**Component 4: Prose Study**

**CANDIDATE E: Band 2**

**‘Both Leo and Stephen are made vulnerable in the texts by the lack of clear strong male role models.’ In light of this statement, compare the ways in which both authors present the male characters in L.P. Hartley’s ‘The Go-Between’ and Michael Frayn’s ‘Spies’. During your writing make it clear how other readers and contexts have influenced your interpretations of the texts.**

**Wording of task**

* There are useful steers toward all the AOs in the wording of the task, as the candidate has made use of a question stem recommended in WJEC/EDUQAS guidance.
* The use of a critical opinion can help the candidate focus and structure a clear argument. Unfortunately, the candidate’s understanding of the quoted view is never fully secure and the argument becomes confused as a result.
* The texts have sufficient literary weight and the task allows for meaningful connections but the candidate’s knowledge and understanding are not secure enough.
* **AO1: Mid Band 2 – 7 marks**
* This is an ***attempt to engage with the texts and structure a response***. There is some focus on the task and a simple line of argument but the lack of detailed knowledge and clear understanding of either textmean the response stays in Band 2. The candidate demonstrates at times a relatively shaky grasp of the title and what is meant by ‘vulnerability’ in this context.
* There is ***some appropriate literary terminology, although this is relatively sparse***, and the candidate’s tendency to write about the characters as if they are real people suggests a ***relatively weak grasp of the concepts of literary prose writing.***
* Although it is generally possible to follow the candidate’s meaning, there are ***lapses in expression*** and technical inaccuracies, especially in sentence punctuation, which suggest that the response had not been carefully proofread.
* The response is **very short at fewer than 2,000 words** and there is some **repetition.**

 **AO2: Mid Band 2 - 7 marks**

* The lack of direct textual support and even precise reference to the texts is problematic here, suggesting rather sketchy knowledge of both. There is a tendency to assert without evidence and to discuss characters as real people rather than literary constructs. However, ***some points are rather clumsily supported.***
* Nevertheless, there is some awareness of the writers’ technique and an attempt to discuss the effect of language choice, although this is not always convincing or fully developed. The most productive analysis is of key images as in lines 94 to 103 and 146 to 154. The candidate therefore makes ***some valid points*** about the writers’ choices.
* The candidate demonstrates ***some grasp of implied meaning.***

**AO3: Low Band 2: 5 marks**

* There is some vague acknowledgement of the importance of social context in connection with Hartley’s novel but this is very generalised and is not clearly linked with textual evidence. The same loose point about class in ‘the 1900s’ is repeated and there is no consideration of contextual influences on the writing or reception of ‘Spies’.
* There is a case for placing this at the top of Band 1 as an ‘attempt’ to link superficial connections but the candidate’s very broad grasp of the importance of class hierarchy in ‘The Go-Between’ means this can be placed at the lower end of Band 2.

**AO4: High Band 1 - 2 marks**

* There are connections made but these are often assertive without support making them very superficial and generally unconvincing. There is not enough evidence to make the links valid.
* As with AO3, the candidate straddles Bands 1 and 2 here but the sparse support, especially for claims about ‘Spies’, means that the candidate is often ***merely ‘identifying’ superficial links***, making a Band 1 mark more appropriate here.

**AO5: Low Band 2 – 3 marks**

* There is ***some acknowledgement of other views*** and an attempt to engage with them, although this is often assertive without sufficient support to make the candidate’s own opinions convincing.
* The attempt to make use of Marxist and psychoanalytical readings are not helpful to the candidate but the reference to the critical ‘debate’ regarding the presentation of Marian Maudsley means there is ***some awareness that texts can be interpreted in more than one way.***

**TOTAL MARKS: 24**