"Stop all the clocks"

W.H. Auden

"Stop all the clocks" by W.H. Auden is a direct reflection of the poets feelings towards the death of a loved one. It would be an asset to the poetry studied by a yr 8 english class because of its carefully devised structure and use of poetic techniques used to portray the poets feelings, emotions of melancholy and mournfulness. By writing this elegy, Auden has provided himself with a place to vent his feeling to an understanding audience who can relate to his tragic loss.

Audens piece is a prime example of the effectiveness of different poetic techniques. He uses an imperative voice in all of the 4 verses except the third in which he changes to a declarative voice thereby adding altering the tone dramatically. Each 4 line verse consists of two sets of rhyming couplets bringing structure and rhythm to the piece. The poem moves from an individual mourning in the 1st verse to a public domain in the 2nd verse through to a worldwide movement in the 3rd verse. This shows what effects Auden feels the death of his love one has or ought to have on different aspects of the world.

Auden involves sound imagery in the form of enomatopoeia with words such as "barking" and "muffled drum" bringing depth to the poem. His uses of visual imagery also assists in providing an image to go with the poem "Scribing on the sky the message He is Dead "

The language uses throughout the piece brings different qualities and tones to the poem. The repetition of the word "my" in the 3rd verse for example emphasises that the loved one belonged to him and "my North... My working wey..."

The poem provides an Auden with a personal place for him to express his fear and mournfulness to an eager audience.

Sophisticated understanding of the connection between voice and tone within the poem.
"I hope for those not yet Angry"

Jennifer Hoskins

I would recommend the poem "For those not yet angry" by Jennifer Hoskins for a Year 8 English class to study because of its use of poetic techniques and style. The Hoskins, as the title suggests, has written the poem to enlighten "...those not yet angry" but because we have all been angry at some point the audience may be broadened to those who have experienced similar feelings of aggravation and frustration. Although she widens her audience in this way she still writes the poem in an informative style and gets her message across clearly and unaltered in a free verse form.

Hoskins uses a variety of techniques suitable for a Year 8 class to learn from including setting up a mind journey "Okay I want to set up a little scenario here," making it easier for her audience to connect to. Symbolism is used in the form of a physical "...set of steps." into an emotional obstacle. By doing this she can make it simple the choices she gives her listeners, they can either give up or "...go very slowly and take half an hour over them." She gives the readers an alternate opinion and tries to encourage them to experience something different "...but this time before you turn back I want you to pause and consider...

Hoskins has used this form of poetry to help her allow her audience to view her message consisting of expressing her emotions and showing that maybe, though we all experience we don't all deserve this feeling of aggravation. "consider that you don't deserve this... ask yourself how you actually feel about it."

By using direct language and added thoughts included in brackets by means of explanation Hoskins is able to project her perspective onto the readers. The writer piece would be an asset to any Year 8 English class because it is a solid example of the power of language, assertiveness and symbolism.
Grade Commentary

Jessie has demonstrated an extensive and highly sophisticated knowledge of poetry analysis. Clever use of language and vocabulary supports a perceptive and discerning treatment of the poems. There is careful integration of analysis, supported by well-chosen textual evidence. Jessie has also attempted to address the thematic relevance of the poems for audience and context. A very high level of competence in the application of existing knowledge and skills to a new situation has been demonstrated.

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