Researchers in Schools

# The End of the World is Nigh

## Apocalyptic Imagery in Shakespeare's Tragedies and Beyond

| | |
|---|---|
| Pupil Name | |
| Coursebook Designed by | Dr R M Christofides |

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# Uni Pathways launch event

Welcome to Uni Pathways! We are delighted to be able to launch the Uni Pathways programme with you. We hope that you are ready to embark on your Uni Pathways journey and that you enjoy the video.
You will be asked to pause the video at times to complete some work in this workbook, so make sure you have a pen / pencil to hand when you start the video.

By the end of the video, you will have

- Learnt about what studying at university means
- Learnt about some of the skills that you will develop during Uni Pathways
- Heard from pupils who have participated in Uni Pathways or The Scholars Programme (which is the same programme!)
- Heard from current university students talking about what life is like at university

If you are in school your teacher will play the video. If you are at home and logged in to a session with your teacher, your teacher will play the video and show it to you. If you are participating independently your teacher will email you the link to the video or the video file. There are opportunities for you to answer some questions, and you will be told when to pause the video to answer them.

**Introduction to Uni Pathways**

1. Write down what you think a supra-activity is

_____
_____
_____

2. Independent learning is

_____
_____
_____

3. Write down in your own words what resilience means, and come up with a different example to the one mentioned in the PowerPoint.

_____
_____
_____
_____

4. Why do you think analysis and evaluation skills are useful in your academic career? _____
_____
_____
_____
_____
_____

5. Why do you think analysis and evaluation skills are useful in life in general? _____
_____
_____
_____

6. What are the different types of learning that university students do?

**Pupils' experience of Uni Pathways**
You will now watch some pupils talk about their experience of learning a PhD topic and producing a final assignment. Some may refer to The Scholars Programme rather than Uni Pathways. As you heard in the introduction PowerPoint, The Scholars Programme is a very similar programme to Uni Pathways. Listen carefully and then respond to the questions below. Be prepared to share some of your responses with your peers.

1. How did the pupils describe talking about writing a long essay for their final assignment?

2. Write down something that one of the pupils mentioned was particularly interesting in their course.

3. What were some challenges that the pupils met?

**Virtual campus tours**
You will now go on a virtual tour of some universities! Once you have seen some of the university campuses, respond to the questions below.
Note down something that you liked out of any of the campus tours you saw. It may be a particular building, space, city etc.

1. Were there any similarities between the different university campuses? If so, what are the similarities?

2. If you had to pick one of those universities to go and visit in person, which one would it be and why?

3. Note down some of the societies that you could join at different universities

**Meet university students!**
You are about to virtually meet or hear from some current university students.
If you are virtually meeting them, think about what questions you would like to ask the students, share your questions with a partner and note those questions down in the space below.

If you are not meeting them but watching some videos that they have made, use the space below to note down what else you would like to find out about university. You can then ask your teacher during Uni Pathways tutorials!

**Reflection**
Congratulations on completing the launch of the Uni Pathways programme. Before you go, take some time to reflect on what you have learnt by answering the following questions:

1. Are there any aspects of university style learning that you would look forward to? If so, what are they?

2. What challenges do you think students face when learning at university? How would you try to overcome these challenges?

3. What skills do you hope to develop during your Uni Pathways course?

4. What part of Uni Pathways seems the most challenging for you?

5. What are you most looking forward to about Uni Pathways?

# Timetable and Assignment Submission

## Timetable – Tutorials

| Tutorial | Date | Time | Location |
|---|---|---|---|
| 1 – What are Doom Paintings? | | | |
| 2 – Shakespeare and the Doom | | | |
| 3 – What is a Scholarly Source? | | | |
| 4 – Apocalypse Now | | | |
| 5 – The Final Assignment | | | |
| 6 – Feedback Tutorial | | | |
| 7 – Final Tutorial | | | |

## Timetable – Homework Assignments

| Homework Assignment | Description | Due Date |
|---|---|---|
| Tutorial 1 | Baseline Assignment (500-word essay) | |
| Tutorial 2 | | |
| Tutorial 3 | | |
| Tutorial 4 | Homework activity (two PEARL paragraphs) | |
| Tutorial 5 | Homework activity (500-word draft of final assignment) | |

## Assignment Submission – Lateness and Plagiarism

| Lateness | |
|---|---|
| Submission after midnight on due date | 10 marks deducted |
| **Plagiarism** | |
| Some plagiarism | 10 marks deducted |
| Moderate plagiarism | 20 marks deducted |
| Extreme plagiarism | Automatic fail |

## Course Rationale

**What is this module about?**

This module explores Shakespeare's use of apocalyptic imagery. Many of his tragedies, such as *Macbeth*, *King Lear*, and *Hamlet*, are dark and tense. Imagery of the Doom – the apocalypse or end of the world – was used by Shakespeare to add atmosphere to these plays. Shakespeare used this imagery because it was familiar to Renaissance audiences, but, if you look carefully, apocalyptic imagery continues to be used in popular culture all around us today in books, films, and elsewhere to address modern concerns about the end of the world.

Going to church was compulsory in Shakespeare's lifetime. Because many people were illiterate (they could not read or write), church interiors were covered with paintings that explained Bible stories. The largest, and most important, of these paintings was the Bible story of the end of the world, which was usually called the 'Doom'. Today, we often call it the 'Apocalypse' or 'Judgement Day'. Doom paintings showed souls being sent to hell or heaven and were there to remind everyone to live a good, Christian life. If they did not, they might be banished to the underworld forever when the world ends.

To sum up, this module is about…

- Shakespeare's use of apocalyptic imagery.
- How apocalyptic imagery gets used in the modern world.

**What will we do in this module?**

In this module we will examine Doom paintings and discover how Shakespeare's language referred to those paintings. In particular, we will consider why the apocalyptic imagery of Doom paintings helps us understand what happens in Shakespeare's tragedies. The tragedy we will focus on mostly is *Macbeth*.

Also, we will explore where, in modern books, films, TV, or art today, we might find apocalyptic imagery used in a variety of ways that address our current concerns about the future of the planet and the fate of the human race.

So, in tutorials, we will focus on the relationship between the apocalyptic imagery of Doom paintings and Shakespearean tragedy, and explore what kind of apocalyptic imagery writers, filmmakers, and artists use today. We will ask questions such as:

- What did Doom paintings look like?
- Why do they no longer exist?
- Where did Shakespeare use them in his tragedies, and why?
- What kind of apocalyptic imagery is used today and why is it different?

To sum up, on this module we will explore…

- How Shakespeare uses the apocalyptic imagery of Doom paintings in his tragedies, particularly *Macbeth*.
- How modern writers and filmmakers use different apocalyptic imagery and why.

## Uni Pathways Mark Scheme 2020 – Essay-based assignments

| | Subject Knowledge | Critical Thinking | Written Communication |
|---|---|---|---|
| 1st | The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources.<br><br>Knowledge is used to build and support highly effective arguments. | Analyses, key ideas, information, and arguments. Interprets meaning and makes connections.<br><br>Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions. | The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion.<br><br>The writing style is appropriate; key terms are used with fluency. There are no, or very few, errors in spelling or grammar.<br><br>Referencing is used consistently and matches the style taught in the course. |
| 2:1 | The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources.<br><br>Knowledge is used to build and support effective arguments | Analyses key ideas, information and arguments.<br><br>Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions.<br><br>Shows some understanding of the relative importance of arguments. | The essay has a clear structure and the arguments are easy to follow.<br><br>The introduction outlines the essay effectively and the conclusion summarises the arguments.<br><br>The writing style is appropriate; key terms are used correctly.<br><br>There are few errors in spelling or grammar.<br><br>Referencing is mostly consistent and matches the style taught in the course. |
| 2:2 | The essay shows an understanding of key concepts and issues, with no major misconceptions.<br><br>Beginning to apply this knowledge to build and support arguments. | Begins to analyse ideas, information and arguments.<br><br>Identifies some arguments and statements and attempts to evaluate their quality.<br><br>Not yet showing understanding of the relative strengths and weaknesses of arguments. | The essay structure could be made clearer to better guide the reader through the arguments.<br><br>The writing style can sometimes be informal.<br><br>Occasionally key terms are not used when it would be appropriate to do so. |

| | | | |
|---|---|---|---|
| | | | There are some errors in spelling or grammar, but they do not get in the way of communicating the content.<br><br>There is some consistency to the referencing. |
| 3rd | Shows a developing understanding of key concepts and issues, with some misconceptions.<br><br>Not yet applying this knowledge to build and support arguments. | Begins to analyse ideas and information.<br><br>Describes statements and arguments while not yet evaluating them. | The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.<br><br>The essay has no or a limited introduction and conclusion.<br><br>Key terms and references are not always used correctly. |

# Baseline Assignment (essay based): Pupil Feedback Report

| | |
|---|---|
| Name of Pupil | |
| Name of School | Colne Valley High School |
| Name of RIS teacher | Dr R M Christofides |
| Title of Assignment | How do we imagine the end of the world today, and how is it different from how Doom paintings imagined it? |

How your assignment is graded:

| Grade | Marks | What this means |
|---|---|---|
| 1st | 70+ | Performing to an excellent standard at A-level |
| 2:1 | 60-69 | Performing to a good standard at A-level |
| 2:2 | 50-59 | Performing to an excellent standard at GCSE |
| 3rd | 40-49 | Performing to a good standard at GCSE |
| Working towards a pass | 0-39 | Performing below a good standard at GCSE |
| Did not submit | DNS | No assignment received by The Brilliant Club |

| Lateness | |
|---|---|
| Any lateness | 10 marks deducted |
| **Plagiarism** | |
| Some plagiarism | 10 marks deducted |
| Moderate plagiarism | 20 marks deducted |
| Extreme plagiarism | Automatic fail |

Marks

| | | | |
|---|---|---|---|
| OVERALL MARK / 100 | | FINAL MARK / 100 (including any deductions) | |
| DEDUCTED MARKS | | FINAL GRADE | |

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

| Subject knowledge | |
|---|---|
| | *mark* |
| | |
| | |
| **Critical thinking** | |
| | *mark* |
| | |
| | |
| **Written communication** | |
| | *mark* |
| | |
| | |

# Final Assignment (essay based): Pupil Feedback Report

| | |
|---|---|
| Name of Pupil | |
| Name of School | Colne Valley High School |
| Name of RIS teacher | Dr R M Christofides |
| Title of Assignment | How does apocalyptic imagery help us to understand Shakespearean tragedy, and where might we see apocalyptic imagery in popular culture today? |

How your assignment is graded:

| Grade | Marks | What this means |
|---|---|---|
| 1st | 70+ | Performing to an excellent standard at A-level |
| 2:1 | 60-69 | Performing to a good standard at A-level |
| 2:2 | 50-59 | Performing to an excellent standard at GCSE |
| 3rd | 40-49 | Performing to a good standard at GCSE |
| Working towards a pass | 0-39 | Performing below a good standard at GCSE |
| Did not submit | DNS | No assignment received by The Brilliant Club |

| Lateness | |
|---|---|
| Any lateness | 10 marks deducted |
| **Plagiarism** | |
| Some plagiarism | 10 marks deducted |
| Moderate plagiarism | 20 marks deducted |
| Extreme plagiarism | Automatic fail |

Marks

| | | | |
|---|---|---|---|
| OVERALL MARK / 100 | | FINAL MARK / 100 (including any deductions) | |
| DEDUCTED MARKS | | FINAL GRADE | |

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

| Subject knowledge | |
|---|---|
| | *mark* |
| | |
| | |
| **Critical thinking** | |
| | *mark* |
| | |
| | |
| **Written communication** | |
| | *mark* |
| | |
| | |

## Subject Vocabulary

| Word | Definition | In a sentence |
|---|---|---|
| Iconography | A work of art about a particular subject, especially religious figures (icons) or stories. | Religious iconography was used in the Medieval and Renaissance periods because many people were illiterate. |
| Tragedy | A form of drama that explores terrible events and human suffering. | There is rarely a happy or satisfying ending to a tragedy. |
| Renaissance | A period in European history between the fourteenth and seventeenth centuries, when there were important developments in art, literature, music, and architecture. The word 'renaissance' means rebirth. | Shakespeare was the most important playwright of the English Renaissance. |
| Doom | The Doom is the Last Judgement or Apocalypse, the Christian tale of the end of the world. A Doom can also just mean a painting of the end of the world. | Many Doom paintings were destroyed by the seventeenth century, but there are still some that have survived for us to see today. |
| Apocalypse | Another word for 'Doom'. We use this word a lot in the modern world to just mean a terrible catastrophe. | The climate crisis is an environmental apocalypse for our planet. |
| Act | Shakespeare's plays are usually split into five sections called 'acts'. Shakespeare did not actually split his plays this way himself. The five-act structure is a long tradition that people have applied to Shakespeare's plays since his death. | Act Three is usually the point in a Shakespeare play when there is a significant crisis or turning point. |
| Scene | Each act in a Shakespeare play is split into scenes. When there is a change of location, we get a change of scene. The act and scene structure makes it easy for people to identify which part of a play they want to read, talk about, or act. | In Act One, Scene One of *Macbeth* we meet the witches. Then, in Act One, Scene Two, we switch locations and meet Macbeth. |
| Imagery | Visual images either depicted in art or described in language. | Shakespeare's language uses imagery of the Doom at the start of Act One, Scene Seven. |
| Representation | How someone or something is presented in art or literature. | The representation of Macbeth changes from a noble hero in Act One to a villainous murderer in Act Two. |
| Soliloquy | A speech in a play where the character, usually alone, speaks their thoughts out loud instead of speaking to someone else. | Hamlet's 'To be or not to be' speech is probably the most famous soliloquy in the world. |

# Tutorial 1 – What are Doom Paintings?

## What is the Purpose of Tutorial 1?

- To **define** some key terms of the course – Doom paintings, religious iconography.
- To **identify** key elements of Doom paintings, such as angels, demons, and hell-mouths.
- To **evaluate** the influence of Doom paintings in sixteenth-century England, including on writers such as Shakespeare.

**Activity One – What do you think the end of the world would look like?**

Use the space below to write down your ideas.

## Activity Two – Identify the elements of a Doom painting

Below is a **Doom painting** from Coventry Cathedral. It was painted in 1430, nearly 600 years ago. It was plastered over for centuries but uncovered again in 2004. Doom paintings depicted what Christians thought the end of the world, or Apocalypse, would look like.

This one has many **typical elements** of a Doom painting. There are **angels** blowing their trumpets to wake the dead, dead **souls rising** from their graves, **demons** pushing the wicked to hell, and the **mouth of hell** is a dragon- or lizard-shaped creature that swallows the wicked. We will talk more about these in Activity Three.

## Task

On the next page are close-ups of three different Doom paintings.

Draw lines to **connect** the **common elements** of Doom paintings to the **right picture**.

Hell-mouth swallowing souls

Demons whipping souls to hell

Angels with trumpets waking the dead

## Activity Three – Mini lecture

**Listen** to the mini lecture on Doom paintings. It will last for a maximum of ten minutes.

Use the space below to **make notes** in. You must **take notes** that answer the **four questions**.

**When were Doom paintings common?**

**Why were they popular?**

**Where would Shakespeare and other writers of Shakespeare's day have seen them?**

**Why would they have made a big impression on Shakespeare?**

## Activity Four – Quiz

Circle the right answer. Two questions have more than one correct answer.

1. **If you did not go to church in Shakespeare's day you were…**

- fined
- beheaded
- turned into a pumpkin

2. **Doom paintings are a representation of the Bible story about…**

- the birth of Christ
- the end of the world
- Ebenezer Scrooge

3. **Doom paintings were common in …**

- Roman times
- Medieval and Renaissance times
- Hard times

4. **They are a kind of…**

- religious iconography
- religious architecture
- madness

5. **Doom paintings usually included…**

- angels with trumpets
- a dragon or lizard as the mouth of hell
- Dementors

6. **Other words for 'Doom' include…**

- Apocalypse
- Last Judgement
- Judgement Day
- First day of term

7. **Iconography was used to represent Bible stories because many people in church …**

- were illiterate
- were not listening
- enjoyed comics

8. **Doom paintings were always at the front of the church…**

- because priests wanted a colourful background for their sermons
- so that everyone in the congregation could see them
- because there was nowhere else to put them

How did you do? Write your mark below.

## Activity 5 – Reflection

To finish, we're going to **reflect** on the following things together.

- What did we learn?
- How did we learn it?
- How was it different from what we usually do in class?

## Homework – Baseline Assignment

**Title:** How do we imagine the end of the world today, and how is it different from how Doom paintings imagined it?

**Write 500 words on the different things that, in the modern world, we fear threaten our planet. This could be, for example, war, the climate crisis, or technology. How are they different from the fears of Shakespeare's day about the end of the world?**

When writing your assignment, you might want to think about some of these questions…

- What things get described as a threat to our future?
- Where do we read or hear about them – school, the internet, TV, or other places?
- Were any of these apocalyptic issues relevant or important to Shakespeare and his society? What issues do you think were important instead?
- Do you know any modern novels, films, or poems about the end of the world? What can you say about them?

Remember to write clearly. Make sure your sentences are easy to read and correctly punctuated. Be analytical and reflect carefully on what you know. For example, if the climate crisis is a frequent theme in novels, films, or poems, why do you think that is? Do you think it would have been a concern for Shakespeare and his society? If not, why not?

Below are some sentence starters to help you.

- *The issues that are frequently described as a threat to our future are……*
- *The issue of X is often in the news because…*
- *This issue would/would not have been important in Shakespeare's day because…*
- *The issue of X can be seen in the novel/film/poem Y…*

**Baseline Assignment Checklist**

- ☐ I have fully explained how I think the end of the world is imagined today.
- ☐ I have given examples.
- ☐ I have reflected on those examples.
- ☐ I have compared those examples to Shakespeare and his society.
- ☐ I have written clearly and in paragraphs.
- ☐ I have proofread my work, checking for spelling, punctuation, and grammar.

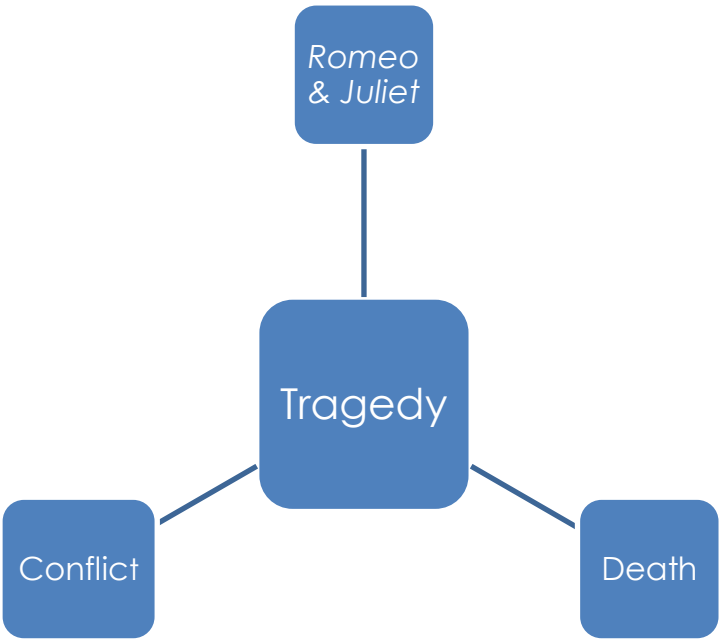
# Tutorial 2 – Shakespeare and the Doom

## What is the Purpose of Tutorial 2?

- To **describe** what is happening in short extracts from Shakespearean tragedy, mainly *Macbeth* but also *Othello*.
- To **identify** where the key elements of Doom paintings are mentioned in those extracts.
- To **evaluate** the effect of Doom imagery on how we understand those moments in the plays.

## Activity One – What do we know about Shakespearean tragedy?

Add as much as you can to the spider diagram.



## Activity Two – Storyboard the plot of *Macbeth*

The tragedy *Macbeth* will be our focus on this course. It will be helpful to know the plot.

I am going to read out the main events of the play. On this page, **draw** those events without using any words. After, you will **explain** the story **using only your drawings**.

## Activity Three – Examine a soliloquy by Macbeth

We are going **to read a soliloquy** by Macbeth. At this point, Macbeth is deciding whether he should kill King Duncan or not…

If it were done when 'tis done, then 'twere well
It were done quickly: if the assassination
Could trammel up the consequence, and catch
With his surcease, success; that but this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'ld jump the life to come. But in these cases
We still have judgment here; that we but teach
Bloody instructions, which, being taught, return
To plague the inventor: this even-handed justice
Commends the ingredients of our poison'd chalice
To our own lips. He's here in double trust;
First, as I am his kinsman and his subject,
Strong both against the deed; then, as his host,
Who should against his murderer shut the door,
Not bear the knife myself. Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels, trumpet-tongued, against
The deep damnation of his taking-off;
And pity, like a naked new-born babe,
Striding the blast, or heaven's cherubim, horsed
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye,
That tears shall drown the wind.

*Macbeth*, 1.7.1–25

## Task

Now that we've read it and understood it, **highlight or underline** the part you think is making a **reference to a Doom painting**.

## Activity 4 – University-style discussion

We're going to **discuss** this section together. We will focus on three questions.

- What are the references to the Doom?
- Why do you think they are important here?
- How do they emphasise the sin of regicide (killing a king)?

If you want to, you can use the **space below** to **jot down useful ideas** from the discussion.

## Activity 5 – Identify the elements of a Doom painting

Below is a Doom painting by a German artist called Stefan Lochner. It was painted in 1435.

## Task

In the space below the painting

- **write down** all the **aspects of a Doom** painting that you can see
- **write down** if you notice any **aspects** we have **not discussed** yet

## Extension activity – Looking at another play

**Read** the following quote from *Othello*, another tragedy by Shakespeare. Othello, the main character, has just murdered his wife and is looking down at her dead body.

Now, how dost thou look now? O ill-starr'd wench!
Pale as thy smock! when we shall meet at compt,
This look of thine will hurl my soul from heaven,
And fiends will snatch at it. Cold, cold, my girl!
Even like thy chastity. O cursed slave!
Whip me, ye devils,
From the possession of this heavenly sight!
Blow me about in winds! roast me in sulphur!
Wash me in steep-down gulfs of liquid fire!
O Desdemona! Desdemona! dead!
Oh! Oh! Oh!

*Othello*, 5.2.315–25

**compt = old word for Doom**

**fiends = another word for devils**

## Task

**Answer** the following **questions** in full sentences below.

### What part of a Doom paintings is Othello referring to?

### What does the quote tell us about how he feels at this point?

### Why does Shakespeare use aspects of a Doom painting to show Othello's feelings?

## Tutorial 3 – What is a Scholarly Source?

### What is the Purpose of Tutorial 3?

- To **recognize** the difference between scholarly and non-scholarly writing.
- To **explain** why secondary texts are useful.
- To **consider** the contribution scholarly extracts make to our course, especially how they help our understanding of *Macbeth* and other plays.

### Activity One – Different kinds of writing

**Think** of as many **kinds of writing** as you can. Use the purple letters. There's one done to start you off.

**A B C D E F G H I J K L M**

**N O P Q R S T U V W X Y Z**

**F = Fiction**

## Activity Two – Discuss with your shoulder partner what you think scholarly writing is

If you want to, use the space below to **jot down** any **ideas** you come up with.

Support
- A scholar specialises in specific subject. So, a Shakespeare scholar will be an expert on Shakespeare.

## Activity Three – Mini lecture

**Listen** to the mini lecture on scholarly sources. It will last for a maximum of ten minutes.

Use the space below to **make notes**. You must **take notes** that answer the **three questions**.

### What are biographical texts by scholars?

### What are historical texts by scholars?

### What are critical texts by scholars?

## Activity Four – Some quotes from scholarly texts about *Macbeth*

We are going to **read** through these **quotes** together and understand them**.**

1. 'On the one hand, the social structure of Macbeth makes kingship highly desirable but, on the other hand, kingship is forbidden to all but one person, which makes it precarious. Inevitably, the principles that govern social exchange and regulate behaviour come into conflict with the urge to be king.'

2. The Gunpowder plot was seen as parricide (killing a father) as well as regicide (killing a king) because people had a 'concept of their king as father not of their country but of themselves.'

3. In Shakespeare's day, witchcraft and the supernatural were 'as much part of reality as religious truth.'

4. 'Duncan's rule is utterly chaotic, and maintaining it depends on constant warfare.'

## Task

**Write** a sentence in the space below on what each quote tells us about *Macbeth*.

Here are some sentence starters for you to use…

- *This quote is useful because…*
- *This scholarly source explains that…*

## Activity 5 – Reflection

To finish, we are going to **reflect** on the following **questions** together.

- What did we learn about scholarly texts?
- Why are they useful?

# Tutorial 4 – Apocalypse Now

## What is the Purpose of Tutorial 4?

- To **describe** what is happening in short extracts from modern novels and films.
- To **identify** where apocalyptic imagery can be seen in those extracts.
- To **theorize** the difference between modern and Renaissance imagery of the end of the world, and why it has changed.

## Activity One – What could cause the end of the world?

In the space below **brain dump** apocalyptic events and how humans can avoid them.

## Activity Two – University-style discussions on modern apocalypses

We will **watch** a clip from a film and **read** an extract from a novel and then **discuss** them.

## Task 1: Film clip and university-style discussion

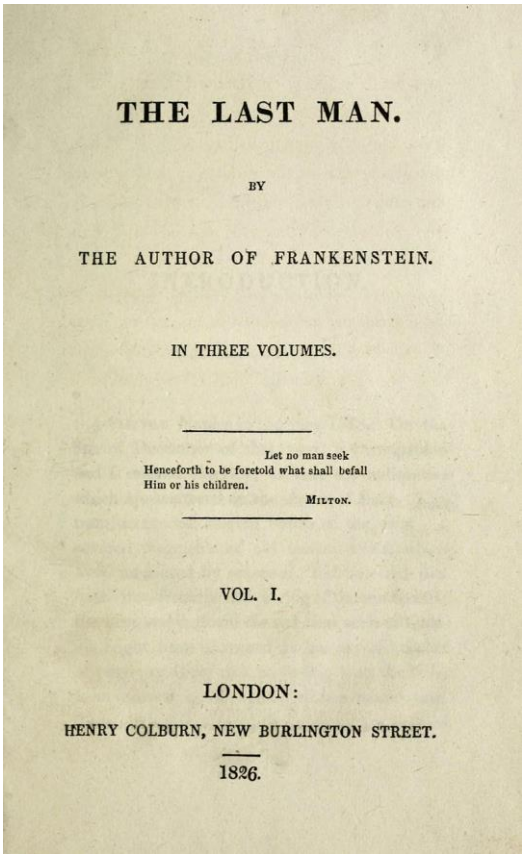
**Watch** a clip from *Terminator 2: Judgement Day*. We will focus on the two questions below:

- What is threatening the safety of the world?
- How is that apocalypse different from the Christian version we find in *Macbeth*?

You can use these **sentence starters** to help formulate your contributions to discussion:

'The issue threatening the world in this clip is…'
'The end of the world in this clip looks…'
'This matters to us today because…'
'This issue was not important in Shakespeare's time because…'

## Task 2: Extract from a novel and university-style discussion



THE LAST MAN.

BY

THE AUTHOR OF FRANKENSTEIN.

IN THREE VOLUMES.

Let no man seek
Henceforth to be foretold what shall befall
Him or his children.
MILTON.

VOL. I.

LONDON:
HENRY COLBURN, NEW BURLINGTON STREET.
1826.

**We will read** the extract from Mary Shelley's *The Last Man* on the next page. We will focus on the same questions as before:

- What is threatening the safety of the world?
- How is that apocalypse different from the Christian version we find in *Macbeth*?

Use the sentence starters from our first discussion to help formulate your contributions.

**Mary Shelley, *The Last Man* (1826)**

> I will write and leave in this most ancient city, this "world's sole monument," a record of these things. I will leave a monument of the existence of Verney, the Last Man. At first I thought only to speak of plague, of death, and last, of desertion; but I lingered fondly on my early years, and recorded with sacred zeal the virtues of my companions. They have been with me during the fulfilment of my task. I have brought it to an end—I lift my eyes from my paper—again they are lost to me. Again I feel that I am alone.
>
> A year has passed since I have been thus occupied. The seasons have made their wonted round, and decked this eternal city in a changeful robe of surpassing beauty. A year has passed; and I no longer guess at my state or my prospects—loneliness is my familiar, sorrow my inseparable companion. I have endeavoured to brave the storm—I have endeavoured to school myself to fortitude—I have sought to imbue myself with the lessons of wisdom. It will not do. My hair has become nearly grey—my voice, unused now to utter sound, comes strangely on my ears. My person, with its human powers and features, seem to me a monstrous excrescence of nature. How express in human language a woe human being until this hour never knew! How give intelligible expression to a pang none but I could ever understand!—No one has entered Rome. None will ever come. I smile bitterly at the delusion I have so long nourished, and still more, when I reflect that I have exchanged it for another as delusive, as false, but to which I now cling with the same fond trust.

## Activity Three – Write a paragraph

**Write** a short paragraph entitled 'Why are stories about the end of the world so popular?'

You will be given starting sentence **A or B**. Write in the 'Notes' section of this workbook.

| A | B |
|---|---|
| Stories about the end of the world are popular because, like Shakespearean tragedy, these stories help us confront worries and fears about… | Stories about the end of the world are popular because they warn us about the effect our actions could have on.... |

## Activity Four – Reflection

To finish, we are going to **reflect** on the following **questions** together.

- How were our discussions today different from discussions we have in school?
- How were they helpful for developing our ideas?

**HOMEWORK ACTIVITY: Write two PEARL paragraphs on how apocalyptic imagery is used in two modern novels, poems, films, or works of art and upload them to Microsoft Teams.**

- **You can use one of the examples from today, but one example must be your own.**
- **'Modern' is anything from the nineteenth century onwards (so from 1800 to today).**
- **Appendix 2 explains the PEARL paragraph structure.**
- **You can use the sentence starters from today's discussion to help you.**

# Tutorial 5 – The Final Assignment

## What is the Purpose of Tutorial 5?

- To **plan** an academic essay that answers the final assignment question, 'How apocalyptic imagery helps us to understand Shakespearean tragedy, and where we find that imagery today'.
- To **apply** conventional academic essay writing skills.
- To **use** scholarly sources to support ideas and reference quotes correctly.

## Activity One – Discuss what a scholarly text is and why it is useful

**Discuss** this with your partner or group.

We covered this in tutorial three, so you can flick back to your notes from that tutorial if you need help. You do not need to make any notes for this discussion.

## Activity Two – Independent research

**Read** the two extracts on Macbeth by academics and **answer the questions**.

**1.**
*Macbeth* is usually seen as a play about ambition. Harry Berger suggests that we can also see it as a play about a rotten society that encourages people to compete.

> There is something rotten in Scotland […] something intrinsic to the structure of Scottish society, something deeper than the melodramatic wickedness of one or two individuals, generates these tendencies toward instability, conflict, sedition, and murder.

**2.**
Gregory Foran suggests that *Macbeth* is a warning by Shakespeare against killing James I. The Gunpowder Plot was in everyone's minds when *Macbeth* was first performed, so the apocalyptic imagery shows just how bad society could be if the king were actually killed.

> The sibyls promise that the Stuarts will reign forever, Macbeth wonders rhetorically whether the dynasty will last until 'th'crack of doom.' Macbeth's figure of speech weaves Stuart dynastic ambitions into the fabric of Christian eschatology […] Yet this compliment can be read perversely as a millenarian prescription: cut off the Stuart line and perhaps usher in the Kingdom of God.

**Questions**

**What, for Berger, causes the play's tragedy?**

**How do you think Berger's analysis change our perception of Macbeth's actions?**

**For Foran, what purpose does Shakespeare's use of apocalyptic imagery serve?**

**How do you think audiences in Shakespeare's day would have responded to that imagery being associated with regicide?**

## Activity Three – Mini lecture

**Listen** to the mini lecture on referencing. It will last for a maximum of ten minutes.

Use the space below to **make notes** in. You must **take notes** that answer the **three questions** below.

**What does a reference include, and why do we need them?**

**What does a bibliography include, and why we need one in an essay?**

## What referencing system will we be using?

## Activity Four – Practice referencing

Below are **three quotes** we have already looked at. Use the information provided to **complete a reference and a bibliography entry**. The first has been done for you.

1. 'On the one hand, the social structure of Macbeth makes kingship highly desirable but, on the other hand, kingship is forbidden to all but one person, which makes it precarious. Inevitably, the principles that govern social exchange and regulate behaviour come into conflict with the urge to be king.'

**Reference**
(Christofides, 116)

**Bibliography entry**
Christofides, R. M. *Shakespeare and the Apocalypse: Visions of Doom from Early Modern Tragedy to Popular Culture*. London: Bloomsbury, 2012.

**Book Information**
Author: R. M. Christofides
Title: *Shakespeare and the Apocalypse: Visions of Doom from Early Modern Tragedy to Popular Culture*
Place of Publication: London
Publisher: Bloomsbury
Year: 2012
Page of quote: 116

2. Researching historical attitudes to kings, Jenny Wormald says that the Gunpowder plot was seen as parricide (killing a father) as well as regicide (killing a king) because people had a 'concept of their king as father not of their country but of themselves'.

**Reference**

**Bibliography entry**

**Article information**
Author: Jenny Wormald
Title: 'Gunpowder, treason, and Scots.'
Journal: *Journal of British Studies*
Issue: 24
Year: 1985
Pages: 141–68
Page of quote: 164

3. Stephen Orgel suggests that, in Shakespeare's day, witchcraft and the supernatural were 'as much part of reality as religious truth'.

**Reference**

**Bibliography entry**

**Article information**
Author: Stephen Orgel
Title: 'Macbeth and the antic round.'
Journal: *Shakespeare Survey*
Issue: 52
Year: 1999
Pages: 143–53
Page of quote: 145

**Here is the information for the other three quotes we looked at. You can use them in your final assignment too.**

'Duncan's rule is utterly chaotic, and maintaining it depends on constant warfare.'

**Article information**
Author: Stephen Orgel
Title: 'Macbeth and the antic round.'
Journal: *Shakespeare Survey*
Issue: 52
Year: 1999
Pages: 143–53
Page of quote: 146

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> There is something rotten in Scotland […] something intrinsic to the structure of Scottish society, something deeper than the melodramatic wickedness of one or two individuals, generates these tendencies toward instability, conflict, sedition, and murder.

**Article information**
Author: Harry Berger
Title: 'The early scenes of *Macbeth*: preface to a new interpretation.'
Journal: *English Literary History*
Issue: 47
Year: 1980
Pages: 1–31
Page of quote: 5

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> The sibyls promise that the Stuarts will reign forever, Macbeth wonders rhetorically whether the dynasty will last until 'th'crack of doom.' Macbeth's figure of speech weaves Stuart dynastic ambitions into the fabric of Christian eschatology […] Yet this compliment can be read perversely as a millenarian prescription: cut off the Stuart line and perhaps usher in the Kingdom of God.

**Article information**
Author: Gregory Foran
Title: 'Eschatology and ecclesiology in "Macbeth".'
Journal: *Religion & Literature*
Issue: 47:1
Year: 2015
Pages: 1–30
Page of quote: 2
Fina

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**Activity Five – Understanding the Final Assignment**

**FINAL ASSIGNMENT**

How does apocalyptic imagery help us to understand Shakespearean tragedy, and where might we see apocalyptic imagery in popular culture today?

**Write an essay of 2000 words answering this question.**

**Success criteria:**
1.Explain what apocalyptic imagery is and what kind was popular in Shakespeare's day.

2. Analyse two or more examples of Shakespeare using apocalyptic imagery in a tragedy. Your examples can be from *Macbeth* only, or from *Macbeth* and another play.

3. Analyse one or more examples of apocalyptic imagery used in more recent poems, novels, or films.

3. Include quotes from scholarly sources.

4. Have an introduction and conclusion in which you make a clear argument.

5. Write using PEARL paragraphs, use subject specific vocabulary, and correct spelling and grammar.

6. Give references for your sources in footnotes.

7. Include a bibliography at the end.

Support
- Appendix 2 has a suggested essay structure and a reminder of what to include in a PEARL paragraph.
- Appendix 3 has a model paragraph.
- You can use your homework from tutorial four in your essay.

**HOMEWORK ACTIVITY: Write a 500-word draft of your assignment and upload it to Microsoft Teams. This should be two paragraphs from your final assignment.**

## Tutorial 6 – Feedback Tutorial

### What is the Purpose of Tutorial 6?

- To **receive** feedback on your final assignment
- To **respond** to the feedback from your Uni Pathways teacher
- To **write targets** for improvement on your final assignment

## Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

| Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment |
| --- |
| • <br><br>• <br><br>• |

| Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment |
| --- |
| • <br><br>• <br><br>• |

| Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve |
| --- |
| • <br><br>• <br><br>• |

My response:

Actions I will take to improve my final assignment after this tutorial…

- 
- 
- 

| Hand in date for my final assignment: | |
|---|---|

# Tutorial 7 – Final Tutorial

**What is the Purpose of Tutorial 7?**

- To **receive** feedback and a grade on your final assignment.
- To **reflect** on the programme including what you enjoyed and what was challenging.
- To **ask** any questions you may have about university.

**Final assignment feedback from my Uni Pathways Teacher**

| Final mark: | University style grade: |
|---|---|
| Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment<br>•<br>•<br>• | |

| Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future |
|---|
| •<br>•<br>• |

## University

| What questions do you still have about University after taking part in Uni Pathways? |
| --- |
| • <br> • <br> • |

## Reflecting on Uni Pathways

| What did you most enjoy about Uni Pathways? |
| --- |
| • <br> • <br> • |

| What did you find challenging about the programme? | How did you overcome these challenges? |
| --- | --- |
| • <br> • <br> • | • <br> • <br> • |

# Appendix 1 – Referencing Correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

**What is a reference?**

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

**Why should I reference?**

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

**When should you use a reference?**

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

## How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

## Appendix 2 – How to Structure Your Essay

**Suggested essay structure**

| | | |
|---|---|---|
| Paragraph 1 - Introduction<br>*All paragraphs should be about 200-250 words* | Make your overall claim so the reader knows what the essay will be about | |
| Paragraph 2 | Main point | Evidence |
| Paragraph 3 | Main point | Evidence |
| Paragraph 4 | Main point | Evidence |
| Paragraph 5 | Main point | Evidence |
| Paragraph 6 | Main point | Evidence |
| Paragraph 7 | Main point | Evidence |
| Paragraph 8 – Conclusion | Return to or extend your overall claim, neatly wrapping up the essay. | |

**Suggested paragraph structure – PEARL**
**P**oint (make your main point the first sentence of your paragraph)
**E**vidence (use a quote or quotes to support your main point)
**A**nalysis (analyse your quote(s), zooming in on particular words or phrases)
**R**elate to context (make a connection between your analysis and the historical context)
**L**ink back to point (return to your main point, summing up and maybe extending it too)

## Appendix 3 – Model Paragraph

In *Othello* the protagonist believes he will be condemned to hell and describes it with words that draw on the conventions of Doom paintings. After the murder of his wife, Desdemona, a sorrowful and regretful Othello takes us through the process of damnation. First, Othello imagines the fearful moment when he will face Desdemona on Judgement Day:

> When we shall meet at compt
> This look of thine will hurl my soul from heaven,
> And fiends will snatch at it. (5.2.280–2)

Doom paintings usually showed good souls being carried to heaven and bad souls being condemned to hell. The 'fiends' are devils who in Doom paintings 'snatch' the bad souls and drag them to the hell mouth that leads to hell. And, as Othello contemplates the innocent wife he murdered, he welcomes his divine punishment, imagining what those 'fiends' will do to him:

> Whip me, ye devils,
> From the possession of this heavenly sight.
> Blow me about in winds, roast me in sulphur,
> Wash me in steep-down gulfs of liquid fire! (5.2.284–7)

Devils in Doom paintings often carried whips or flails, whipping souls towards the fiery hellmouth. In Othello's mind his wrongful murder will result in him being sent to the infernal underworld. This demonstrates that he realises just how terrible a sin he has committed. Christofides argues that Shakespeare's audience 'would have been expected to understand on-stage allusions to divine Judgement and hellish damnation' (Christofides 2010: 31). Shakespeare uses Doom imagery to emphasise the terrible and catastrophic nature of Desdemona's murder, and such Doom imagery was familiar and easy to understand for Shakespeare's audience.

## Appendix 4 – Gallery

Trumpeting angels. St James the Great Church, Leigh, Oxfordshire.

Snatching and whipping devils. St Mary's Church, Fairford, Gloucestershire.

A hell mouth, St Peter and St Paul's Church, Pickering, Yorkshire. Here, Jesus is depicted as trying to save the damned from hell.

Hell mouth, St James the Great, Leigh, Oxfordshire. A devil and a dragon emerge from this hell mouth to snatch souls.

## Notes

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