

Paper 4/1/s/Yeth

Cornish Language

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|------------------------|
| 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

Govyn 1 (20 merk)

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

“Gesyn an karr yn parkva an diwotti,” yn-medh Jamys, “rag may tehwellyn di wosa an kerdh.”

“Ha kevyn agan li ena ynwedh,” Rachael, y wreg, a leveris yn unn vinhwerthin.

“Mes deun alemma dhe'n Hurlysi, mar pydh da gans Myghal,” Jamys a besyas.

“Pyth y'n bys yw an Hurlysi?” Myghal a wovynnas.

Ha'ga thri ow kerdhes war-tu ha'n hal, Rachael a wrug ges a Myghal, koweth hy gour.

“Omma yn Kernow ni a'gan bo an hurlya termyn hir. *Gwari hweg yw gwari teg yw grevys war bel a arghans, an bel may hwari an Gernowyon gensi. Gorta ytho ha ty a welvydh fatel a an sport na y'gan mysk.*” Ha Rachael a vinhwarthas arta yn kuv.

Distowgh Jamys a settyas dalghen yn Myghal, er y vregh. “Ottensi, an hurlysi!” yn-medh ev.

An tri a hedhis ha mires war-rag.

“Ny'm beus gweles marnas an veyn vras ena,” Myghal a leveris, yn y dro.

“Byttegyns, hurlysi yns, heb hokya.” Rachael a ystynnas hy leuv. “Kyn hwelydh meyn, tri hylgh anedha, yn sertan, hurlysi yns.”

Jamys a besyas, “Tri hylgh a veyn, tri fara a warioryon, hag ow kwari sulweyth erbynn lagha an eglos, bodh nev a's trelyas dhe ven, gyllys dhe ven y'n le may mons i lemmyn, ow sevel stag bys vykken y fydhons yndella. Ha honna rag may fons kessydhys awos aga fegh.”

“Skant ny'm beus krysi hemma,” yn-medh Myghal.

“Krys hemma ytho,” Rachael a leveris dhodho. “An dus a dhrehevis an tri hylgh ma a vedha an keth eghen a dus ha del on. Maga sley, maga fur avelon yth ens. An tri hylgh a ven a veu gwrys avel klock po mirji rag musurya an sterennow, an loor ha'n howl, sur on a henna herwydh aga skians rag ordena an sesons hag yndella aga bywnans.”

“Ha lemmyn an eur yw mayth en dhe'n diwotti dhe gавos agan li,” Jamys a brofyas. “Deun dhe'n diwotti!”

Treyl an govynnow ma dhe Gernewek. Gorthyp orth pub govyn yn Sowsnek.

1. Where does one find the saying *Gwari hweg yw gwari teg*?
2. What did Myghal say when he first saw the 'hurlers'?
3. How did Jamys explain the fate of the 'hurlers'?
4. What comparison did Rachael make between the ancient peoples and the people of today?

Govyn 2 (30 merk)

Translate the following passage into **Cornish**

*Mary can't find her purse; she doesn't know where she has left it.
"I haven't lost it," she says to herself.
Her handbag is the place where she usually keeps it.
She tries to remember where she last saw her purse.
"Yesterday I wasn't wearing the same coat as the one I'm putting on today".
So the other coat was where the purse was.*

Govyn 3 (25 merk)

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

Dew Arvor Kernow, Kledhbarth ha Dyghowbarth; yns kehaval?
po
Maga Losow – Maga Kig; pyneyl yw yaghussa rag an Norvys?

Govyn 4 (25 merk)

You think that you have been overcharged for a meal you had recently. Write a letter to the restaurant and include the following points, but expand on them:

1. You were a party of four having lunch on Wednesday last.
2. You were at table number eight and your waitress was Sandra.
3. Everyone had two courses and you shared a bottle of wine.
4. You found on returning home that you had been charged for five lunches.
5. You paid by Mastercard and you attach a copy of the receipt.
6. You would have mentioned this in the restaurant, had you noticed the discrepancy, so that the matter could have been dealt with immediately.

Paper 4/2/s/Lien

Cornish Literature

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|------------------------|
| 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.

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/Lyen hag Istori

Rann A/Section A Cornish Literature

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

Govyn 1 (25 merk)

Passhyon agan Arlodh

Answer EITHER Part One OR Part Two

Part One

- (i) Translate into English the underlined lines and comment on the notable grammatical or lexical aspects of the whole extract. There is no need to parse the piece entirely.
- (ii) Explain who you think the narrator of the poem might be. Support your argument with examples from the text if possible.

Seul a vynno bos selwys
Goslowes ow lavarow
A Yesu del veu helghys
War an bys avel karow;
Ragon menowgh rebekys
Ha dispresys yn harow,
Y'n grows gans kentrow festys,
Paynys bys pan veu marow.

OR

Part Two

- (i) Translate into English the underlined lines and comment on the notable grammatical or lexical aspects of the whole extract. There is no need to parse the piece entirely.
- (ii) Explain whether you think the Passion Poem was written for personal devotional use or intended for reading aloud to a wider audience. Support your argument with examples from the text if possible.

Yndellma Krist pan wrussa,
Dhe Yudas y leveris,
Ty, ke yn unn fistena
Dha vodh may fo kollenwys,
Rag an termyn re dheuva
May fydh an bugel kellys,
Ha kechys yntra diwla
Ha'n deveves dhe-ves fiys.

Govyn 2 (25 merk)

Hwedhlow a-dhiworth an Orsedh:- An gador wag, Parys ov vy & Diwedhes yw an jydh

Answer either Part One or Part Two

Part One

How do the writers create interest and suspense in these stories? Discuss which story you think is the most successful in this respect, illustrating your ideas with examples from the text.

OR

Part Two

When you read a short story in Cornish, do variations in spelling and/or grammatical errors have any impact on your enjoyment of the story? Some of the stories in *Hwedhlow a-dhiworth an Orsedh* are written in varieties of spelling less familiar to you and quite a few have some grammatical errors. Which, if any, of these stories has caused a problem for you in this way? Were you able to appreciate them, regardless of spelling and grammar? Explain your reasons with examples from the text.

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.

Govyn 3 (16 merk)

Give possible meanings of any **four** of the following place-names.

Comment on the elements, giving other examples.

| | | |
|-------------|---------|------------|
| Liskeard | Trehill | Tintagel |
| Gyllyngvase | Golant | Mevagissey |

Govyn 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?

| | |
|----------------------------|-----------------------|
| Radulphus Ton | The Boson family |
| The medieval mystery plays | E.G.R. Hooper (Talek) |

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

- (a) One sometimes reads the criticism that “Revived Cornish is a made-up language”. Is this true? Does it matter?
- (b) Assess the importance of the Tregear Homilies to our knowledge of Cornish.

Paper 4/wa/Dadhel

Apposyans war anow

Oral examination

Dadhel

Discussion

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 should all attempt to come to a consensus on which of the ideas is the best.

Myrgh gottha a'n teylu a vynn mos ha bos veganores* ha gwell via gensi pubonan y'n teylu mars o veganor*. Hy broder yowynka yw lowen bos losoweger saw da yw ganso dybri keus hag oyow. Mamm an teylu a lever bos gwell dybri yn maner yagh - dybri meur a losow ha frooth heb hepkor kig hag askor lethek. Nyns yw Tas unwer vytholl gans an tybyansow ma. Da yw ganso dybri kig ha keus hag erel ha nyns yw da ganso dybri na losow na frooth. Ny amont mann dhodho dybri yn maner yagh! Yma an teylu ow tadhla a'n mater rag ervira py par boos a wrons i dybri yn chi alemma rag.

* vegan

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|--|
| A. Myrgh gottha a vynn bos veganores. |
| B. Broder yowynka yw lowen bos losoweger. |
| C. Mamm a grys bos gwell dybri yn yagh yn le hepkor kig h.e. |
| D. Tas a lever nag yw da ganso vytholl dybri meur a losow hag a frooth. |

Paper 4/wa/Dadhel

Apposyans war anow

Oral examination

Dadhel

Discussion

Ombrofyer A

Candidate A

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Myrgh gottha a'n teylu a vynn mos ha bos veganores* ha gwell via gensi pubonan y'n teylu mars o veganor*. Hy broder yowynka yw lowen bos losoweger saw da yw ganso dybri keus hag oyow. Mamm an teylu a lever bos gwell dybri yn maner yagh - dybri meur a losow ha frooth heb hepkor kig hag askor lethek. Nyns yw Tas unver vytholl gans an tybyansow ma. Da yw ganso dybri kig ha keus hag erel ha nyns yw da ganso dybri na losow na frooth. Ny amont mann dhodho dybri yn maner yagh! Yma an teylu ow tadhla a'n mater rag ervira py par boos a wrons i dybri yn chi alemma rag.

* vegan

A.

Myrgh gottha a vynn bos veganores.

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.

Myrgh gottha a'n teylu a vynn mos ha bos veganores* ha gwell via gensi pubonan y'n teylu mars o veganor*. Hy broder yowynka yw lowen bos losoweger saw da yw ganso dybri keus hag oyow. Mamm an teylu a lever bos gwell dybri yn maner yagh - dybri meur a losow ha frooth heb hepkor kig hag askor lethek. Nyns yw Tas unver vytholl gans an tybyansow ma. Da yw ganso dybri kig ha keus hag erel ha nyns yw da ganso dybri na losow na frooth. Ny amont mann dhodho dybri yn maner yagh! Yma an teylu ow tadhla a'n mater rag ervira py par boos a wrons i dybri yn chi alemma rag.

* **vegan**

B.

Broder yowynka yw lowen bos losoweger.

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.

Myrgh gottha a'n teylu a vynn mos ha bos veganores* ha gwell via gensi pubonan y'n teylu mars o veganor*. Hy broder yowynka yw lowen bos losoweger saw da yw ganso dybri keus hag oyow. Mamm an teylu a lever bos gwell dybri yn maner yagh - dybri meur a losow ha frooth heb hepkor kig hag askor lethek. Nyns yw Tas unver vytholl gans an tybyansow ma. Da yw ganso dybri kig ha keus hag erel ha nyns yw da ganso dybri na losow na frooth. Ny amont mann dhodho dybri yn maner yagh! Yma an teylu ow tadhla a'n mater rag ervira py par boos a wrons i dybri yn chi alemma rag.

* vegan

C.

Mamm a grys bos gwell dybri yn yagh yn le hepkor kig h.e.

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.

Myrgh gottha a'n teylu a vynn mos ha bos veganores* ha gwell via gensi pubonan y'n teylu mars o veganor*. Hy broder yowynka yw lowen bos losoweger saw da yw ganso dybri keus hag oyow. Mamm an teylu a lever bos gwell dybri yn maner yagh - dybri meur a losow ha frooth heb hepkor kig hag askor lethek. Nyns yw Tas unver vytholl gans an tybyansow ma. Da yw ganso dybri kig ha keus hag erel ha nyns yw da ganso dybri na losow na frooth. Ny amont mann dhodho dybri yn maner yagh! Yma an teylu ow tadhla a'n mater rag ervira py par boos a wrons i dybri yn chi alemma rag.

* vegan

D.

Tas a lever nag yw da ganso vytholl dybri meur a losow hag a frooth.

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.

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.

Nans yw eth kans bledhen, y feu Myghtern Yowan a Bow Sows konstryynys sina skrifen rag lehe y nerder avel myghtern hag yn kettermyn rag gasa dhe forma senedh galosek. Hanow an skrifen ma o Magna Carta, henn yw dhe leverel, an Chartour Meur. Magna Carta a dheuth ha bos sel a'n gwiryow kemmyn yn Pow Sows. Pareusys veu an kyns-skrif yn Latinek gans Arghepskop Langton ha'n barons sowsnek hag y'n kynsa le yth o henwys 'Erthyglow an Barons'. Myghtern Yowan a sinas an skrifen ha'y selya yn-dann li an 15ves a vis Metheven, 1215, yn pras yn Runnymede, Pow Sows.

Rag solempnya an eth kansves penn-bloodh a'n chartour, yma towlen leun a hwarvosow, y'ga mysk nowedhi an men-kov ha desedha kresen yn Runnymede rag ri kedhlow dhe'n wodrigoryon. Dres henna, yma tus ow sevel kaskyrgh rag gwruthyl dy'gol poblek sowsnek a'n 15ves a vis Metheven, alemma rag, hag y fydh stampys arbennek pryntys maga ta ow kovhe an kentel posek ma.

The following appears on the candidate's answer paper:

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

1. Pandr'a hwarva dhe Vyghtern Yowan nans yw eth kans bledhen? [2]
2. Prag yth o an skrifen onan bosek? [3]
3. Magna Carta a dheuth ha bos pyth? [1]
4. Yn py yeth y feu skrifys an kyns-skrif? [1]
5. Py dydhyas y sinas Myghtern Yowan an skrifen ha ple? [2]
6. Pyth yw towlennys rag solempnya an eth kansves penn-bloodh a'n chartour? [3]
7. Prag yma tus ow sevel kaskyrgh? [3]

B.

Chesten: Tru, Kala'Me! Soudoryon! Y'gan bro! Pandr'a hwer dhyn? A grysdyh bos lu bras?

Kala'Me: Ny wonn vytholl. Ple hyllyn ni mos? Agan tas ker, nevra ny'gan kyv arta mar fiyn dhe'n fo. Sur ov, Chesten, y vos hwath yn few!

Chesten: Yw. Bew yw ev del grysav vy yn sertan.

Kala'Me: Ty a wor, Chesten, ha my a'm growedh pub nos oll y'm gweli, digosk ov ow prederi a'n vresel, ow tybi bos agan tas goliys hag ow merwel y honan neb le, heb dehweles dhyn nevra: Du an ebron, kann an ster, poos ow holon! ... Ha lemmyn ni ynwedh, Chesten, avel an myghtern, helghys kepar ha kervys!

Chesten: Ha'n vebyon? A brederydh anedha? My a breder anedha - a wrons i ynwedh mos dhe'n vresel dhe verwel, Kala'Me?

Kala'Me: Hwath yowynk yns hag awos henna own a'm beus! Mebyon, y fynnon i oll bos brasyon ow kul taklow gocki ha kolonnek heb prederi a'n mernans, eghan!

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

8. Who is arriving and where? [2]
9. Who are the girls worried about and why? [3]
10. Why is Kala'Me unable to sleep at night? [4]
11. Who else are they worrying about and why? [2]
12. What is the problem with young men? [3]
13. At what period in history might this conversation have possibly taken place? [1]

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.

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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. Pandr'a hwarva dhe Vyghtern Yowan nans yw eth kans blydhen? (2)

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2. Prag yth o an skrifen onan bosek? (3)

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3. Magna Carta a dheuth ha bos pyth? (1)

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4. Yn py yeth y feu skrifys an kyns-skrif (1)

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.....

5. Py dydhyas y sinas Myghten Yowan an skrifen ha ple? (2)

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.....

6. Pyth yw towlennys rag solempnya an eth kansves penn-bloodh a'n chartour?(3)

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7. Prag yma tus ow sevel kaskyrgh? [3]

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

8. Who is arriving and where? [2]

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9. Who are the girls worried about and why? [3]

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10. Why is Kala'Me unable to sleep at night? [4]

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11 Who else are they worrying about and why? [2]

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.....
.....

12 What is the problem with young men?

[3]

.....

.....

.....

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13 At what period in history might this conversation have possibly taken place? [1]

.....

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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) | Ple'th yw kevys an lavar <i>Gwari hweg yw gwari teg?</i> <i>It's found engraved on a silver ball, the ball which Cornishmen play with.</i> | 7 (2 vocab; 5 word order and verb tenses) 3 10 |
| (ii) | Pandr'a leveris Myghal pan welas (ev) an 'hurlysi' yn kynsa? <i>He said he could only see the large stones there.</i> | 7 (2 vocab; 5 word order and verb tenses) 3 10 |
| (iii) | Fatel glerhas/styryas Jamys tenkys an 'hurlysi'? <i>The 'will of heaven' turned them to stone while they were playing on a Sunday against the law of the church; turned to stone where they are now, and they will be standing still for ever, punished because of their sin.</i> | 7 (2 vocab; 5 word order and verb tenses) 3 10 |
| (iv) | Py kehevelyans a wrug Rachael ynter an hen dus ha tus a'n dedhyow ma? <i>She says they were the same kind of people as us and as clever/skillful and wise as we are</i> | 7 (2 vocab; 5 word order and verb tenses) 3 10 |
| Maximum marks 40 ÷ 2 | | 20 |
| 2 | <i>The passage is divided into six parts to be translated into Cornish.</i> | |
| | <i>Li ne 1 Appropriate items of vocabulary syntax</i> | 2 3 5 |
| | <i>Line 2 Appropriate items of vocabulary syntax</i> | 2 3 5 |
| | <i>Line 3 Appropriate items of vocabulary syntax</i> | 2 3 5 |
| | <i>Line 4 Appropriate items of vocabulary syntax</i> | 2 3 5 |
| | <i>Line 5 Appropriate items of vocabulary syntax</i> | 2 3 5 |
| | <i>Line 6 Appropriate items of vocabulary syntax</i> | 2 3 5 |
| Maximum marks | | 30 |

| | | | |
|---|------------------------|---|-----------|
| 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 | | 25 |

| | | | |
|---|------------------------|--|-----------|
| 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 | | 25 |

Paper 4/2/s/Lien

**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 |

Paper 4/2/s/Istori

**History of the Language
Mark Scheme**

| | | | |
|----------------------|--|---|---|
| 3 | <i>Elements correctly identified for</i> | | |
| | Liskeard | 3 | |
| | <i>at least 1 other example</i> | 1 | |
| | Trehill | 3 | |
| | <i>at least 1 other example</i> | <i>four of these</i> | 1 |
| | Tintagell | 3 | |
| | <i>at least 1 other example many</i> | <i>(first four if too answers are</i> | 1 |
| | Gyllyngvase <i>given)</i> | <i>answers are</i> | 3 |
| | <i>at least 1 other example</i> | | 1 |
| | Golant | | 3 |
| | <i>at least 1 other example</i> | | 1 |
| | Mevagissey | | 3 |
| | <i>at least 1 other example</i> | | 1 |
| Maximum marks | | 16 | |

| | | |
|---|--|-------|
| 4 | <i>Two contributions to the language (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 | |

| | | |
|---|--|---------|
| 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 | |

Paper 4/wa/Goslowes
Mark Scheme

Listening (30 marks)

A

| | | | |
|----|--|-------------|-----------|
| 1. | Sina skrifen Y feu konstrynys sina skrifen | 1 2 | 2 |
| 2. | Lehe nerder an myghtern Lehe nerder an myghtern ha formya senedh Drefen hy dhe lehe nerder an myghtern ha gasa dhe formya senedh poosek | 1 2 3 | 3 |
| 3. | Magna Carta a dheuth ha bos sel a'n gwiryow kemmyn yn Pow Sows | 1 | 1 |
| 4. | Skrifys veu yn Latinek | 1 | 1 |
| 5. | An 15ves a vis-Metheven, 1215 An 15ves a vis-Metheven, 1215, yn pras yn Runnymede, Pow Sows. | 1 2 | 2 |
| 6. | Nowydhhe an men-kov Nowydhhe an men-kov ha desedha kresen yn Runnymede Nowydhhe an men-kov ha desedha kresen yn Runnymede rag ri kedhlow dhe'n wodrigoryon | 1 2 3 | 3 |
| 7. | Rag gwruthyl dy'gol poblek sowsnek Rag gwruthyl dy'gol poblek sowsnek a'n 15ves a vis-Metheven Rag gwruthyl dy'gol poblek sowsnek a'n 15ves a vis-Metheven alemma rag | 1 2 3 | 3 |
| | Maximum Marks | | 15 |

B

| | | | |
|----|--|------------------|-----------|
| 1. | soldiers soldiers into their country | 1 2 | 2 |
| 2. | father father won't find them again father won't find them again if they run away | 1 2 3 | 3 |
| 3. | thinking about the war thinking about the war and father injured thinking about the war and father injured or dying alone thinking about the war and father injured or dying alone and never coming back to them | 1 2 3 4 | 4 |
| 4. | the boys the boys might also go to war and die | 1 2 | 2 |
| 5. | want to be heroes want to be heroes without thinking of death want to be heroes without thinking of death and do brave but stupid things | 1 2 3 | 3 |
| 6. | English Civil War | 1 | 1 |
| | Maximum Marks | | 15 |

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. |