. As Ross and the Old Man discuss the recent events, the audience is already aware of Macbeth's guilt, creating tension and unease. Moreover, the dialogue between Ross and Macduff serves to underline the moral implications of the crime: "Alas the day, / What good could they pretend?" (2.4.37-38). By highlighting the futility of the murderers' actions, Shakespeare conveys the senselessness of regicide and its impact on the social and moral fabric of the kingdom.

William Shakespeare's "Macbeth" masterfully explores the theme of regicide through the use of language, structure, and form techniques such as symbolism, imagery, foreshadowing, anaphora, dramatic irony, and dialogue. By closely analysing Act 2, Scene 4, we can appreciate the emotional and psychological effects these techniques evoke in the audience and understand the playwright's intentions in conveying the far-reaching consequences of regicide on both the individual and the kingdom as a whole. Through this tragic play, Shakespeare invites us to reflect on the moral complexities of ambition and power, and the ultimate price that must be paid when harmony and order are disrupted.





## MORE KEY QUOTES

1. "All hail, Macbeth, hail to thee, Thane of Cawdor! / All hail, Macbeth, that shalt be king hereafter!" (Act 1, Scene 3)
  - The witches' prophecy plants the seed of ambition and the idea of regicide in Macbeth's mind.
2. "If good, why do I yield to that suggestion / Whose horrid image doth unfix my hair / And make my seated heart knock at my ribs, / Against the use of nature?" (Act 1, Scene 3)
  - Macbeth acknowledges the horrific nature of regicide, yet he cannot shake the thought of it.
3. "Yet do I fear thy nature; / It is too full o' th' milk of human kindness / To catch the nearest way. Thou wouldst be great, / Art not without ambition, but without / The illness should attend it." (Act 1, Scene 5)
  - Lady Macbeth fears that Macbeth is too kind-hearted to commit regicide and seize the throne.
4. "I have no spur / To prick the sides of my intent, but only / Vaulting ambition, which o'erleaps itself / And falls on th' other." (Act 1, Scene 7)
  - Macbeth admits that his primary motivation for regicide is his own ambition.
5. "I go, and it is done; the bell invites me. / Hear it not, Duncan, for it is a knell / That summons thee to heaven or to hell." (Act 2, Scene 1)
  - Macbeth prepares to commit the regicide, signaling Duncan's impending death.
6. "Will all great Neptune's ocean wash this blood / Clean from my hand? No; this my hand will rather / The multitudinous seas incarnadine, / Making the green one red." (Act 2, Scene 2)
  - After committing regicide, Macbeth is tormented by guilt, realizing that his crime has irrevocably stained him.
7. "A little water clears us of this deed." (Act 2, Scene 2)
  - Lady Macbeth tries to dismiss the gravity of the regicide, suggesting that it can be easily washed away.
8. "To know my deed, 'twere best not know myself." (Act 2, Scene 2)
  - Macbeth is so horrified by his own actions that he would rather not know himself than face the reality of his crime.
9. "O horror, horror, horror! Tongue nor heart / Cannot conceive nor name thee!" (Act 2, Scene 3)
  - Macduff's reaction upon discovering Duncan's murdered body highlights the atrocity of the regicide.
10. "Bleed, bleed, poor country! / Great tyranny! Lay thou thy basis sure, / For goodness dare not check thee." (Act 4, Scene 3)
  - Macduff laments the suffering of Scotland under Macbeth's rule, a direct consequence of the regicide.



