

CORNISH

1 INTRODUCTION

- 1.1 This specification has been drawn up by the Cornish Language Board to bring the Cornish examinations into line with the modern specifications for language assessment at GCSE and GCE AS and A2 levels.
- 1.2 The intention is also to give equal weighting to the four elements of language: writing, speaking, listening and reading.

2 AIMS

- 2.1 To provide experiences which give every candidate an opportunity to attain their full potential in the Cornish language according to his/her ability and needs.
- 2.2 To develop the ability to communicate effectively in Cornish, through both the spoken and the written word, using a range of vocabulary and structures.
- 2.3 To develop skills that facilitate the understanding of Cornish in society.
- 2.4 To develop candidates' skills in using the language for purposes of effective and purposeful communication.
- 2.5 To foster a positive attitude towards the Cornish language and culture.
- 2.6 To develop an awareness and knowledge of the Cornish language.
- 2.7 To increase the knowledge and use of Cornish in society.

3 ASSESSMENT OBJECTIVES

Candidates must be given the opportunity to demonstrate the ability to:

- 3.1 use the language in a variety of situations
- 3.2 respond to various stimuli
- 3.3 read and understand a variety of materials, conveying the

meaning of passages to others, and responding to the materials read, expressing opinions on the content and supporting their views by referring to the text.

- 3.4 write using a range of forms and for different purposes; they should demonstrate the ability to use a range of words/sentences/expressions effectively.
- 3.4.1 At grades three and four candidates should demonstrate knowledge and understanding of the structures, grammar and patterns of the oral and written language within meaningful contexts.

4 CONTENTS

- 4.1 There are three areas of experience for grades one and two. Grade One deals with areas (i) and (ii) and Grade two with all three areas.

- (i) **Day to Day**

Home and Family: details about members of the family and the home, family occasions.

Food: at home, eating out

News and Topical Events: favourite television/radio programmes, videos, advertisements, news, dates, time.

Shopping: small shops, supermarkets, money.

Leisure and entertainment: sport, music, hobbies.

- (ii) **The World around us**

Community and district: details about the village or town.

Travel: modes of transport, travelling, time.

Holidays: weather, money, experiences.

Newspapers and magazines: favourite newspapers and magazines, Cornish magazines, current affairs.

- (iii) **Contemporary Society**

Environment: landscape, town and country

Life style: food and sport, rural life, life in Cornwall.

Concerns: e.g. abuses of alcohol and smoking, hunting, animal rights.

Work: describing a job, place of work, conditions.

- 4.2 Each area should afford an opportunity to express experiences, to describe and deal with details, and to express and discuss opinions.
- 4.3 At grades three and four candidates should be given the opportunity to develop skills in expressing themselves in oral and written Cornish.
- 4.4 At grade four the ability to respond to literature and to multimedia, contemporary and historical, cultural materials are promoted to gain an appreciation of the cultural heritage of Cornwall and its place in the wider world.

5 ASSESSMENT

There are four grades of examination.

5.1 Grade One

There will be two components : oral and written of equal weighting. To obtain a pass candidates must obtain the pass mark in each of the components.

Oral assessment

- (i) Rôle play: (20% of the marks awarded for the oral component) candidates will be expected to take part in two simple rôle play exercises. There will be 10 minutes preparation time when the use of a dictionary is permitted and notes may be made. The dictionary will not be available in the examination but the notes may be taken in and used. The topics will be available at the time and place of the examination and will not be available earlier.
- (ii) Listening: (20% of the marks awarded for the oral component) candidates will answer questions, in writing, in English, based on sound and/or video tape.
- (iii) Spoken – unprepared: (30% of the marks awarded for the oral component) general conversation relating to the areas of experience, suitable questions will be supplied by Kesva

an Taves Kernewek at the time and place of the examination and will not be available earlier.

- (iv) Spoken – prepared: (30% of the marks awarded for the oral component) candidates will be expected to discuss a topic chosen in advance from a list supplied by Kesva an Taves Kernewek.

Written assessment

- (i) Visual stimulus: (24% of the marks awarded for the written component) answers, in Cornish, from questions in picture form.
- (ii) Vocabulary exercise: (26% of the marks awarded for the written component) to include recognition of the odd word in a list of words and translating simple sentences.
- (iii) Reading Comprehension: (20% of the marks awarded for the written component) answers to questions based on a short passage, questions and answers to be in Cornish.
- (iv) Essay: (25% of the marks awarded for the written component) a continuous piece of writing in Cornish, the topic to be taken from one of the areas of experience.
- (v) Place-name elements: (5% of the marks awarded for the written component) to match place or personal names in Cornish with their English equivalents.

5.2 Grade Two

There will be two components : oral and written of equal weighting. To obtain a pass candidates must obtain the pass mark in each of the components.

Oral assessment

- (i) Listening: (20% of the marks awarded for the oral component) candidates will answer questions, in writing, in English, based on sound and/or video tape.
- (ii) Spoken – unprepared: (20% of the marks awarded for the oral component) general conversation relating to the areas of experience, suitable questions will be supplied by Kesva an Taves Kernewek at the time and place of the examination and will not be available earlier.

- (iii) Rôle play: (60% of the marks awarded for the oral component) candidates will be expected to participate in two rôle plays, they will be given ten minutes to prepare for this, dictionaries will be permitted for the preparation and notes may be made. The dictionary will not be available in the examination but the notes may be taken in and used. The topics will be supplied by Kesva an Taves Kernewek at the time and place of the examination and will not be available earlier.

Written assessment

- (i) Grammar exercise: (10% of the marks awarded for the written component) candidates should demonstrate an ability to change verbs in sentences from the present tense to the preterite or vice-versa and/or be able to use the second mutation by putting *an* or *unn* in front of nouns.
- (ii) Reading comprehension: (30% of the marks awarded for the written component) answers to questions based on a short passage, questions and answers will be in English.
- (iii) Essay: (30% of the marks awarded for the written component) a continuous piece of writing in Cornish, the topic to be taken from one of the areas of experience.
- (iv) Letter or report writing: (30% of the marks awarded for the written component) to demonstrate the ability to write a letter or a report, in Cornish, based on one of the areas of experience.

5.3 Grade Three

There will be two components: oral and written of equal weighting. To obtain a pass candidates must obtain the pass mark in each of the components

Oral assessment

- (i) Rôle-play: (30% of the marks awarded for the oral component) candidates will be expected to participate in one rôle play, they will be given ten minutes to prepare for this, dictionaries will be permitted for the preparation and notes may be made. The dictionary will not be available in the examination but the notes may be taken in and used. The topics will be supplied by Kesva an Taves

Kernewek at the time and place of the examination and will not be available earlier.

- (ii) Listening: (20% of the marks awarded for the oral component) candidates will answer questions, in writing, in English or Cornish as specified.
- (iii) Spoken – unprepared: (20% of the marks awarded for the oral component) general conversation. Suitable questions will be supplied by Kesva an Taves Kernewek at the time and place of the examination and will not be available earlier.
- (iv) Spoken: (30% of the marks awarded for the oral component) candidates will be expected to discuss and answer questions on a prepared topic chosen from a list supplied by Kesva an Taves Kernewek earlier.

Written assessment

- (i) Grammar exercise: (15% of the marks awarded for the written component) candidates should demonstrate an ability to use correct tenses of verbs and correct mutations as well as idioms.
- (ii) Reading Comprehension: (25% of the marks awarded for the written component) a passage of continuous prose with questions, written in English to be translated into Cornish and answered in Cornish.
- (iii) Essay: (30% of the marks awarded for the written component) a continuous piece of narrative or descriptive writing in Cornish.
- (iv) Essay: (30% of the marks awarded for the written component) a continuous piece of writing in Cornish, in a more formal register, allowing the candidate to demonstrate his/her ability to give an opinion and to justify that opinion.

5.4 Grade Four

There will be three components: one oral and two written papers, each paper to comprise one third of the marks. To obtain a pass candidates must obtain the pass mark in each of the components

Oral assessment

- (i) Listening: (30% of the marks awarded for the oral component) candidates will answer questions, in writing, in English or Cornish as specified.
- (ii) Spoken (70% of the marks awarded for the oral component) This will take the form of an interactive speaking test. Each candidate will give a presentation to the other candidates and to the examiner and will then take part in a group discussion. Groups will comprise up to four candidates. The material will be made available to the candidates at least two weeks before the date of the examination.

Written assessment

Language

- (i) Grammar exercise: (15% of the marks awarded for the written component) candidates should demonstrate an ability to use correct tenses of verbs and correct mutations as well as idioms, this exercise may take the form of a translation from English to Cornish.
- (ii) Essay: (35% of the marks awarded for the written component) a continuous piece of narrative or descriptive writing in Cornish.
- (iii) Translation: (25% of the marks awarded for the written component) to demonstrate understanding of an unseen piece of Cornish prose.
- (iv) Essay: (25% of the marks awarded for the written component) the student will be required to write a report or letter of support, opposition or complaint about a subject. Guidance notes and/or background information will be given.

Literature and History

- (i) Set text: (30% of the available marks for the literature and history paper) from classical/older literature. Candidates will be expected to demonstrate an appreciation and knowledge of the content, themes, style and language of the work.

- (ii) Set text: (30% of the available marks for the literature and history paper) modern literature. Candidates are expected to demonstrate an appreciation and knowledge of the contents and themes of the work.
- (iii) History of the language. (40% of the available marks for the literature and history paper) Candidates are expected to demonstrate knowledge of the development of the Cornish language up to the present day, including an awareness of the various forms of Cornish. Questions may be set on place-names and/or family names.

Candidates are advised that only one grade of examination may be attempted in any one year. Candidates are advised to attempt each grade of the examination in turn.

Specification

Grade One

Although candidates may be exposed to a variety of language situations the assessment will be within the areas of experience outlined below.

(i) **Day to Day**

Home and Family: details about members of the family and the home, family occasions.

Food: at home, eating out

News and Topical Events: favourite television and radio programmes, videos, advertisements, news, dates, time.

Shopping: small shops, supermarkets, money.

Leisure and entertainment: sport, music, hobbies.

(ii) **The World around us**

Community and district: details about the village or town.

Travel: modes of transport, travelling, time.

Holidays: weather, money, experiences.

Newspapers and magazines: favourite newspapers and magazines, Cornish magazines, current affairs.

Suitable texts: Wella Brown Skeul an Yeth I chapters 1 – 30

Graham Sandercock Holyewgh an Lergh I §§ 1 – 130

John Page Grammar for the first grade

First 1000 words in Cornish

A. S. D. Smith Cornish Simplified

Hilary Shaw Dynargh Kernewek, Kernewek Lowen, Sol Kernewek

Nouns	Basic vocabulary Plurals Possession	To include the definite article <i>an</i> To include common plurals To include the dual for parts of the body To include common collectives <i>Lost ki</i> and <i>lost an ki</i>
Adjectives	Basic vocabulary Intensive adjectives	To include colours To include <i>unn</i> To include common past participles and common descriptives <i>Pur, re, lowr</i>
Pronouns	Personal Possessive Including direct object pronouns with <i>gul</i> Suffixed pronouns	<i>my, ty, ev, hi, ni, hwi, i ow, dha, y, hy, agan, agas, aga my a wra dha weles</i> <i>vy, jy/ta, ev, h.e.</i>
Prepositions	<i>a-ji, dhe, gans, heb, rag, war, yn, yn-dann, h.e.</i>	Only declensions of <i>gans, dhe</i> and <i>rag</i> will be expected.
Demonstratives	Pronouns Adjectives	<i>Hemma, henna, hemm, henn, homma, honna, homm, honn, an re ma, an re na</i> <i>An ... ma, an ... na</i> To include <i>an chi ma</i> and <i>an chi bras ma</i>
Indicative tenses of verbs	<i>Bos</i> Present tense Imperfect tense Present and past continuous <i>Gul</i> Present tense Preterite tense <i>Mynnes</i> Present tense <i>Galloes</i> Present tense Other common verbs Particles	Short and long forms Short and long forms 3 rd person sing. only <i>ow(th) + infinitive</i> In infinitive form and 3 rd person singular only <i>Ny(ns), na(g), a, y(th)</i>

Imperative tense	Common verbs Forms with <i>gul</i> for other verbs	2 nd person singular and plural <i>gwra redya, gwrewgh redya</i>
Conjunctions	Co-ordinating conjunctions	<i>Ha(g), mes, po</i>
Interrogative	Pronouns Adverbs	<i>Fatell</i> – to include <i>fatla</i> <i>P'eur</i> <i>Piw</i> <i>Prag</i> – simple answers only <i>Pyth</i> <i>Ple</i> - to include <i>dhe by le</i> <i>Pygemmys</i> <i>Py lies</i> <i>Py par</i> <i>Py eur</i> – to include <i>dhe by eur</i> Standard forms of reply
Idioms	Common idioms with <i>bos</i>	<i>Yma dhymm h.e.</i> <i>Yma genev h.e.</i> <i>Res yw dhymm</i> <i>Da yw genev</i> <i>Drog yw genev</i> <i>Gwell yw genev</i>
Numbers	Cardinal and ordinal numbers	0 – 100 to include feminine forms
Other	Seasons Months Days Time Weather Greetings Simple place names Direct speech	Common elements: <i>bos, eglos, goen, hal, heyl, ker, lann, lys, nans, penn, poll, pons, porth, ros, rys, tre,</i> Use of <i>yn-medh</i>

Grade Two

Candidates will be expected to be familiar with all the grammar required for the first grade.

Although candidates may be exposed to a variety of language situations the assessment will be within the areas of experience outlined below.

(i) **Day to Day**

Home and Family: details about members of the family and the home, family occasions.

Food: at home, eating out

News and Topical Events: favourite television and radio programmes, videos, advertisements, news, dates, time.

Shopping: small shops, supermarkets, money.

Leisure and entertainment: sport, music, hobbies.

(ii) **The World around us**

Community and district: details about the village or town.

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Holidays: weather, money, experiences.

Newspapers and magazines: favourite newspapers and magazines, Cornish magazines, current affairs.

(ii) **Contemporary Society**

Environment: landscape, town and country

Life style: food and sport, rural life, life in Cornwall.

Concerns: e.g. abuses of alcohol and smoking, hunting, animal rights.

Work: describing a job, place of work, conditions.

Suitable texts: Wella Brown Skeul an Yeth I all

Wella Brown Skeul an Yeth II chapters 1 - 6

Graham Sandercock Holyewgh an Lergh I all

Graham Sandercock Holyewgh an Lergh II §§ 1 - 14

John Page Grammar for the first grade

A. S. D. Smith Cornish Simplified

Hilary Shaw Kernewek Whek

Mutations	Second	<i>An</i> + feminine singular noun <i>An</i> + masculine plurals of persons First adjective following feminine singular nouns and masculine plurals of persons After duals of both genders After: <i>a, dha, dhe, dew/diw, dre, fatell, mil, na, ny, pan, pur, re, war, y, yn-dann, yn unn</i> after <i>aga, hy, ow, tri, teyr</i>
	Third	
Particles	Affirmative, negative and interrogative particles	<i>a, ny(ns), na(g) + 2nd mutation</i> <i>y</i>
Pronouns	Suffixed infix	Double suffixed not required
Prepositions	Common prepositions	declensions of <i>war, heb</i> and <i>yn</i> will be expected.
Adjectives	Comparative and superlative forms of common adjectives Plural	To include <i>ages</i> and <i>avel</i> and declensions and <i>mar</i> <i>Arall</i> and <i>erell</i>
Adverbs	Use of adjective and formation with <i>yn</i>	
Conjunctions	Co-ordinating Subordinating	<i>Na, an keth ha, kepar ha</i> <i>Pan, mar, dell, kyns, wosa</i>
Indicative tenses of verbs	<i>Bos</i> Imperfect tense Future tense <i>Gul</i> Preterite tense Imperfect tense <i>Mynnes</i> Preterite tense <i>Galloes</i> Preterite tense <i>Mos</i> Present tense Preterite tense <i>Dos</i> Present tense	short/long forms, all persons all persons all persons 3 rd person singular only 3 rd person singular only 3 rd person singular only 3 rd person singular only 3 rd person singular only 3 rd person singular only

	Preterite tense Present tense of other common verbs Present participles Past participles	3 rd person singular only with ow(th) and yn unn common verbs
Interrogatives	More interrogatives	<i>Prag y, prag na</i> + forms of reply with <i>drefenn, drefenn na, or rag, rag na</i>
Numbers	Cardinal and ordinal	Beyond 100
Idioms	Common idioms	To include <i>ass, nans</i> and <i>gwell yw dhymm</i>

Grade Three

Candidates will be expected to be familiar with all the grammar required for the first and second grades.

Suitable texts: Wella Brown Skeul an Yeth II chapters 7 – 25
 Graham Sandercock Holyewgh an Lergth II §§15 – 58
 John Page Grammar Beyond The First Grade
 Cornish Simplified and supplements
 Hilary Shaw Kernewek Scaf

Mutations	all	All conditions for the use of correct mutations
Relative clauses	Use of relative pronouns	Use or omission of <i>neb, an pyth, ha</i>
Prepositions	All inflected prepositions Separable prepositions	<i>war-lergh, yn herwydh, yn kever, yn kyrghynn, yn mysk, yn ogas, yn le.</i>
Adjectives	Common suffixes to form adjectives	<i>-ek, -ik, -el, -us</i>
Adverbs	Adverbial numbers Adverbial expressions of time and place	<i>-plek, -(g/k)weyth, nosweyth, ternos vyttin, h.e.</i>
Conjunctions	Co-ordinating Subordinating	<i>keffrys ha, kettoeth ha h.e., ogas ha, may, kyn, awos, bys pan, kettell</i>
Verbs	All indicative tenses of common verbs Conditional of common verbs Imperative – all persons Passive – all forms Present participle with <i>orth</i> Y'm beus	To include use of perfective particle <i>re</i> <i>orth ow gweres h.e.</i> Present, future, imperfect and pluperfect tenses
Subordinate clauses	Reported speech Adverbial clauses	Positive and negative, with <i>bos</i> and other verbs Using conjunctions given above

Grade Four

Language

Candidates will be expected to be familiar with all the grammar required for the first, second and third grades together with the full contents of either A Grammar of Modern Cornish or Cornish Simplified plus supplements.

Suitable texts:

Wella Brown *Skeul an Yeth II* chapters 26 – 32
Wella Brown *Skeul an Yeth III* all
Graham Sandercock *Holyewgh an Lergth II* §§59 – 62
Wella Brown A Grammar Of Modern Cornish
A. S. D. Smith Cornish Simplified and supplements

Literature and History

Two texts will be set by Kesva an Taves Kernewek each year.

For the 2009 examination these are:

Gwreans an Bys (lines 1 – 982)
Sterlester dhe'n Norvys Nowydh gans Michael Palmer

For the 2010 examination these are:

Gwreans an Bys (lines 1 – 982)
Ynys Ankow gans Michael Palmer

Useful reading: *Govynnadow war an tekstow settys* – Ray Edwards

The reading list which follows is not exhaustive nor is it to be considered compulsory:

Holyewgh an Lergth II pages 26 – 31, 34 – 36
Skeul an Yeth I notes entitled *Hwedhel agan Taves*
Skeul an Yeth II notes entitled *Hwedhel agan Taves*
Cornish Language and Literature – Beresford Ellis
The Story of the Cornish Language – Beresford Ellis
Cornish Placenames – Oliver Padell
1000 Cornish Place Names – Julyan Holmes
Formation of Cornish Place Names – Wella Brown
Handbook of Cornish Surnames – G. Pawley-White
The Cornish Ordinalia – Jane A Bakere
Cornish Literature – Brian Murdoch
A very brief history of the Cornish language
The Death of Cornish – P. A. S. Pool
The Life of Cornish – Crysten Fudge
The Celtic Languages ed Martin J. Ball
Names for the Cornish – Pol Hodge