End Stage 4 English student work sample – Grade A

I would recommend “The Spirit of the Night Sea” by Karen Sank, “Stop All the Clocks” by W.H. Auden, and “Reynard the Fox” by John Masefield, as they all range in form, style, theme, and poetic techniques, and would be a great asset to Year 8 studies.

The first poem, “The Spirit of the Night Sea”, by Karen Sank is a lyrical poem full of imagery and descriptive words, all of which help to clarify the theme of the ocean and its wonders at night. In this poem, the sea comes out at night and lets loose its eerie and mysterious heir.

There are many techniques used throughout this poem such as assonance in the fifth verse, 2nd line: “waves rage towards the shore.” Alliteration such as in the first verse: “As the shimmering sun surrenders,” help the reader actually see and feel the hot, shimmering sun. There is strong rhyme and rhythm in this poem and the rhyming form is a, b, a, b. Personification is evident in the 2nd verse, last line: “. . . change into laughing shadows, dancing endlessly.” Obviously, the sun cannot dance, but this use of personification strengthens the imagery of this poem.

“The Spirit of the Night Sea” by Karen Sank is a very strong lyrical poem that conveys the ocean in such a wonderful and powerful way that this would appeal to just about anyone, especially those who love the sea and enjoy watching it day or night!

The author of “Stop all the Clocks,” W.H. Auden, has used the imperative and declarative voice structure in his poem to emphasise the closeness of his now lost loved one to the reader. The theme of death is strongly accentuated by the sad tone and the feelings of loneliness and that life is no longer worth living.
The poem starts off with symbols and descriptions from inside the house, the next verse is set outside in public, the third verse is set around the earth, seasons, etc., and the fourth and last verse is set in space with the moons and stars. As each of these stanzas become more and more distant, the reader can come to feel how close this lost person really is to the author.

Strong rhyme is shown used in this poem (a.a.b.b. form) which, as well as lots of metaphors, examples of these are in the third verse — "He was my North, my South, my East and West, my working week and Sunday rest. My noon, my midnight, my talk, my song." Again, this shows how strongly the author felt for this poem. Assonance is clear, examples being, "stop all the clocks," "muffled drums," and "public balls." Example of alliteration is "for nothing now..." Chromatopea is used as well as "moaning."

This elegy, by W. H. Auden, is a very strong and moving poem with so many symbols and poetic techniques and would be for anyone, especially people who have had someone close to them pass away.

John Bannister, the author of "Reynard the Fox," has used a descriptive approach to capture the theme of fox hunting from a fox's perspective. In this poem, a fox is being chased by hunters and their hounds and is full of imagery and poetic techniques.

This poem has many mood changes, starting from the first verse. In this verse, the fox is eager and energetic, but suddenly "the cry behind him made him chill." By in the third verse all seems lost for the fox, and the fox is chased. However, in the fifth verse repetition reinforces relief and by the last verse the fox is safe in his hole. Emphasis is also on the strong words which bring relief.
Lou has demonstrated extensive knowledge of three well-chosen poems. A clear understanding of poetic techniques and their effects is evident. The analysis is sophisticated, well-structured and coherent. There is a strong line of argument and a sense of personal engagement with each of the poems. Lou has used appropriate quotations to support the views expressed. Language choices are consistent and appropriate in this carefully composed and edited work.

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