

Kesva an Taves Kernewek

Mys Metheven 2010

June 2010

Apposyans Peswera Grath

Fourth Grade Examination

3 owr

3 hours

Cornish Language

| |
|------------------------|
| Name (print) |
| Candidate Number |
| Signature |

Complete the box above.

Attach this sheet to your answer paper

Write in blue or black ink.

Answer all the questions.

You may answer the questions in any order

Maximum possible marks for each question are given in brackets.

Take care to write clearly and answer in complete sentences where appropriate.

Write the question number clearly.

No papers may be removed from the examination room by the candidate.

A dictionary may be used to answer questions in this part of the examination.

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Govyn 1 (*25 merk*)

Translate the following passage into English

Chanj mur – crysough dhym! Ya! Yma chanj mur ow tegensewa. Yn whyr an keth chanj ma re dhallathas. A ny lever an re skyanseka ageson bos ughelder an morow owth encessya bledhen ha bledhen del duth rew an dhyw benaghel. Ny vyth pell an termyn may fo morvaow lyes pow yndan dhowrow sal ha lyes chy budhys bys ma na yllyr annedhy yn trevow re bu kefrys segh ha salow a-dhya aga drehevel.

Tommheans an norvys yu dhe vlanya ha ny agan honen yu cablus ha'gan henathow a wra agan cuhudha.

Bytegens nyns us dyank a wothvos bos an wharfos uthek ma onen a lyes a'n keth eghen. An norvys re borthas chanjyow a'n par ma lyesgwyth. Omma yn Kernow yma trethow fest a-ugh enep an mor del yua lemmyn, yndella ow tysquedhes bos an mor yn osow tremenys ughella es del yu y'gan dedhyow ny.

Yma morva a vry – An Vorva Jurasek – del y's henwyr may ma menhesennow cudhys yn pry an als ha'n keth menhesennow yu eskern enevales na kefyr aga farow lemmyn.

Pella whath yn Afryka a'n glethbarth yn mysk gwakter an dyfythtyr ma nag usy marnas an tewes ha carrygy garow, yma leow heb glasneth vytholl. Bytegens y hyllyr gweles gwyth. Gwyr, crysough dhym arta! Ha pub anedha gyllys mar gales avel men drefen y dhe vos men. Nans yu termyn hyr cosow ledan a devy ena. Tus a's tevedha aga annedhow y'n tyr ma, owth herdhya enevales a lyes eghen, ow pewa orth aga hyg. Mes gyllys yns yn kettep pen, gwyth, enevales ha tus. A'n keth gwyns hag a whytha dre dhel an cosow, lemmyn a skol tewes a-dro dhe'n prenyer a ven.

Chanj mur yn whyr!

Govyn 2 (15 merk)

Translate the following sentences into Cornish

- a) It is said that reading about something is not the same thing as experiencing it. Nevertheless, reading is surely a means by which one can extend experience.
- b) 'I don't know why Sandra has been so unpleasant to Mary who certainly has done nothing to offend her, as far as I know but on the contrary has been very helpful to her.'
- c) If you want to arrange something in order that it may be properly done, you have to plan in advance. Many people just 'hope for the best' and are lucky if their plan whatever it may be, happens as they had hoped.

Govyn 3 (35 merk)

Write an essay (at least 200 words) in Cornish on one of the following topics:

- a) An Balores.

The Chough

- b) Gorseth Kernow ha'n Yeth Kernewek.

The Gorsedh of Cornwall and the Cornish Language.

- c) Kernow ha Breten Vyghan.

Cornwall and Brittany.

Govyn 4 (25 merk)

Your local council intends to erect a large sign just beside the road near your town. It will be necessary to destroy many trees on the site and the sign will be in English only – 'Welcome to Cornwall'.

Compose a letter of protest addressed to the Town Mayor.

Include the following points.

- *There has been little consultation with the public*
 - *The wood is well known as a habitat for birds and other creatures*
 - *The sign should be bilingual*
 - *The sign will be a distraction for drivers*
 - *The money could be better spent on other projects*
-

End of Questions

Kesva an Taves Kernewek

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3 hours

Language

Mark Scheme

| | | |
|---|---|-----------|
| 1 | The passage is divided into five parts. Each part is awarded marks as follows: Chanjbenaghel. Ny vytheghen. An norvyslemmyn. Pella hwath ... ena. Tus a's tevedha ...yn whyr | |
| | Accuracy of translation 4 each | 20 |
| | English style 1 each | 5 |
| | Maximum marks | 25 |
| 2 | There are three sentences to be translated into Cornish. Each may be awarded a maximum of 5 marks as follows: | |
| | Appropriate items of vocabulary 2 marks | 6 |
| | Accurate syntax 3 marks | 9 |
| | Maximum marks | 15 |

| | | | | |
|-------------------------------|------------------------|---|--|------|
| 3 | <i>Subject content</i> | <i>Excellent, relevant, descriptive</i> | 9-11 | |
| | | <i>Good, mostly relevant</i> | 7-8 | |
| | | <i>Fair some relevance</i> | 4-6 | |
| | | <i>Poor mostly irrelevant</i> | <4 | |
| | <i>Grammar</i> | <i>Excellent, well structured sentences, subordinate clauses used</i> | 10-12 | |
| | | <i>Good, some minor errors, most verbs and mutations ok</i> | 7-9 | |
| | | <i>Major errors but comprehensible, overuse of gul</i> | 4-6 | |
| | | <i>Poor very difficult to understand</i> | <4 | |
| | <i>Vocabulary</i> | <i>Excellent, varied expressions</i> | 10-12 | |
| | | <i>Good, some expressions</i> | 7-9 | |
| | | <i>Fair but routine</i> | 4-6 | |
| | | <i>Poor, weak</i> | <4 | |
| | Maximum marks | | 35 | |
| | 4 | <i>Subject content</i> | <i>Excellent, relevant, good argument put forward, fully justified</i> | 9-10 |
| | | | <i>Good, mostly relevant, good points made, some justification</i> | 7-8 |
| | | | <i>Fair some relevance, arguments lack justification</i> | 4-6 |
| <i>Poor mostly irrelevant</i> | | | <4 | |
| <i>Grammar</i> | | <i>Excellent, very few errors, subordinate clauses used</i> | 9-10 | |
| | | <i>Good, some minor errors, most verbs and mutations ok</i> | 7-8 | |
| | | <i>Major errors but comprehensible, overuse of gul</i> | 4-6 | |
| | | <i>Poor very difficult to understand</i> | <4 | |
| <i>Vocabulary</i> | | <i>Excellent, varied expressions</i> | 9-10 | |
| | | <i>Good, some expressions</i> | 7-8 | |
| | | <i>Fair but routine</i> | 4-6 | |
| | | <i>Poor, weak</i> | <4 | |
| Maximum marks | | 30 | | |

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Fourth Grade Examination

3 owr

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Cornish Literature

| |
|------------------------|
| Name (print) |
| Candidate Number |
| Signature |

Complete the box above.

Attach this sheet to your answer papers for Rann A/Part A

Write in blue or black ink.

Answer all the questions.

Answer each question on a separate sheet of paper.

Maximum possible marks for each question are given in brackets.

Take care to write clearly and answer in complete sentences where appropriate.

Write the question number clearly.

No papers may be removed from the examination room by the candidate.

*Dictionaries may **not** be used in the written part of the examination.*

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Apposyans Peswera Grath

Fourth Grade Examination

3 owr

3 hours

History of the Cornish Language

| |
|------------------------|
| Name (print) |
| Candidate Number |
| Signature |

Complete the box above.

Attach this sheet to your answer papers for Rann B/Part B

Write in blue or black ink.

Answer all the questions.

Answer each question on a separate sheet of paper.

Maximum possible marks for each question are given in brackets.

Take care to write clearly and answer in complete sentences where appropriate.

Write the question number clearly.

No papers may be removed from the examination room by the candidate.

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Kesva an Taves Kernewek

Mys Metheven 2010

Apposyans Peswera Grath

3 owr

Rann A

Cornish Literature

Section A

Govyn 1 (25 merk)

Gwryans an Bys

Answer either part a or part b

Gabriel

Warnedha, myns us yn nef!
Gwren yn kerth y helghya ef
dhe yffarn, dhe dewolgow
Ha why oll y gowetha,
keugh yn kerth ynweth gansa!
Cronkyeugh y gans cledhydhyow!

or

- b) (i) Translate the following passage into English
(ii) Comment on the grammatical or lexical aspects of the phrase underlined
(iii) Why was Eve so ready to believe the serpent?

Eve

A cothfen y vosa gwyr,
my a sewsa dha dhesyr
drefen ty dhe dhos a'n nef

Serpent

Why a lever gwyr, ben'vas
Ny res dheugh ow mystrestya
a'n nef ny dhe mes tus 'vas
my yu onen a'n sort na.

Govyn 2 (25 merk)

Ynys Ankow

Answer either part a or part b

a) Why did the monk Odorico take refuge on the island?

or

b) What part do mice play in the drama?

Rann B

History of the Cornish Language

Section B

You may answer in English or Cornish.

Govynn 3 (16 merk)

Give possible meanings of any **four** of the following place-names.
Comment on the elements, giving other examples.

Landrake
Tywardreath

Pentewan
Goonhavern

Heligan
Godrevy

Govynn 4 (14 merk)

Explain the significance to Cornwall of **two** of the following. What contribution did they make to the development of the Cornish Language?

Glasney College
The Boson Family

A.S.D. Smith (Caradar)
The Gorsedh

Govynn 5 (20 merk)

Answer either part a or part b

a) What are the Cornish language links with Cornish organisations overseas or with other Celtic nations.

or

b) Assess the significance of the Ordinalia in terms of the language development.

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3 hours

Literature Mark Scheme

| | | | |
|----------------------|----------------------|--|-----------|
| 1 | <i>Translation</i> | <i>excellent</i> | 8 - 10 |
| | | <i>very good</i> | 6 - 7 |
| | | <i>good</i> | 5 - 6 |
| | | <i>poor</i> | < 5 |
| | | | 10 |
| | <i>Explanation</i> | <i>grammar understood well</i> | 5 |
| | | <i>most points raised</i> | 3 - 4 |
| | | <i>shows lack of grammatical knowledge</i> | 1 - 2 |
| | | | 5 |
| | <i>Comment</i> | <i>excellent understanding of the plot</i> | 8 - 10 |
| | | <i>good knowledge of text</i> | 6 - 7 |
| | | <i>some knowledge of story</i> | 5 - 6 |
| | | <i>shows little sign of having read text</i> | < 5 |
| | | 10 | |
| Maximum marks | | 25 | |
| 2 | | <i>Shows an excellent knowledge and appreciation of the story.</i> | 21 - 25 |
| | | <i>Shows a very good knowledge of the story, the description is relevant</i> | 16 - 20 |
| | | <i>Shows some knowledge of the story but the description is muddled</i> | 11 - 15 |
| | | <i>Shows little knowledge of the story and the description bears little relevance to the facts</i> | ≤ 10 |
| | Maximum marks | | 25 |

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History of the Language Mark Scheme

| | | | |
|---|--|---------------------------|----|
| 3 | <i>elements correctly identified for</i> | | |
| | Landrake | 3 | |
| | <i>at least 1 other example</i> | 1 | |
| | Tywardreath | 3 | |
| | <i>at least 1 other example</i> | <i>four of these</i> | 1 |
| | Heligan | 3 | |
| | <i>at least 1 other example</i> | <i>(first four if too</i> | 1 |
| | Pentewan | 3 | |
| | <i>at least 1 other example</i> | | 1 |
| | Godrevy | 3 | |
| | <i>at least 1 other example</i> | | 1 |
| | Goonhavern | 3 | |
| | <i>at least 1 other example</i> | | 1 |
| | <i>Maximum marks</i> | 16 | |
| 4 | Glasney College | | |
| | A. S.D. Smith | <i>two of these</i> | |
| | The Boson Family | <i>(first two answers</i> | |
| | The Gorsedh | <i>if too many given)</i> | |
| | shows excellent knowledge of the life of the person | 6 - 7 | |
| | shows very good knowledge of the life of the person | 4 - 5 | |
| | shows a little knowledge | 2 - 3 | |
| | muddled | < 2 | |
| | | <i>Maximum marks</i> | 14 |
| 5 | <i>Excellent, relevant, good argument put forward, well balanced description</i> | 16 - 20 | |
| | <i>Good, mostly relevant, good points made, some examples given of points raised</i> | 11 - 15 | |
| | <i>Fair some relevance, comments lack substance</i> | 6 - 10 | |
| | <i>Poor mostly irrelevant</i> | < 6 | |
| | | <i>Maximum marks</i> | 20 |

Kesva an Taves Kernewek

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June 2010

Apposyans Peswera Grath

Fourth Grade Examination

Apposyans war anow

Oral examination

Dadhel

Discussion

Dasskrif an ombrofyer

Candidate's Copy

This card may not be removed from the examination room.

You have 10 minutes to prepare a presentation based on this information. You may use a dictionary at this time and may make notes on this question paper. You are not allowed help from any source other than the dictionary. You may **not** use the dictionary again after the initial preparation time but you may make use of your notes.

At the end of the preparation time you will be asked to give an oral presentation of your allotted scenario to the other candidates attempting to convince them of the merits of your idea. This presentation will last no longer than two minutes.

While the other candidates are talking you may make notes of what they say.

When all candidates have completed their presentation there will be a group discussion about all ideas presented. You do not have to support your given topic at this stage. You will all attempt to come to a consensus on which of the ideas is the best.

Coth yu mamwyn ha nys usy namoy yn poynt da. Gyllys yu an tylu yn prederow yn hy hever drefen y dhe grysos bos peryllys gasa mamwyn hy honen yn hy chy. Dowt a berthons mayth omdhysaffo hy po may cotho droglam dhedhy, neppyth a'n par na. Ytho, y a omguntell rag dathla a dro dhe'n mater. Pyth a wra an tylu ervyra?

| |
|---|
| <p>A</p> <p>An kensa myrgh po map</p> <p>a vyn dry mamwyn tre rag tryga gans an tylu y'ga chy.</p> |
| <p>B</p> <p>An nessa myrgh po map</p> <p>a vyn gorra mamwyn yn Anneth Henavogyon may fo hy gwythys yn fas heb bos begh dhe'n tylu.</p> |
| <p>C</p> <p>An tressa myrgh po map</p> <p>a lever na vyn mamwyn gasa hy chy hy honen. Lowena vya hy tryga ena. Y a yl restra may teffo tus dres an jeth rag parusy bos rygthy ha rag gweres mamwyn orth omwolghy hag omwysca ha taclow a'n par ma.</p> |
| <p>D</p> <p>An peswora myrgh po map</p> <p>a lever bos gwell danvon mamwyn tryga gans hy whor yowynka, aga modrep. Hy a's teves chy bras ha hy gwedhowes lemmyn. Ytho an dhyw whor a alsa omwytha hag omgowethya.</p> |

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Fourth Grade Examination

Apposyans war anow

Oral examination

Dadhel

Discussion

A

This card may not be removed from the examination room.

Coth yu mamwyn ha nyns usy namoy yn poynt da.
Gyllys yu an tylu yn prederow yn hy hever drefen y
dhe grysy bos peryllys gasa mamwyn hy honen yn
hy chy. Dowt a berthons mayth omdhysaffo hy po
may cotho droglam dhedhy, neppyth a'n par na.
Ytho, y a omguntell rag dathla a dro dhe'n mater.
Pyth a wra an tylu ervyra?

An kensa myrgh po map

a vyn dry mamwyn tre rag tryga gans an tylu y'ga
chy.

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Apposyans war anow

Oral examination

Dadhel

Discussion

B

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Coth yu mamwyn ha nyns usy namoy yn poynt da.
Gyllys yu an tylu yn prederow yn hy hever drefen y
dhe grysos bos peryllys gasa mamwyn hy honen yn
hy chy. Dowt a berthons mayth omdhysaffo hy po
may cotho droglam dhedhy, neppyth a'n par na.
Ytho, y a omguntell rag dathla a dro dhe'n mater.
Pyth a wra an tylu ervyra?

An nessa myrgh po map

a vyn gorra mamwyn yn Anneth Henavogyon may
fo hy gwythys yn fas heb bos begh dhe'n tylu.

Kesva an Taves Kernewek

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Fourth Grade Examination

Apposyans war anow

Oral examination

Dadhel

Discussion

C

This card may not be removed from the examination room.

Coth yu mamwyn ha nyns usy namoy yn poynt da.
Gyllys yu an tylu yn prederow yn hy hever drefen y
dhe grysos bos peryllys gasa mamwyn hy honen yn
hy chy. Dowt a berthons mayth omdhysaffo hy po
may cotho droglam dhedhy, neppyth a'n par na.
Ytho, y a omguntell rag dathla a dro dhe'n mater.
Pyth a wra an tylu ervyra?

An tressa myrgh po map

a lever na vyn mamwyn gasa hy chy hy honen.
Lowena vya hy tryga ena. Y a yl restra may teffo
tus dres an jeth rag parusy bos rygthy ha rag gweres
mamwyn orth omwolghy hag omwysca ha taclow
a'n par ma.

Kesva an Taves Kernewek

Mys Metheven 2010

June 2010

Apposyans Peswera Grath

Fourth Grade Examination

Apposyans war anow

Oral examination

Dadhel

Discussion

D

This card may not be removed from the examination room.

Coth yu mamwyn ha nyns usy namoy yn poynt da.
Gyllys yu an tylu yn prederow yn hy hever drefen y
dhe grysos bos peryllys gasa mamwyn hy honen yn
hy chy. Dowt a berthons mayth omdhysaffo hy po
may cotho droglam dhedhy, neppyth a'n par na.
Ytho, y a omguntell rag dathla a dro dhe'n mater.
Pyth a wra an tylu ervyra?

An peswora myrgh po map

a lever bos gwell danvon mamwyn tryga gans hy
whor yowynka, aga modrep. Hy a's teves chy bras
ha hy gwedhowes lemmyn. Ytho an dhyw whor a
alsa omwytha hag omgowethya.

Kesva an Taves Kernewek

Mys Metheven 2010

June 2010

Apposyans Peswera Grath

Fourth Grade Examination

Apposyans war anow

Oral examination

Goslowes (20 merk)

Listening (20 marks)

| |
|----------------------------|
| Name (<i>print</i>)..... |
| Candidate number..... |
| Signature..... |

Complete the box above.

Answer all questions in the spaces provided in this booklet.

Write in blue or black ink.

Maximum possible marks for each question are given in brackets.

*Take care to write clearly but complete sentences are **not** required.*

Extra paper is available on request.

Write your name on any extra sheet(s) of paper you use.

Write the question number clearly if you are using an extra sheet.

No papers may be removed from the examination room by the candidate.

Dictionaries may not be used in the listening part of the examination.

Listen carefully to the instructions on the tape.

The passage will be read three times with a short pause before each reading.
You may answer the questions at any time during the readings

a) Answer in Cornish.

1 Us neppyth ow sordya a govnotennow an dewetha cuntelles? (1 mark)

.....
.....

2 Prag nag o sewen an stall yn Sen Ostell? (4 marks)

.....
.....
.....
.....

3 Pandr'a wharfa dhe'n gwara? (2 marks)

.....
.....

4 A wrussons dasfardella an gwara ha mos tre a-var? (3 marks)

.....
.....
.....

5 Pyth o an caletter? (5 marks)

.....
.....
.....
.....
.....

b) Answer in *English*

1 What did I used to do almost every fortnight? (2 marks)

.....
.....

2 Which part of the journey did I particularly like? (2 marks)

.....
.....

3 What could I see out of the train window? (3 marks)

.....
.....
.....

4 What happened occasionally when the wind was very rough and what do I compare this to? (4 marks)

.....
.....
.....
.....

5 What is my life like now? (4 marks)

.....
.....
.....
.....

Kesva an Taves Kernewek

Mys Metheven 2010

June 2010

Peswera Grath

Grade 4

Apposyans war anow

Oral examination

Goslowes

Listening

Dasskrif an apposyer

Examiner's Copy

The following appears on the front of the candidate's copy:

Complete the box above.

Answer all questions in the spaces provided in this booklet.

Write in blue or black ink.

Maximum possible marks for each question are given in brackets.

*Take care to write clearly but complete sentences are **not** required.*

Extra paper is available on request.

Write your name on any extra sheet(s) of paper you use.

Write the question number clearly if you are using an extra sheet.

No papers may be removed from the examination room by the candidate.

Dictionaries may not be used in the listening part of the examination.

Listen carefully to the instructions on the tape.

Transcript

Open your answer paper. You now have two minutes to read the questions. The passage will be read three times with a short pause before each reading. You may answer the questions at any time during the readings. You will be given 1 minute at the end of the final reading of the first passage to complete your answers before the second passage is read.

Ran A Part A

“Ytho, a dus vas, us traow ow sordya a govnotennow an dewetha cuntelles?”

“Us, a Vester Caderyor. Yma neppyth ow sordya. An stall yn Sen Ostell nans yu whegh seythen, nyns o henna sewen cammen vyth.”

“Nyns o sewen? Prag nag o sewen mar callaf govyn?”

“Hager awel o ha nyns esa denvyth mes a’ga chy. Gorlybys a vu oll agan gwara ha ny werthsyn tra!”

“Dar! Prag na wrussough dasfardella an gwara y’n kystyow ha mos tre a-var?”

“Res o dhyn gortos pen an jeth rag gallos dry an car ogas dhe’n stall rag gorra an kystyow ynno. Kens henna, deges o an forth yn tyen.”

“Ny vern. Yu henna recordys y’gan covnotennow hedhyu?”

“Yu, a Vester Caderyer.”

Ran B Part B

My a berth cof a’n vyajyow a wren y’n tren ow mos a Druru dhe Loundres ogas pub dyw seythen pan en dyscajores an class kernewek yn Loundres. An vyaj yth aswonyn tam ha tam ha kekeffrys an pow a-dro.

Da o genef yn arbennek gweles an mor ha’n tren ow tremena rypho ynter Teignmouth ha Dawlish. My a vyry orth an scathow hag y’n pellder orth an gorholyon esa war forth dhe borthow estren ha trawythyow orth an mordonnow gwyls ow queskel erbyn an vorlan mayth hevely dhym an mor dhe wolghy rosow an tren. Y wharfa ha’n gwyns mar arow may whytha ewon an mor erbyn fenestry an tren yn cowosow kepar del esa an jawl ow trewa orthyn mes a’n ebren los-du.

Ottavy, lemmyn, yn bro noweth a’m eseth y’n gador vreggh y’n howlsplan tesek yn-dan ebren las! Ha bytegens, coth of ha gwan hag ogas dall. Hunrosa a wrاف a’n vro goth pell tramor.

The following questions appear on the candidate’s answer paper.

a) Answer in *Cornish*:

- 1 Us neppyth ow sordya a govnotennow an dewetha cuntelles? (1)
- 2 Prag nag o sewen an stall yn Sen Ostell? (4)
- 3 Pandr’a wharfa dhe’n gwara? (2)
- 4 A wrussons dasfardella an gwara ha mos tre a-var? (3)
- 5 Pyth o an caletter? (5)

b) Answer in *English*

1. What did I used to do almost every fortnight? (2)
2. Which part of the journey did I particularly like? (2)
3. What could I see out of the train window? (3)
4. What happened occasionally when the wind was very rough and what do I compare this to? (4)
5. What is my life like now? (4)

Kesva an Taves Kernewek

**Mys Metheven 2010
Peswera Grath**

**June 2010
Grade 4**

Apposyans war anow

Oral examination

Mark Scheme

Dadhel (70 marks)

Discussion

Presentation of Topic

| | |
|---------|---|
| 0- 5 | Presents a very limited amount of information making understanding difficult |
| 5- 9 | Presents a small amount of information in an unordered way, not always clear |
| 10-14 | Presents a fair amount of information quite clearly and in a logical sequence with some relevance/inconsistency. |
| 15-19 | Presents a reasonable amount of information clearly and in a well-ordered way. |
| 20 - 24 | Presents a large amount of information in a very clear, well-thought out way with coherence and logical sequence. |

Discussion

| | |
|---------|---|
| 0- 3 | Little interaction, poor attempt, little use of material |
| 4- 8 | Responds only when asked for comments from other candidates |
| 9-13 | Joins in conversation but is difficult to understand. |
| 14-18 | Cotributes well to conversation, good development of opinions. |
| 19 - 22 | Interaction is good, gives opinion and justifies it. Very good development of opinions. |

Quality of Language and fluency

| | |
|---------|--|
| 0 - 5 | Little or no evidence of grammatical awareness, great difficulty in constructing simple sentences |
| 5 - 9 | Limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive. |
| 10 - 14 | Generally comprehensible but with a limited range of constructions, vocabulary and sentence patterns. Some errors may cause problems in immediate comprehension. |
| 15 - 19 | Reasonable performance, unsophisticated constructions and vocabulary. Grammatical errors do not interfere with communication. |
| 20 - 24 | A variety of linguistic structures is used, generally effectively. Errors are generally minor. |

Kesva an Taves Kernewek

Mys Metheven 2010

June 2010

Peswera Grath

Grade 4

Apposyans war anow

Oral examination

Mark Scheme

Listening (30 marks)

A

| | | | |
|---|--|------------------|---|
| 1 | Us. Yma neppyth ow sordya a dro dhe'n stall yn Sen Ostel | 1 1 | 2 |
| 2 | Hager awel o ha nyns esa denvyth mes a'ga chy. | 1 2 | 3 |
| 3 | Gorlybys a vu oll an gwara ha ny werthsons tra. | 1 1 | 2 |
| 4 | Na wrussons. Ny wrussons dasfardella an gwara ha mos tre a-var. | 1 1 1 | 3 |
| 5 | Res o dhedha gortos pen an jedh rag gallos dry an karr ogas dhe'n stall rag gorra an kystyow ynno. Kyns henna deges o an fordh yn tyen. | 1 2 1 1 | 5 |

B

| | | | |
|---|--|-------------|---|
| 1 | I used to go from Truro to London on the train. | | 2 |
| 2 | I particularly liked seeing the sea as the train passed between Teignmouth and Dawlish. | | 2 |
| 3 | I could see boats and in the distance ships on their way to foreign ports and sometimes also wild waves beating against the seashore. | 1 1 1 | 3 |
| 4 | Sometimes the sea was so rough that the foam was blown against the carriage windows in showers just as if the devil was spitting at us out of the grey-black sky. | 2 1 1 | 4 |
| 5 | Now I live in a country where the sun shines all the time in a blue sky. But I am old and weak and almost blind and dreaming of the old country. | 1 2 1 | 4 |