

Solutions

Each answer shows the steps, then the **result**.

2.1

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

2.2

- a point of emphasis, because the pattern makes the break audible

2.3

(a)

- a regular pattern is a background, so the break is where the poem is pointing

(b)

- punctuation is often crucial to the understanding of a text

3.1 A

- emphasis

3.2 A

- not a boundary of meaning

3.3

(a)

- a point of emphasis

(b)

- the regular stanzas establish an expectation and the fifth line is the poem marking something as exceptional

3.4

- *Row A — Thesis (1)*. The claim must be about the **break**, and must interpret it. **Earns it:** “The poem spends five stanzas teaching the reader to expect the year to go on, so that its silence in the sixth is not a change of subject but the arrival of the thing the refrain was holding off.” **Does not:** “The last stanza is different from the others, which shows that something has changed.” *Row B — Evidence and Commentary (0–4)*. Each broken element needs its own commentary. The lost fourth line leaves a gap the ear registers before the reader understands it. The absent rhyme removes the sound of consequence — rhyme makes a line feel answered, and nothing here answers. The dropped refrain is the strongest evidence because the poem has trained the reader to supply it, so its absence is filled by the reader’s own expectation. A 4-point response explains that the pattern’s function was **reassurance**, which is why breaking it reads as loss rather than merely as variation. Listing the differences without that argument

caps at 2. *Row C — Sophistication (1)*. Earned by noticing that the poem's meaning depends on its most conventional feature: without five stanzas of dutiful, almost tedious regularity, the final stanza would carry nothing. The essay must sustain that reading of the poem's patience as technique