

In Charlotte Smith's poem "Written Near a Port on a Dark Evening", the poet uses diction of mystery and darkness, auditory imagery and assonance to reproduce the mysterious atmosphere of the ocean in the night.

Firstly, Smith utilizes the diction of strangeness and uncertainty to create an odd and dark moment. For instance, in this line, the speaker describes the evening on the ocean: "Night on the Ocean settles, dark and mute", (l. 2). There, the poet uses the words "night", "dark" and "mute", which accentuates the idea of darkness, loneliness. The fact that this line is at the beginning of the poem makes the reader feel this obscurity when he starts to read the poem. In this other extract, the speaker says two words which refer to darkness "All is black shadow", (l. 9). In addition to the blackness of these terms, they are side by side, it is an oxymoron. This reinforces their impact, because the reader sees these two obscure words one after the other, "black" and then "shadow". The adject "black" makes the shadow seem even more dark than it would be if it was alone. In these two consecutive lines, the speaker is pondering on Reason and Life: "Such the dubious ray / That wavering Reason lends, in life's long darkling way.", (l. 13-16) The words "dubious" and "wavering" show the

hesitation that can be created by life and the mind, the conscience, the logic. Life is something uncertain, and also dark and mysterious, as it is shown with the term "darkling way". ✓ good

Secondly, the poet uses an auditory, sound imagery to imply the reader, to make him live this strange moment. For example, in this line, Smith employs three terms which refer to the sound, the noise of the sea: "where is heard the repercussive roar", (l.3). She compares the sound of the waves on the shore to a "roar". It can make the reader imagine that the sea is really noisy, but that there is any other sound around the speaker and the sea, as shows the word "mote" on the line just before. The term "repercussive" demonstrates that the waves create a rhythm, a regularity, and a resonance. These two lines comport a lot of clinton of sound: "One deep voice alone Singing the hour, and bidding "Strike the bell."", (l.7-8). Here, the speaker describes the voice of someone, who is probably on a boat, not just beside the speaker, but maybe a little far away. It makes the reader represent himself the seen, and imagine this "deep voice". ✓✓

Finally, Smith utilizes an assonance of the sound "o" to give phraser a rhythm, and tone of mystery. For instance, in this line, she uses several "o", which makes the words and the whole line more ominous: ✓

"Huge vapors brood above the clifted shore", (l. 1). This sound "o" gives the phrase a strange, mysterious tone. It also gives a kind of importance to these words, the reader's attention focusses on them. In these two lines, the sound "o" is repeated ten times: four in the first one and six in the second: "Of drowsy billows, on the rugged foot / OF rocks remote; or still more distant tone", (l. 4-5). It makes the lines repetitive, rhythmical, as the sound of the waves hurting the shore. It is regular, and seems to not have an end, like if it was eternal, like the sea and its melody. This gives the poem a sense of mystery.

To conclude, in "Written Near a Port on a Dark Evening", the diction of strangeness and obscurity, the auditory imagery and the assonance of the sound "o" create a dimension of mystery.

## LEVEL DESCRIPTOR TABLE

*Clemente*

Level 8	25	<ul style="list-style-type: none"> <li>• demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair (AO1)</li> <li>• sustains a critical understanding of the text showing individuality and insight (AO2)</li> <li>• responds sensitively and in considerable detail to the way the writer achieves her/his effects (AO3)</li> <li>• sustains personal and evaluative engagement with task and text (AO4)</li> </ul>
	24	
	23	
Level 7	22	<ul style="list-style-type: none"> <li>• demonstrates knowledge by integrating much well-selected reference to the text (AO1)</li> <li>• shows a clear critical understanding of the text (AO2)</li> <li>• responds sensitively and in detail to the way the writer achieves her/his effects (AO3)</li> <li>• sustains a perceptive, convincing and relevant personal response (AO4)</li> </ul>
	21	
	20	
Level 6	19	<ul style="list-style-type: none"> <li>• demonstrates knowledge by supporting with careful and relevant reference to the text (AO1)</li> <li>• shows a clear understanding of the text and some of its deeper implications (AO2)</li> <li>• makes a developed response to the way the writer achieves her/his effects (AO3)</li> <li>• makes a well-developed, detailed and relevant personal response (AO4)</li> </ul>
	18	
	17	
	16	<ul style="list-style-type: none"> <li>• demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (AO1)</li> </ul>