



MY LAST DUCHESS BY ROBERT BROWNING

! 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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‘MY LAST DUCHESS’ BY ROBERT BROWNING

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now; Fra Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said
"Fra Pandolf" by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek; perhaps
Fra Pandolf chanced to say, "Her mantle laps
Over my lady's wrist too much," or "Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat." Such stuff
Was courtesy, she thought, and cause enough
For calling up that spot of joy. She had
A heart—how shall I say?—too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her, the white mule
She rode with round the terrace—all and each
Would draw from her alike the approving speech,
Or blush, at least. She thanked men—good! but thanked
Somehow—I know not how—as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Who'd stoop to blame
This sort of trifling? Even had you skill
In speech—which I have not—to make your will
Quite clear to such an one, and say, "Just this
Or that in you disgusts me; here you miss,
Or there exceed the mark"—and if she let
Herself be lessoned so, nor plainly set
Her wits to yours, forsooth, and made excuse—
E'en then would be some stooping; and I choose





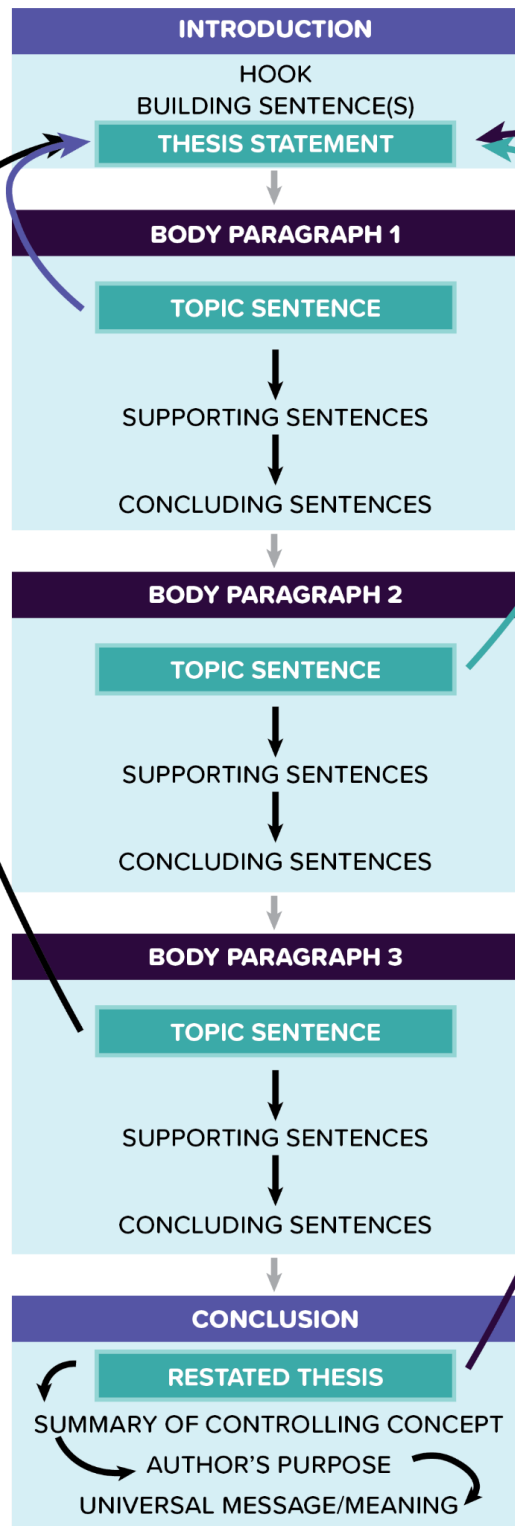
Never to stoop. Oh, sir, she smiled, no doubt,
Whene'er I passed her; but who passed without
Much the same smile? This grew; I gave commands;
Then all smiles stopped together. There she stands
As if alive. Will't please you rise? We'll meet
The company below, then. I repeat,
The Count your master's known munificence
Is ample warrant that no just pretense
Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!





100% ESSAY STRUCTURE OVERVIEW





ESSAY PLAN



1. Introduction

- Overview of "My Last Duchess" by Robert Browning
- Focus on the Duke's dark psyche and themes of power, control, and objectification
- Purpose of the essay: analyse the use of language, structure, and form

2. Poetic Form

- Dramatic monologue used to explore the Duke's mind
- Establishes ownership and possessiveness over the Duchess
- Provides insight into the Duke's thought process and rationalisations

3. Poetic Language

- Vivid imagery and precise diction
- Conveys the Duke's controlling nature and objectification of the Duchess
- Illustrates the Duke's entitlement and unhealthy relationship dynamics

4. Poetic Structure

- Enjambment, caesura, and rhyming couplets
- Mirrors the Duke's desire for control and order
- Conveys the tension between characters and the Duke's refusal to compromise

5. Conclusion

- Summary of how language, structure, and form convey the Duke's character and themes
- Significance of the poem as a cautionary tale about unchecked power and the importance of empathy





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <div>fact/statistic ▾</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In "My Last Duchess," Robert Browning employs language, structure, and form to craft a dramatic monologue that delves into the dark psyche of the Duke of Ferrara, a controlling and possessive man whose jealousy and pride lead him to commit heinous acts.
Building sentence(s) AO3 <div><input type="checkbox"/> counter-argument OR <input type="checkbox"/> some contextual info</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	
Thesis statement AO1 <div><input checked="" type="checkbox"/> key-idea 1 <input checked="" type="checkbox"/> key-idea 2 <input checked="" type="checkbox"/> key-idea 3</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Consequently, this essay will explore Robert Browning's use of language, structure, and form effectively reveals the dark psyche of the Duke of Ferrara, exposing themes of power, control, and objectification that serve as a cautionary tale about the consequences of unchecked power and the importance of empathy in relationships.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <div><input checked="" type="checkbox"/> key-idea 1</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	The first aspect to consider is Browning's choice of poetic form in "My Last Duchess."
HOW? Supporting sentences AO2 <div><input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close-analysis <input checked="" type="checkbox"/> effects*</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	The poem is written as a dramatic monologue, a form that Browning frequently employs to explore the inner workings of his characters' minds. This choice of form allows the Duke to reveal his true nature and motives, exposing his sense of entitlement and possessiveness over his wife. In the opening lines of the poem, the Duke states, "That's my last Duchess painted on the wall, / Looking as if she were alive" (lines 1-2), immediately establishing his ownership over the Duchess, even in her portrait. By presenting the entire poem as the Duke's monologue, Browning enables readers to witness the Duke's thought process as he justifies his actions and rationalises his behavior.





<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	This form effectively highlights the Duke's egotistical and controlling nature, while also providing a disturbing glimpse into the psyche of a man capable of committing heinous acts.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key idea 2	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Building upon the dramatic monologue form, Browning's use of poetic language in "My Last Duchess" further emphasises the Duke's controlling nature and his objectification of the Duchess.
<u>HOW? Supporting sentences AO2</u> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	The poem is replete with vivid imagery and precise diction that serve to create a sense of unease in the reader, as they grapple with the Duke's twisted perspective on love and relationships. One striking example of Browning's choice of language is the simile, "as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift" (lines 32-34), which reveals the Duke's belief that the Duchess should have been more appreciative of the prestigious title she had received through marriage. This sense of entitlement is further illustrated in the line, "She had / A heart—how shall I say?—too soon made glad" (lines 21-22), where the Duke's condescending tone suggests that he believes the Duchess should have reserved her affections solely for him.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	The poem's language thus serves to underscore the Duke's arrogance, possessiveness, and the unhealthy dynamics at play in his relationship with the Duchess.
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
<u>WHAT? Topic sentence AO1</u>	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Complementing the form and language, the poem's structure also plays a crucial role in conveying the Duke's character and the themes of power and control.





<input checked="" type="checkbox"/> key-idea-3		
<p><u>HOW? Supporting sentences AO2</u></p> <p><input type="checkbox"/> terminology <input type="checkbox"/> evidence <input type="checkbox"/> close analysis <input type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Browning employs enjambment, caesura, and a tightly controlled rhyming couplet structure to create a sense of order and rigidity, mirroring the Duke's desire for complete control over his environment and the people in his life. For instance, the use of enjambment in lines such as "Sir, 'twas not / Her husband's presence only, called that spot / Of joy into the Duchess' cheek" (lines 13-15) creates a sense of breathlessness and urgency, reflecting the Duke's impatience and dissatisfaction with the Duchess. Meanwhile, the use of caesura in lines like "E'en then would be some stooping; and I choose / Never to stoop" (lines 42-43) forces the reader to pause and consider the implications of the Duke's refusal to compromise or communicate with his wife. The tightly controlled rhyming couplets further emphasise the Duke's need for order and control, while simultaneously creating a sense of unease in the reader as they are confronted with the unsettling content of the poem.</p>
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input type="checkbox"/> author's purpose <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>Through the poem's structure, Browning effectively conveys the Duke's obsession with control, as well as the underlying tension between the characters.</p>
Criteria	Status	CONCLUSION - CRUCIAL!
<p><u>Restated thesis AO1</u></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>	<p>In conclusion, Robert Browning's "My Last Duchess" masterfully employs language, structure, and form to create a deeply unsettling and thought-provoking exploration of the darker aspects of human nature.</p>
<p><u>Summary of controlling concept AO1</u></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>	<p>Through the use of a dramatic monologue, vivid imagery, and precise diction, as well as structural techniques such as enjambment, caesura, and rhyming couplets, Browning paints a chilling portrait of the Duke of Ferrara and forces the reader to confront the themes of power, control, and objectification.</p>





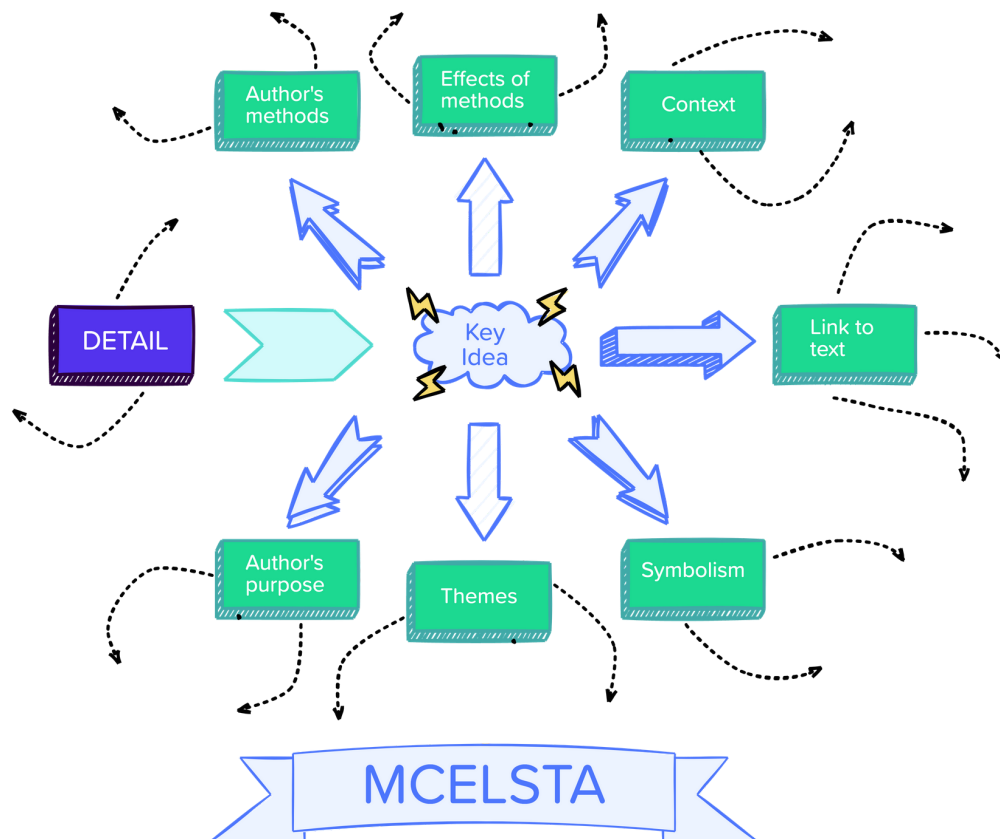
<p><u>Summary of author's central purpose</u> <u>AO1/AO3</u></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
<p><u>Universal message AO1</u></p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>The poem serves as a cautionary tale, reminding us of the consequences of unchecked power and the importance of empathy and understanding in our relationships with others.</p>



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.

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**

SPAG RULES

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





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

In "My Last Duchess," Robert Browning employs language, structure, and form to craft a dramatic monologue that delves into the dark psyche of the Duke of Ferrara, a controlling and possessive man whose jealousy and pride lead him to commit heinous acts. Consequently, this essay will explore Robert Browning's use of language, structure, and form effectively reveals the dark psyche of the Duke of Ferrara, exposing themes of power, control, and objectification that serve as a cautionary tale about the consequences of unchecked power and the importance of empathy in relationships.

The first aspect to consider is Browning's choice of poetic form in "My Last Duchess." The poem is written as a dramatic monologue, a form that Browning frequently employs to explore the inner workings of his characters' minds. This choice of form allows the Duke to reveal his true nature and motives, exposing his sense of entitlement and possessiveness over his wife. In the opening lines of the poem, the Duke states, "That's my last Duchess painted on the wall, / Looking as if she were alive" (lines 1-2), immediately establishing his ownership over the Duchess, even in her portrait. By presenting the entire poem as the Duke's monologue, Browning enables readers to witness the Duke's thought process as he justifies his actions and rationalises his behavior. This form effectively highlights the Duke's egotistical and controlling nature, while also providing a disturbing glimpse into the psyche of a man capable of committing heinous acts.

Building upon the dramatic monologue form, Browning's use of poetic language in "My Last Duchess" further emphasises the Duke's controlling nature and his objectification of the Duchess. The poem is replete with vivid imagery and precise diction that serve to create a sense of unease in the reader, as they grapple with the Duke's twisted perspective on love and relationships. One striking example of Browning's choice of language is the simile, "as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift" (lines 32-34), which reveals the Duke's belief that the Duchess should have been more appreciative of the prestigious title she had received through marriage. This sense of entitlement is further illustrated in the line, "She had / A heart—how shall I say?—too soon made glad" (lines 21-22), where the Duke's condescending tone suggests that he believes the Duchess should have reserved her affections solely for him. The poem's language thus serves to underscore the Duke's arrogance, possessiveness, and the unhealthy dynamics at play in his relationship with the Duchess.

Complementing the form and language, the poem's structure also plays a crucial role in conveying the Duke's character and the themes of power and control. Browning employs enjambment, caesura, and a tightly controlled rhyming couplet structure to create a sense of order and rigidity, mirroring the Duke's desire for complete control over his environment and the people in his life. For instance, the use of enjambment in lines such as "Sir, 'twas not / Her husband's presence only, called that spot / Of joy into the Duchess' cheek" (lines 13-15) creates a sense of breathlessness and urgency, reflecting the Duke's impatience and dissatisfaction with the Duchess. Meanwhile, the use of caesura in lines like "E'en then would be some stooping; and I choose / Never to stoop" (lines 42-43) forces the reader to pause and consider the implications of the Duke's refusal to compromise or communicate with his wife. The tightly controlled rhyming couplets further emphasise the Duke's need for order and control, while simultaneously creating a sense of unease in the reader as they are confronted with the unsettling content of the poem. Through the poem's structure, Browning effectively conveys the Duke's obsession with control, as well as the underlying tension between the characters.

In conclusion, Robert Browning's "My Last Duchess" masterfully employs language, structure, and form to create a deeply unsettling and thought-provoking exploration of the darker aspects of human nature. Through the use of a





dramatic monologue, vivid imagery, and precise diction, as well as structural techniques such as enjambment, caesura, and rhyming couplets, Browning paints a chilling portrait of the Duke of Ferrara and forces the reader to confront the themes of power, control, and objectification. The poem serves as a cautionary tale, reminding us of the consequences of unchecked power and the importance of empathy and understanding in our relationships with others.

