The Wind is Angry

We have been introduced to two different poems, one of which is about the wind battering a house and the other is about a fog. Both poems used personification throughout the whole poem.

In 'The wind is angry,' the majority of the poems is about the wind's actions against the house, pulling at the thatch, and thrusting icy fingers through crevices and under the doors.

In 'The Fog,' the poem expresses the way the fog covers the area, as if the were an old, blind man, searching for the moon he's longed to see. I believe without personification, these poems would just be words on a page meaning nothing.

In 'The Wind is angry,' the personification is used in a way that it is making the wind feel like a sound like a spoiled brat, stamping and
Recognises and uses appropriate metalanguage in discussion of how meaning is shaped.
Grade Commentary

Ashley has demonstrated a sound knowledge and understanding of the use of personification in poetry. Some reference has been made to other poetic techniques, such as rhythm and repetition, but detail is lacking. There is a clear and appropriate structure to the response but inconsistent use of appropriate language for the intended audience. A lack of sentence complexity and the use of ‘non-sentences’ detract from the work. Ashley has demonstrated a sound understanding of the reflection process, although this part of the response is somewhat superficial.

Ashley’s response demonstrates characteristics of work typically produced by a student performing at grade C standard at the end of Stage 4.

Explain the processes of learning in recognition of differences between their own and other’s points of view.