

Exercise walk-through

The function of structure in a text ■ 8.1

eXercise

You must be able to

- state what ideas and images may do across lines
- state the CED's claim about punctuation
- state what an interruption in a pattern creates
- explain why the interruption is the analytic target

Method — Across lines

Ideas and images in a poem may extend beyond a single line or stanza. A line break is not a boundary of meaning.

Method — Punctuation

Punctuation is often crucial to the understanding of a text. In poetry a comma can decide which of two words a phrase attaches to.

Method — Interruptions

When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis. The pattern is what makes the break audible.

Method — The target

A regular pattern is a background. The one line that breaks it is where the poem is pointing, so an analysis should start with the exception rather than the rule.

Practice 2.1 ■ 2 marks

State what ideas and images may do across lines.

Solution 2.1

Method: Across lines

Worked steps

they may extend beyond a single line or stanza **B1**, so a line break is not a boundary of meaning **B1**.

Practice 2.2 ■ 2 marks

State what an interruption in a pattern creates.

Solution 2.2

Method: Interruptions

Worked steps

a point of emphasis **B1**, because the pattern makes the break audible **B1**.

Practice 2.3 ■ 2 marks

The exception is the target.

- (a) Explain why.
- (b) State the CED's claim about punctuation.

Solution 2.3

Method: The target

Worked steps

(a) a regular pattern is a background **B1**, so the break is where the poem is pointing **B1**. (b) punctuation is often crucial to the understanding of a text **B1**.

Exam-style 3.1 ■ 1 mark

An interruption in a structural pattern creates a point of

A emphasis

B confusion

C silence

D rhyme

Solution 3.1

Method: Interruptions

A emphasis



B confusion

C silence

D rhyme

Worked steps

A. emphasis.

Exam-style 3.2 ■ 1 mark

A line break is

- A** not a boundary of meaning
- B** always the end of an idea
- C** decorative
- D** required

Solution 3.2

Method: Across lines

A not a boundary of meaning



B always the end of an idea

C decorative

D required

Worked steps

A. not a boundary of meaning.

Exam-style 3.3 ■ 1 mark

A poem of regular quatrains has one five-line stanza.

- (a) State what this creates.
- (b) Explain why an analysis should begin there.

Solution 3.3

Method: The target

Worked steps

(a) a point of emphasis **B1**. (b) the regular stanzas establish an expectation **B1** and the fifth line is the poem marking something as exceptional **B1**.