

Paper 4/1/s/Yeth

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.

Paper 4/1/s/Yeth

Govynn 1 (20 merk)

*Read the following passage, **translate the questions which follow into Cornish and then answer them in English.***

Splann a dhydh o; levow fleghes ow poenya dhe'n tonnow. Hag otta ena peswar havyas, Frank, Joanna ha'ga dew flogh, Karol, eth bloedh, Nikki, pymp bloedh.

“Deun dhe aspia pana dresor eus dhe drovya dres an karregi na,” yn-medh Frank, hag ow synsi y vyrgh yowynk er an dorn, y sevis yn-bann.

“Darwar na vi toellys gans an mordid,” a warnyas y wreg. “Yma an lanwes ow tegynsywa.”

“Termyn a'gan beus,” Frank a leveris.

Joanna a's gwelas gyllys mes a wel dres an garrek ughel, mes yth omglewo anes, kyn na wodhya an acheson.

Frank ha Karol a gramblas war an karregi, ow mires y'n pollennow, bys pan leveris an tas, “Otta ena, Karol. Mogow yw – martesen yma tresor a-ji dhedhi.”

Ha'n dhew a entras der an ganow ledan, owth aspia kals bili a-ragdha. “Mir fatell derlenter elvennow y'n men!”, yn-medh ev. War-barth i eth pella y'n vogow, orth hy hwithra. Ena Frank a wodhya bos goemmon ow tevi ughel war fosow an vogow. Distowgh an styr a waskas yeyn yn y golonn.

“Dehwelyn, Karol. Fyskyn! Laveryn dhe vammik ni dhe gavoës mogow.”

Mes kettoeth ha'n ger y klewsons 'BOEMM' ha tonnenn vras a resas yn ganow an vogow.

“Gweres ni, a Dhew!” Frank a hwystras.

Mes gans Joanna nyns esa hokya. Hi re welsa fatell o gyllys an mor fest garwa hag ughella.

“Ow gour ha'm myrgh!” hi a armas dhe'n gwithyas esa yn hy hyrghynn.

An gwithyas a glewas hy kri. Distowgh konvedhys ganso an kas, ev a voras skath-sawya hwythadow. An jynn a vedhyglas yn fyw, hag avel seth eth mes a wel.

“Ha lemmyn, Karol, yma skath devedhys rag agan daskorr dhe vammik. Brav!” yn-medh Frank, yn-dann vyrla y vyrgh.

Unn gwithyas a veghyas an voves war y geyn dhe'n skath, ena ev a weresas hy thas.

“Bydh furra nessa!” an gwithyas a leveris. “Ny re an mor krogen wag a vywnans denses!”

Treyl an govynnnow ma dhe Gernewek. Gorthyp orth pub govynn yn Sowsnek.

- How do you know that it was summertime?
- What did Frank and Karol go off to do by themselves?
- Why was Frank frightened when he saw seaweed on the walls of the cave?
- What made Joanna call to the guard for help?
- The guard gave Frank good advice. What was it?

Govynn 2 (30 merk)

Translate the following passages into Cornish:

- a) She really ought not to have put these flowers, the colours of which are mixed rather than pure yellow, in this dark room. The best thing to do with them would have been to put them on that mantelpiece in the lounge where there is sunshine.
- b) Where the river Tamar runs into the sea there is an island. They say that in the last Ice Age the level of the sea was not the same as it is now but much lower. The river flowed in a deep valley and the island was a headland.
- c) Jack cooked a meal for himself. He didn't know when his wife would be home, but he feared it might be very late after the row they had had. When she had still not arrived by nightfall, however, he started to get anxious and telephoned some of her friends and finally the hospital.

Govynn 3 (25 merk)

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

- a) Dever an withysi war an vorva.
- b) Pandr'a allav vy y wul rag gwellhe ow Hernewek evy, ha fatell allav vy gul kevro dhe'n taves?

Govynn 4 (25 merk)

You have been asked to write a letter in support of a young woman, Carol, who is applying for a post as an assistant in a nursery group. Remember to begin and end the testimonial appropriately and to use language suitable for the task. You have the following information to include:

The family moved into the area about ten years ago.

When Carol was at school she was one of a volunteer group who visited old people's homes to assist and provide company.

Your own daughter knew her at the youth club and found her cheerful and co-operative. A very popular girl.

Paper 4/2/s/Lyenn

Cornish Literature

Name (print)
Candidate Number
Signature

Complete the box above.

Attach this sheet to your answer papers for Section A

*****You MUST keep your answer papers for Section A and Section B separate.*****

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 this part of the examination.*

Paper 4/2/s/Istori

History of the Cornish Language

Name (print)
Candidate Number
Signature

Complete the box above.

Attach this sheet to your answer papers for Section B

******You MUST keep your answer papers for Section A and Section B separate.******

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.

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Paper 4/2/s/Lyenn hag Istori

Rann A/Section A Cornish Literature

*****Attach the Rann A/Section A header sheet to your answer papers*****

Govynn 1 (25 merk)

Passhyon agan Arloedh – Gwersow 1-87

Answer EITHER Option One OR Option Two

Option One – answer all three questions:

(i) Translate into English the following passage:

Pan o y bysadow gwrys,
Dhe'n dewdhek y leveris
“Koskewgh lemmyn mars yw prys.
Powesewgh, hwi yw grevys.
Tus eus dhymm ow tevones
Yw gans ow thraytour dyskys
Fatell dhons dh'ow hemmeres
Ha dell vydhav hembrenkys.”

(ii) Comment on the notable grammatical or lexical aspects of the underlined phrases. There is no need to comment on every word.

(iii) Why, if at all, is the study of the traditional texts important or useful? What have you learnt about the language and Cornish history and traditions from studying Passhyon agan Arloedh?

OR

Option Two – answer all three questions:

(i) Translate into English the following passage:

An sherewys a sorras
Rag bones Krist enorys
Ha bos y ober mar vras,
Ha dres an bys oll notys.
Gwrussons kusul nag o 'vas
Rag may fe Yesus diswrys,
Ha kemmys i a'n kablas,
May feu an dre kryghyllys.

(ii) Comment on the notable grammatical or lexical aspects of the underlined phrases. There is no need to comment on every word.

(iii) Nance wrote that the poem was ‘intended for popular devotional use’ and as such it would have needed to capture the imagination. Describe three episodes in these initial verses that you found particularly vivid and dramatic.

Govynn 2 (25 merk)

Hwedhlow a-dhiworth an Orsedh:- Hwedhel Hwarthus, Kevrin an Manerji

Answer either Option One or Option Two

Option One

Choose four stories and identify, with examples, those aspects that give them an unmistakable and distinctly Cornish 'flavour'. Why is this important, if at all, and how does it affect your enjoyment, or otherwise, of the stories?

OR

Option Two

To what extent do the stories live up to the expectation set by the words *hwarthus* and *kevrin* in their titles? Which do you think are most successful in this respect?

Rann B/Section B History of the Cornish Language

*****Attach the Rann B/Section B header sheet to your answer papers*****

Answer all three questions in this section.
You may answer in English or Cornish.

Govynn 3 (16 merk)

Give possible meanings of any **four** of the following place-names.
Analyse and comment on the elements.

Launceston	Crows-an-Wra	Lostwithiel
Tremodrett	Lanteglos	Feock

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?

John Tregear	Wella Rowe
William Pryce	R. Morton Nance

Govynn 5 (20 merk) *Answer either part a or part b*

- What were the primary reasons for the decline of Cornish as a community language?
- Examine the development of original literature in Revived Cornish, from Jenner's time onwards. Why did it take 80 years before the first full-length novel was published?

Examiner's copy



Mis-Metheven 2016

June 2016

Peswora Gradh

Grade 4

Paper 4/wa/Goslowes

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 that you will hear.

Examiner's copy

Examiner's copy

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.

A. Y'n gador-yskynn yth yskynnsyn an menydh bys dhe growji Ewnter Tomas. Krowji a brenn o ha pur vyghan. Ha ni ow kewsel yn lowen ryb an tan, y klewsyn a-dhesempis tros euthyk yn-mes hag y tewsyn ni oll. Pyth o henna?

“Tardh ergh a-wartha!” yn-medh Ewnter Tomas.

Ni a boenyas mes a'n krowji rag gweles an pyth re hwarvia. Yth esa tros avel taran a-wartha y'n menydh yow o kudhys lemmyn a-dryv kommolenn wynn a ergh. Hag a bub tu dhyn yth esa krugow ergh. Kowlynkleudhys re bia hag an gador-nij hag an vownder.

“Res yw dhyn fia alemma,” a grias Morwenna, leun a own.

“Nyns yw possybyl,” yn-medh Ewnter Tomas. “Re gales ha peryllus via diyskynna an menydh y'n eur ma.”

“Mar kortyn omma,” a grias Morwenna, “ni a verow! Nyns yw gorfennys, an tewedh-ergh - goslowewgh!”

“Omgoselha, Morwenna,” yn-medh Ewnter Tomas, “Dewgh ryb an tan, a dus yowynk, ha degea an daras.”

Pymment krev an pow a bareusis Ewnter Tomas ragon ni dh'y eva ha ni gyllys skruthys yn gronn a-dro dhe'n oeles an nos oll. Ha wor'tiwedh bora a dheuth dhe'n menydh ha ganso hebaska.

The following appears on the candidate's answer paper:

Answer in **Cornish** (the more complete the answer, the more marks will be awarded):

1. Ple'th ethen ni? (4)
2. Pandr'a wrussyn pan glewsyn an tros? (1)
3. Pyth o an tros? (1)
4. Pandra re hwarvia? (4)
5. Prag na vynna Morwenna gortos le mayth esens? (2)
6. Pandr'a wrussons i oll, dres an nos? (3)

B.

Asifi a fias dhe'n fo a Afghanistan yn 1992. Hy gour ha'ga dew flogh byghan gensi, an dhyskadores, 26 hy oes, eth dhe driga yn trev vyghan ha pell henwys Kot Chandana. Bras hy amayans, hi a dhiskudhas nag esa skolyow ena rag an fleghes ha determyns veu hi dhe janjya an studh ma. Ha byttegyns, hi a wodhya yn ta bos res dhedhi y wul yn maner sotel.

Asifi a dhallathas hy ober gans ugens studhyer privedh mes kyns pell yth esa kummyas dhedhi igeri skol yn tylda. Owth oberi yn fen, hi a sewenas kavoes arghasans dhiworth an governans ha'n skol yn tylda a vogghas bys may tegemmeri mowesi maga ta. Y'n jydh hedhyw, yma an skol yn drehevyans gwir ha moy es mil vowes re beu ow studhya ynni, ha dres henna, lies anedha ow seweni y'ga apposyansow.

Answer in **English** (the more complete the answer, the more marks will be awarded):

7. What happened to Asifi when she was twenty-six? (4)
8. What did Asifi discover about Kot Chandana? (2)
9. What did she gain permission to do? (2)
10. What did she ask from the government and what did it enable her to do? (3)
11. What is the situation with the school today? (4)

N.B. The following words are proper names – Asifi, Kot Chandana, Afghanistan

Examiner's copy

Paper 4/wa/Goslowes

Apposyans war anow

Oral examination

Goslowes (30 merk)

Listening (30 marks)

Name (*print*)

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 that you will hear.

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** (the more complete the answer, the more marks you will obtain)

1. Pleth ethen ni? (4)

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

2. Pandr'a wrussyn pan glewsyn an tros? (1)

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

3. Pyth o an tros? (1)

.....
.....

4. Pandra re hwarvia? (4)

.....
.....

5. Prag na vynna Morwenna gortos le mayth esens? (2)

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.....
.....

6. Pandr'a wrussions i oll, dres an nos? (3)

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.....

B. Answer in **English** (the more complete the answer, the more marks obtained)

N.B. The following words in the passage are proper names –
Asifi, Kot Chandana, Afghanistan

7. What happened to Asifi when she was twenty-six? (4)

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.....
.....

8. What did Asifi discover about Kot Chandana? (2)

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.....

9. What did she gain permission to do? (2)

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.....

..... **Treyl mar pleg**

10. What did she ask from the government and what did it enable her to do? (3)

.....

.....

.....

11. What is the situation with the school today? (4)

.....

.....

.....

.....

Paper 4/wa/Dadhel/Kyns Apposyans

Apposyans war anow

Oral examination

Dadhel

Discussion

Preparation before the examination.

Preparation before the examination

You should be prepared to speak on any one of the following proposals. In the examination you will be asked to speak on one of them, given to you at random. You therefore need to prepare to speak on each of the proposals. You will not be allowed to take any notes you have made at home into the examination room with you.

In the examination room

Preparation

Only Cornish will be spoken in the examination room.

You will be given one of the proposals at random. You may not make use of any notes made beforehand. You have 10 minutes to prepare a presentation based on the information given. 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.

Presentation

At the end of the preparation time you will be asked to give an oral presentation of your allotted proposal to the other candidates attempting to convince them of the merits of your idea. You should say what your proposal is and offer an opinion on it. This presentation will last no longer than two minutes. While the other candidates are talking you may make notes of what they say.

Discussion

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 proposal at this stage. You will all attempt to come to a consensus on which of the ideas is the best.

Yma bagas a dus trigys yn blokkas a rannjiow. Yma tell y'n to hag y tegoedh dhe bub rannji pe rann a gost an ewnheansow. Yma kuntelles a vagas a'n annedhysi rag dadhla an mater. An alhwedhor (a'n blokas) a dhre dhe'n kuntelles dew dowlgost. Dres henna, yma dew brofyans arall.

TOWL-GOST 1 - dhiworth Mester Toer, CRC, 1 Lowarthow an Lys, Truru.

Ewnheansow an to - £12,500!

PO

To nowydh - £25,000 ha mewgh a 20 blydhen
an dhew ow komptya an skeulweyth.

TOWL-GOST 2 - dhiworth Dewi Diek, Stevell 3, 10 Krowjiow an Hynshorn, Truru.

Ewnheansow an to - £5,000 heb kost an skeulweyth. Ev a aswonn nebonan a'n jeves skeulweyth saw nyns yw hwath sur a'n kost.

PO

To nowydh - £12,000 arta heb kost an skeulweyth. (Gwelewgh a-wartha). Ny vydh mewgh.

Pyth yw an gusul wella dhe wul orth an to?

N.B. SKEULWEYTH = Scaffolding

Y'n kuntelles yma:

A.
An alhwedhor - gwell yw ganso po gensi an nessa towl-gost.
B.
An kaderyer - gwell yw ganso po gensi an kynsa towl-gost.
C.
Annedhyas 1 - ev a brof gul an ober y honan. Toer o yn y yowynkneth hag ev a woer y wul hwath dell lever ev saw den koth yw lemmyn. Ev a wra ewnhe an tell yn unnik. Kost a henna a via martesen £2,000 (po le - kost an daffar yn unnik) hag yn sur y fydh keffrys kost an skeulweyth.
D.
Annedhyas 2 - hi a brof hy mab dhe wul an ober. Nyns yw ev toer mes ev a ober ow kweres drehevel chioh hag erell ytho ev a woer lies tra yn y gever dell lever. Yowynk ha krev yw hy mab. Kost a henna a via £4,000 rag ewnhe an tell. Y fia edhomm rentya skeulweyth keffrys.

Paper 4/wa/Dadhel

Apposyans war anow

Oral examination

Dadhel

Discussion

Ombrofyer A

Candidate A

This card may not be removed from the examination room.

Yma bagas a dus trigys yn blokkas a rannjiow. Yma tell y'n to hag y tegoedh dhe bub rannji pe rann a gost an ewnheansow. Yma kuntelles a vagas a'n annedhysi rag dadhla an mater. An alhwedhor (a'n blokas) a dhre dhe'n kuntelles dew dowlgost. Dres henna, yma dew brofyans arall.

TOWL-GOST 1 - dhiworth Mester Toer, CRC, 1 Lowarthow an Lys, Truru.

Ewnheansow an to - £12,500!

PO

To nowydh - £25,000 ha mewgh a 20 blydhen
an dhew ow komptya an skeulweyth.

TOWL-GOST 2 - dhiworth Dewi Diek, Stevell 3, 10 Krowjiow an Hynshorn, Truru.

Ewnheansow an to - £5,000 heb kost an skeulweyth. Ev a aswonn nebonan a'n jeves skeulweyth saw nyns yw hwath sur a'n kost.

PO

To nowydh - £12,000 arta heb kost an skeulweyth. (Gwelewgh a-wartha). Ny vydh mewgh.

Pyth yw an gusul wella dhe wul orth an to?

N.B. SKEULWEYTH = Scaffolding

A.

An alhwedhor - gwell yw ganso po gensi an nessa towl-gost.

Paper 4/wa/Dadhel

Apposyans war anow

Oral examination

Dadhel

Discussion

Ombrofyer B

Candidate B

This card may not be removed from the examination room.

Yma bagas a dus trigys yn blokkas a rannjiow. Yma tell y'n to hag y tegoedh dhe bub rannji pe rann a gost an ewnheansow. Yma kuntelles a vagas a'n annedhysi rag dadhla an mater. An alhwedhor (a'n blokas) a dhre dhe'n kuntelles dew dowlgost. Dres henna, yma dew brofyans arall.

TOWL-GOST 1 - dhiworth Mester Toer, CRC, 1 Lowarthow an Lys, Truru.

Ewnheansow an to - £12,500!

PO

To nowydh - £25,000 ha mewgh a 20 blydhen
an dhew ow komptya an skeulweyth.

TOWL-GOST 2 - dhiworth Dewi Diek, Stevell 3, 10 Krowjiow an Hynshorn, Truru.

Ewnheansow an to - £5,000 heb kost an skeulweyth. Ev a aswonn nebonan a'n jeves skeulweyth saw nyns yw hwath sur a'n kost.

PO

To nowydh - £12,000 arta heb kost an skeulweyth. (Gwelewgh a-wartha). Ny vydh mewgh.

Pyth yw an gusul wella dhe wul orth an to?

N.B. SKEULWEYTH = Scaffolding

B.

An kaderyer - gwell yw ganso po gensi an kynsa towl-gost.

Paper 4/wa/Dadhel

Apposyans War Anow

Oral Examination

Dadhel

Discussion

Ombrofyer C

Candidate C

This card may not be removed from the examination room.

Yma bagas a dus trigys yn blokkas a rannjiow. Yma tell y'n to hag y tegoedh dhe bub rannji pe rann a gost an ewnheansow. Yma kuntelles a vagas a'n annedhysi rag dadhla an mater. An alhwedhor (a'n blokas) a dhre dhe'n kuntelles dew dowlgost. Dres henna, yma dew brofyans arall.

TOWL-GOST 1 - dhiworth Mester Toer, CRC, 1 Lowarthow an Lys, Truru.

Ewnheansow an to - £12,500!

PO

To nowydh - £25,000 ha mewgh a 20 blydhen an dhew ow komptya an skeulweyth.

TOWL-GOST 2 - dhiworth Dewi Diek, Stevell 3, 10 Krowjiow an Hynshorn, Truru.

Ewnheansow an to - £5,000 heb kost an skeulweyth. Ev a aswonn nebonan a'n jeves skeulweyth saw nyns yw hwath sur a'n kost.

PO

To nowydh - £12,000 arta heb kost an skeulweyth. (Gwelewgh a-wartha). Ny vydh mewgh.

Pyth yw an gusul wella dhe wul orth an to?

N.B. SKEULWEYTH = Scaffolding

C.

Annedhyas 1- ev a brof gul an ober y honan. Toer o yn y yowynkneth hag ev a woer y wul hwath dell lever ev saw den koth yw lemmyn. Ev a wra ewnhe an tell yn unnik. Kost a henna a via martesen £2,000 (po le - kost an daffar yn unnik) hag yn sur y fydh keffrys kost an skeulweyth.

Paper 4/wa/Dadhel

Apposyans War Anow

Oral Examination

Dadhel

Discussion

Ombrofyer D

Candidate D

This card may not be removed from the examination room.

Yma bagas a dus trigys yn blokkas a rannjiow. Yma tell y'n to hag y tegoedh dhe bub rannji pe rann a gost an ewnheansow. Yma kuntelles a vagas a'n annedhysi rag dadhla an mater. An alhwedhor (a'n blokas) a dhre dhe'n kuntelles dew dowlgost. Dres henna, yma dew brofyans arall.

TOWL-GOST 1 - dhiworth Mester Toer, CRC, 1 Lowarthow an Lys, Truru.

Ewnheansow an to - £12,500!

PO

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TOWL-GOST 2 - dhiworth Dewi Diek, Stevell 3, 10 Krowjiow an Hynshorn, Truru.

Ewnheansow an to - £5,000 heb kost an skeulweyth. Ev a aswonn nebonan a'n jeves skeulweyth saw nyns yw hwath sur a'n kost.

PO

To nowydh - £12,000 arta heb kost an skeulweyth. (Gwelewgh a-wartha). Ny vydh mewgh.

Pyth yw an gusul wella dhe wul orth an to?

N.B. SKEULWEYTH = Scaffolding

D.

Annedhyas 2 - hi a brof hy mab dhe wul an ober. Nyns yw ev toer mes ev a ober ow kweres drehevel chioh hag erell ytho ev a woer lies tra yn y geveur dell lever. Yowynk ha krev yw hy mab. Kost a henna a via £4,000 rag ewnhe an tell. Y fia edhomm rentya skeulweyth keffrys.

Examiner's copy

Paper 4/1/s/Yeth

Language

Mark Scheme

There are many alternative correct answers possible. They should be marked appropriately in line with the suggested answers given below. In case of doubt consult the Examinations Secretary.

1 (i)	Fatell wodhes / wodhowgh y vos hav?	7 (2 vocab; 5 word order and verb tenses)	
	Because the family is mentioned as 'summer visitors'.	3	10
(ii)	Pandra eth Frank ha Karol dh'y wul, aga honan?	7 (2 vocab; 5 word order and verb tenses)	
	To explore around the rocks, pools and a cave looking for treasure	3	10
(iii)	Prag yth esa own dhe Frank pan welas goemmon war fosow an vogow?	7 (2 vocab; 5 word order and verb tenses)	
	Because he realised the sea would fill up the cave.	3	10
(iv)	Pandr'a wrug dhe Joanna hi dhe elwel an gwithyas rag gul gweres dhedha?	7 (2 vocab; 5 word order and verb tenses)	
	She had seen that the sea had got rougher and the tide higher.	3	10
	Maximum marks 40 ÷ 2		20
2	<i>There are three passages to be translated into Cornish.</i>		
	<i>Passage 1 Appropriate items of vocabulary</i>	4	
	<i>syntax</i>	6	10
	<i>Passage 2 Appropriate items of vocabulary</i>	4	
	<i>syntax</i>	6	10
	<i>Passage 3 Appropriate items of vocabulary</i>	4	
	<i>syntax</i>	6	10
	Maximum marks		30

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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>	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>	6 - 7
		<i>Good, some expressions</i>	4 - 5
		<i>Fair but routine</i>	2 - 3
		<i>Poor, weak</i>	<2
	Maximum marks		

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>	7- 8
		<i>Good, some minor errors, most verbs and mutations ok</i>	5 - 6
		<i>Major errors but comprehensible, overuse of gul</i>	3 - 4
		<i>Poor very difficult to understand</i>	<3
	<i>Vocabulary</i>	<i>Excellent, varied expressions</i>	6 - 7
		<i>Good, some expressions</i>	4 - 5
		<i>Fair but routine</i>	2 - 3
		<i>Poor, weak</i>	<2
	Maximum marks		

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Paper 4/2/s/Lyenn

Literature Mark Scheme

1	<i>Translation</i>	<i>Excellent</i>	5
		<i>Very good</i>	3 – 4
		<i>Good</i>	2 – 3
		<i>Poor</i>	≤1
			5
	<i>Analysis</i>	<i>Grammar understood well</i>	5
		<i>Most points raised</i>	3 – 4
		<i>Shows lack of grammatical knowledge</i>	≤2
			5
	<i>Explanation</i>	<i>Well drafted, excellent knowledge of text</i>	12 – 15
		<i>Quite well drafted and good knowledge of text</i>	8 – 11
		<i>Averagely drafted and some knowledge of text</i>	3 – 7
		<i>Badly drafted , little sign of having read text</i>	≤2
			15
	Maximum marks		25

2		<i>Well drafted, shows an excellent knowledge and appreciation of the stories.</i>	21 – 25
		<i>Quite well drafted, shows a very good knowledge of the stories, comments are relevant.</i>	16 – 20
		<i>Averagely drafted, shows some knowledge of the stories but comments are muddled.</i>	11 – 15
		<i>Badly drafted, shows little knowledge of the stories and the comments bear little relevance to the text.</i>	≤ 10
Maximum marks		25	

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Paper 4/2/s/Istori

History of the Language Mark Scheme

3	<i>Elements correctly identified for</i>	
	Launceston	3
	<i>at least 1 other example</i>	1
	Crows an Wra	3
	<i>at least 1 other example</i>	1
	Lostwithiel	3
	<i>at least 1 other example</i>	1
	Tremodrett	3
	<i>at least 1 other example</i>	1
	Lanteglos	3
	<i>at least 1 other example</i>	1
	Feock	3
	<i>at least 1 other example</i>	1
Maximum marks	16	

4	<i>Two contributions to the language</i>	
	<i>(first two if more are discussed)</i>	
	Shows excellent knowledge of the subject	6 - 7
	Shows very good knowledge of the subject	4 - 5
	Shows a little knowledge	2 - 3
	Muddled	< 2
	Maximum marks	7*2 = 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
	Maximum marks	20

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**Paper 4/wa/Goslowes
Mark Scheme**

Listening (30 marks)

A

1.	krowji Ewnter Tomas Y'n gador-nij yth yskynnsyn an menydh bys dhe growji Ewnter Tomas	1 4	4
2.	Y tewsyn ni oll	1	1
3.	Tardh ergh a-wartha	1	1
4.	Ergh Yth esa tros avel taran a-wartha y'n menydh yow o kudhys lemmyn a -dryv kommolenn wynn a ergh. Hag a bub tu dhyn yth esa krugow ergh . Kowlynkleudhys re bia hag an gador-nij hag an vownder	1 4	4
5.	Merwel Hi a grys i dhe verwel. Nyns o gorfennys, an tewedh-ergh	1 2	2
6.	Pyment dhe eva Pyment dhe eva a-dro dhe'n oeles Pyment a win krev an pow a bareusis Ewnter Tomas ragon ni dh'y eva ha ni gyllys skruthys yn gronn a-dro dhe'n oeles an nos oll.	1 2 3	3
	Maximum Marks		15

B

1.	Fled Afghanistan Fled Afghanistan with husband and two children Fled Afghanistan with husband and two children and went to live in small remote village called Kot Chandana.	1 2 4	4
2.	No schools No schools for the children to go to	1 2	2
3.	Open school Open a tent school	1 2	2
4.	Funding/enlarge school She managed to get funding from the government to enlarge the tent school and take in girl students	1 3	3
5.	Building / 1000 students Tent school is now in a proper building and more than 1000 girls have studied there, many of them successful in their exams	1 4	4
	Maximum Marks		15

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Paper 4/wa/Dadhel

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	Contributes 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. Very poor pronunciation.
5 - 9	Limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive. Pronunciation rather poor.
10 - 14	Generally comprehensible but with a limited range of constructions, vocabulary and sentence patterns. Some errors may cause problems in immediate comprehension. Pronunciation average.
15 - 19	Reasonable performance, unsophisticated constructions and vocabulary. Grammatical errors do not interfere with communication. Reasonable pronunciation.
20 - 24	A variety of linguistic structures is used, generally effectively. Errors are generally minor. Good pronunciation.