

Specification Content

The following should be used as guidance on the content of Asset Languages Cornish Breakthrough External Assessment and Teacher Assessment materials.

Language Purposes and Functions

At Breakthrough stage the realisation of these functions will be in a basic way.

- taking part in simple social situations, e.g. greeting / responding to greetings; expressing thanks; apologising
- giving simple information
- asking simple questions
- answering simple questions
- describing (colour, size, location, possession, appearance)
- giving simple opinions
- following / giving simple instructions
- expressing ability
- using numbers and expressing quantity
- expressing time (clock, days, months)

Grammar and Linguistic Structures

By the end of the Breakthrough stage, learners will recognise and be able to make an attempt at producing the following grammar and linguistic structures, within the appropriate function areas.

- Nouns
 - o gender
 - o definite article and absence of indefinite article
 - o awareness of appropriate mutations following *an*:
eg *benyn: an venyn, kath: an gath, moos: an voos*
tus: an dus, and pyskador: an pyskador but an byskadoryon
 - o formation of plurals, including common irregular forms:
eg *chi: chiov, eglos: eglosyow, dyskador: dyskadoryon*
irregular *flogh: flehes ki: keun kath: kathes*
 - o awareness of singular forms when following numbers: *tri chi, pypm eglos*
 - o use of *lies* with singulative form: *eg lies kador*
 - o awareness of common duals e.g. parts of the body: *diwleuv, dewlagas, diwros*
 - o appositional genitive: *eg penn den penn an den*

- Adjectives
 - o position, usually following nouns: **eg** *stret hir, bownder ynn* but ordinal numbers usually precede noun: *eg an kynsa folen, an peswara lyther*
 - o agreement with nouns: *eg den koth, benyn goth : karr bras, moos vras*
 - o possessive: awareness of appropriate mutations caused:
ow³ dha² y² / hy³ agan agas aga³
 - o demonstrative: *eg an lyver ma, an gwerthji na*
 - o 'some': *nebes keus, nebes gwedrennow*
- Pronouns
 - o personal: *my, ty, ev / hi ni, hwi, i*
 - o suffixed pronouns: **eg** *Piw osta? A vyn'ta eva? A wre'ta dybri?*
 - o demonstrative pronouns; awareness of gender: *eg Pyth yw hemma / henna? Pyth yw homma / honna?*
- Prepositions
 - o awareness of conjugated forms of the common prepositions and their idiomatic usage: *eg dhe² – dhymm dhis dhodho / dhedhi dhyn, dhewgh, dhedha* e.g. *Res yw dhyn mos* – We must go.
Yma lyther dhedhi – she has a book
gans – genev genes ganso / gensi genen genowgh gansa
Fatla genes? - How are you?
rag – ragov ragos ragdho / rygdhi ragon ragowgh ragdha
Ottomma dehen rew ragos – here's an ice cream for you
 - o other common prepositions with awareness of mutations where appropriate.
- Verbs
 - o simple sentence construction:
pronoun / noun subject + verbal particle + 3p.s. form of auxiliary verb 'gul' + verbal noun + object - *My a² wra skrifa lyther. An ki a² wrug dybri kig.*
 - o also negative construction using auxiliary verbs: *eg Ny wrav vy mos.*
 - o present tense of auxiliary verbs: *gul, gallos, mynnes*
 - o preterite tense of *gul*
 - o short form of *bos*, (a) present tense and (b) imperfect tense:
(a) *An gewer yw brav.* (b) *Kosel o an mor.*
Peder ov vy. *An dy'golyow o splann.*
 - o long form of *bos*, including present and imperfect tenses (a) for present or past continuous actions (b) position
(a) *Yth esov ow neuvya y'n mor.* *Esens i owth oberi y'n kollji?*
(b) *Yth esos war gador vrav.* *Yth esa ki war an voos.*
 - o interrogative form using the auxiliary verbs: *gul, gallos, mynnes*
(a) *A wrug an tas prena an karr ma?* (b) *A allav dha weres?* (c) *A vyn'ta gwari peldros?*
 - o appropriate answers: positive / negative
(a) *Gwrug.* / *Na wrug.* (b) *Gyllydh.* / *Na yllydh.* (c) *Mynnav.* / *Na vynnnav.*
 - o imperative mood (2p.s. & 2p.pl.) using *gul* *eg: Gwra dos a-ji. Gwrewgh kemmeres an tren.*
 - o awareness of the use of verbal particles: *a, yth, na(g), ny(ns)*

- o idiomatic use of *My a gar (choklet); Ev a gar neuvya.*
- Adverbs
 - o place: *omma, ena, yn tre, y'n dre, a-rag, a-dryv*
 - o time: *lemmyn, ena, a-vorow, de, haneth, pub Sul*
 - o manner: *yn lent, yn uskis, yn ta, yn uhel*
 - o intensity: *pur, lowr, re*
 - o frequency: *nep-prys, pup-prys*
- Question words
 - o *py* – *Py eur yw hi lemmyn?*
 - o *pyth* – *Pyth a wruss'ta gweles?*
 - o *fatel* – *Fatel o an gewer de? Fatla genes?*
 - o *piw* – *Piw yw an den na?*
 - o *py lies* – *Py lies flogh eus y'n klass?*
 - o *Py par* – *Py par karr eus dhis?*
 - o *Ple'ma* – *Ple'ma dha gath?*
- Conjunctions
 - ha(g), mes, po*
- Mutations: awareness of forms that have been mutated:
 - kath* → *an gath* *du* → *kath dhu, an gath dhu*
- Numerals:
 - o cardinal and ordinal numbers 0 – 100
 - o awareness of feminine number forms – *diw, teyr, peder*
 - o use of singular form of noun with numbers and *lies*:
peder eglos, tri chi, kans den, lies benyn
- Time:
 - o time of day
use of *dhe²* and *wosa*
Py eur yw hi? Teyr eur yw hi. Pymp dhe bymp yw hi. Ugens wosa seyth yw hi.
Kwarter dhe beder eur. Dhe by eur yw kon ? Dhe hanter wosa seyth eur.
Hanterdydh, hanternos.
 - o seasons, months, days of the week
 - o the date: *Dy'Lun, an ethves warn ugens a vis Ebryl*
- Greetings and common courtesies
 - Dydh da. Myttin da. Nos dha.*
 - Duw genes / genowgh. Dha weles. Agas gweles.*
 - Fatla genes? Yn poynt da, meur ras. Ha ty?*
 - Drog yw genev.*
 - Kemmer with.*

- Weather

Fatel yw an gewer hedhyw?

Gwynsek / Brav / Splann yw hi. Yma an howl ow splanna.

Hi a wra glaw / ergh. Glaw / ergh a wra hi.

Komolek yw hi. Nyns eus komol y'n ebren.

Vocabulary Areas

At Breakthrough stage, the language purposes and functions will be used within the following vocabulary areas. Vocabulary used in each area takes account of the different needs and interests of learners in primary, secondary and post-16 contexts.

- personal information
- home and surroundings
- studying
- working
- health
- shopping and services
- eating and drinking
- free time and entertainment
- holidays and travelling

Extra Information for teachers

These tests are written in the Standard Written Form of Cornish which itself contains some variant forms to cover usages from middle and late forms of the language.

The Middle Cornish forms are used for the Breakthrough stage, but Late Cornish alternatives are permissible and should be marked as correct. Both variants will be taught over time and more advanced stages will assume and test understanding of both variants.

Use of traditional graphs – the use of **c** instead of **k**, of **wh** instead of **hw** and of final **y** in place of final **i** should be marked as correct, although these conventions will not be taught in formal education.