I chose the poems *Stop all the clocks* by W. H. Auden, *The Spirit of the Night* by Karen Sane, and *Bridge Over Troubled Water* by Paul Simon. They all range in styles, forms, emotions conveyed and I believe that they are all appropriate for our age group. As we can relate to some of them.

*Stop all the clocks*
The subject matter of this poem is about a sad incident when someone dies. The person feels that their heart has been broken. ‘I thought that love would last for ever; I was wrong.’ The theme of this poem is about death. And how this can really affect the way the person feels and acts. The audience that this poem would appeal to would probably be year 7 or 8 students. Also adults who have experienced a death, to help them realise that death affects lots of people.

The style of poem is elegy. It expresses Auden’s strong feelings and emotions towards death. The language is simple and descriptive. And it helps reveal the theme clearly. W. H. Auden is trying to get across the message that death is a very heartfelt thing and sad. ‘For nothing now can ever come to any good.’
The emotions conveyed are sadness, some anger and great sorrow.
The poetic techniques used are metaphors, assonance (*stop all the clocks*) and also onomatopoeia (*muffled, moaning*).
The Spirit of the Night Sea

The subject matter of this poem is about the sea at night, its mysterious ways and enchanting ways. ‘Echoes from howling winds, sudden cries from sea birds.’

The theme of this poem is how the spirit of the night sea acts and is quite scary. ‘Like angry spirits of the sea.’

The audience that this poem would appeal to would probably be year 8 of 9 students. And also adults as this poem has a grown up feel to it, it is descriptive and interesting.

The style of poem is lyrical. It expresses Sane’s strong beliefs and thoughts about the sea ways. The language is simple and a descriptive approach is used. It helps reveal the theme clearly.

Sane is trying to get across the message to the reader that the sea at night is dangerous and in a way is trying to warn people not to go to the sea when its dark.

The emotions conveyed create an eerie and mysterious atmosphere. The poem could make the reader scared and maybe happy because these things aren’t happening to them. The poetic techniques used are metaphors which are given person characteristics, whilst voices murmuring in the waves, ‘Like angry spirits of the sea.’ Rhyme (a,b,a,b) form ex. enchantment of the night, end their mystical fight.

Modality is low – less persuasive in terms of argument for inclusion.

Thorough understanding of poetic techniques but would benefit from greater detail in the analysis of them.
Frances has demonstrated thorough knowledge and understanding of poetry analysis and the ways in which composers create meaning. Stylistic and thematic concerns have been addressed in a clearly structured response, but more detailed reference to poetic techniques would be beneficial.

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