

between the lines

A lesson written for every student in the room

FREE SAMPLE

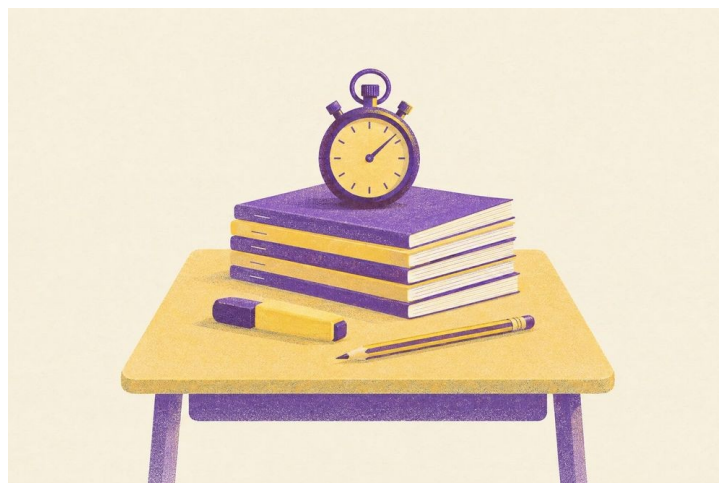
Power and Conflict poetry: Raising Achievement

Free drill: teacher guide

1 drills of about 28 minutes

Slides, a student sheet and answers for every drill

Written for the AQA specification

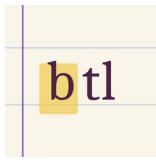


How the drills work

Thirty short Raising Achievement drills for AQA Literature Paper 2, Section B (the Power and conflict anthology), each built for a 25 to 30 minute intervention session. Every drill names one poem, explodes one quotation through AO1, AO2 and AO3 questions, then has students plan a comparison or write its introduction with a named partner poem, never a full essay. Each of the fifteen poems is the named poem in two drills. The six public-domain poems are printed; for the nine in copyright, students read the poem in their anthology alongside our own short guide.

Do Now	Five quick retrieval questions, answered in silence and self-marked.
Focus reminder	What the skill or exam question asks for, in three or four plain points.
Read and check	The extract with line numbers, then quick questions to make sure everyone has understood it.
Quotation explosion	One quotation, exploded with AO1, AO2 and AO3 questions.
Technique	One method or sentence skill, modelled on the extract.
The question	An exam-style question in AQA's wording. Students plan an answer or write the introduction, never a full essay, then compare with a model.
Have a go	A second short task on a new moment or extract.
Green pen	A checklist to improve the answer before the sheets are collected.

Each drill comes as an editable slide deck with notes on every slide and a printable student sheet. Run them weekly in intervention sessions, in any order within a topic.



Topics

The power of humans

These drills cover 'Ozymandias', 'My Last Duchess' and 'London': rulers and systems that control other people. The most common error is retelling the story of the statue or the Duchess instead of saying how the poet presents power. Push students to name who holds power in each poem and who pays for it. Context matters here (Shelley and tyranny, the Renaissance duke, Blake in 1794), but it should sit inside a comparison point, in one sentence.

Drills: 1 (Look on my Works)

Drill 1: Look on my Works

The power of humans · How Shelley shows that a ruler's power does not last

Do Now	Focus reminder and poem	Quotation explosion	Technique	The question: plan	Green pen	Have a go
3 min	4 min	4 min	3 min	9 min	2 min	3 min

- This is the first drill: model Point 1 of the plan on the board before students do Points 2 and 3.
- Common error: writing about the statue as if it were the king himself. Keep students on 'Shelley presents...'.
 • If students cannot recall any lines from 'My Last Duchess', let them use the Have a go lines and tell them to learn two for next time.

Do Now answers

1. Which Romantic poet wrote 'Ozymandias'? **Percy Bysshe Shelley**
2. In the poetry question, how many poems do you write about, and which one must you quote from memory? **Two. The named poem is printed; the second poem, which you choose, comes from memory.**
3. Which word in the first line of 'My Last Duchess' tells us the Duke has been married before? **"last": she is his last (most recent) Duchess, and she is dead.**
4. What is a tyrant? **A ruler who uses power cruelly and answers to no one**
5. In one or two words each, what do AO1, AO2 and AO3 reward? **AO1: your response, with quotations. AO2: the poet's methods. AO3: context.**

Check your understanding

1. Where is the statue now, and what state is it in? **In the desert. Two legs still stand; the broken face lies half sunk in the sand.**
2. Who carved the face, and what did he notice about the king? **The sculptor. He saw the king's pride and cruelty and carved them into the stone.**
3. What do the words on the pedestal tell other rulers to do? **Look at his works and despair, because they could never match him.**
4. Which short sentence turns the poem from the king's proud claim to the empty desert? **"Nothing beside remains." (line 12)**

Quotation explosion: "sneer of cold command"

AO1	What does this phrase tell us about the kind of ruler Ozymandias was?	He was proud and cold. He ruled by giving orders and looked down on the people beneath him.
AO2	What does the noun "sneer" suggest?	A sneer is a look of contempt. Even broken, the face still shows how he scorned everyone else.
AO2	Which sounds repeat in "cold command", and what do they add?	The hard c sound (alliteration) is sharp and clipped, like a barked order.

AO3	Shelley opposed kings and tyrants. Why might he want readers to see this face broken in the sand?	As a Romantic writing in 1818, he shows that even the greatest ruler's power ends. It is a warning to rulers of his own time.
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Technique: Comparative connectives

Words such as both, similarly, whereas and in contrast link two poems inside one sentence, so you compare as you go. Task: Write one sentence that links this proud claim to the Duke's "I gave commands". Use whereas or similarly.

The question

Compare how poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.

Model plan

Thesis: Both Shelley and Browning show proud rulers through works of art, but Shelley's king has lost his power to time, whereas Browning's Duke still uses his to control and destroy.

Point 1 (pride): Ozymandias calls himself "King of Kings" and orders the "Mighty" to "despair"; similarly, the Duke brags about his "nine-hundred-years-old name". Both speak in commands.

Point 2 (control): the "sneer of cold command" shows a king who ruled through fear; the Duke controls even who sees his wife's face: "none puts by / The curtain I have drawn for you, but I".

Point 3 (what lasts): the volta, "Nothing beside remains", turns the proud claim into empty desert. In contrast, "I gave commands; / Then all smiles stopped together" shows the Duke's power is still alive, and his next wife is in danger.

Context: Shelley the Romantic hated tyranny; Browning based the Duke on a real Renaissance Duke of Ferrara.

- The thesis names both poems and one difference.
- Every point has a quotation from both poems, joined by a connective.
- Point 3 uses structure (the volta) as evidence, as well as language.
- Context is one line, tied to each poet's purpose.

Have a go

Read these lines from 'My Last Duchess'. Answer in two or three sentences. How is the Duke's power different from what is left of Ozymandias's power? Use one quotation from each poem.

Ozymandias's power has gone: "Nothing beside remains". The Duke's is still at work: "I gave commands" hints that he had his wife killed, and the short clause "Then all smiles stopped together" shows how quickly he ended her life. Shelley shows power ending; Browning shows it still deadly.