Effectively uses evidence from the poem to support ideas.
breaking out with a tired slightly hound mother she watches with listless eyes, sight settles on her haunches and entrenches herself still more. This poem puts pictures of a child that is starved for attention and a mother too tired to produce it. Created by where as ‘The fog’ is more about a slow moving hunter. Feeling his way toward the moon. ‘Fingers touching the way Past the dark houses’ it creates a sad kind of mood, an everlasting search. ‘Arms wide shoulders hunched, searching, searching, out through the streets to the fields, slowly the fog a blind man hunting the moon.’

Other techniques used in ‘The fog’ include the repetition of words like ‘seeking seeking, arms wide shoulders hunched, searching searching’ in ‘The wind is angry’ The pace seems fast and bauerie but in ‘the fog’ it is slow and creepy.

These two poems are both good examples of how personification and repetition are both very powerful techniques that add to the magic of a poets work.
Reflection -

When I taught my poem to other students it helped me understand the poem more as I had to break it down then reconstruct it. I understood the wind is angry a little more because I had more time to study it and I had to think about the questions given. I thought being taught by another student was strange. To hear their ideas and opinions was different to hearing those of a teacher and adult. I thought they did an ok job I think they learned more on their poem then I did as they were the ones to break it down and teach it. I thought they did an ok job I think they learned more on their poem then I did as they were the ones to break it down and teach it.

The wind is angry -

* The poem is about a wind storm
where the fierce and destructive winds pound on a board house as if trying to enter and destroy the house. And even though the doors and windows are shut the wind still creeps through.

* The wind and a house are being personified.

* For the wind an unforgiving angry man is being used. He is acting like a child chucking a tantrum. The house is represented by a woman who believes she is acting stuck up.

* The following line creates the cleanest picture in my head: charging at the walls pulling at the thatte and beating with clenched fists against the windows. The house is tired and slightly bored.

These lines create the picture of a wind storm beating at a old house.

* The poet makes the wind and house take on human characteristics by personification.

* Because the males seem
I think this poem creates good imagery. It adapts the fierceness of a wind storm and the relationship between a strong force and an immovable object.

I would pick illustrations to accompany the poem that represent the words and moods created by the poet.

One is grays, whites, blacks and browns I would not do them in colour.

When I teach this poem to another student I would concentrate on the excellent use of personification for it is what is concentrated on in the poem.

Grade Commentary

Bailey has demonstrated a sound understanding of the technical features employed by poets but the evaluation of the poems lacks detail. There is some description of personification without a sustained explanation of its effect. Bailey’s response is well structured with some use of complex vocabulary but contains unnecessary repetition. The reflection statement, though competent, does not fully address the issues related to working collaboratively.

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