



Victorian Certificate of Education 2005

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

INDIGENOUS LANGUAGES OF VICTORIA REVIVAL AND RECLAMATION

Written examination

Day Date 2005

Reading time: *.* to *.* (15 minutes)

Writing time: *.* to *.* (2 hours)

Structure of book

Section	Number of questions	Number of questions to be answered
1	4	4
2	2	1

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers, English-Yorta Yorta dictionary (Bowe, Peeler & Atkinson 1997 *Yorta Yorta Language Heritage*) and the *Yorta Yorta-English Wordlist* (Bowe 1998).
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 14 pages including **Assessment criteria** on page 14.

Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book.

At the end of the examination

- Hand in this question and answer book at the end of the examination.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

SECTION 1**Instructions for Section 1**

Answer **all** questions in the spaces provided.

Question 1

GUUGU YIMIDHIRR (Cooktown Northern Queensland), Haviland 1979.

Consider the following sentences from Guugu Yimidhirr.

- | | |
|---------------------------|-----------------------------|
| 1. yamba buli | Older brother fell down. |
| 2. yugu buli | The tree fell down. |
| 3. guda buli | The dog fell down. |
| 4. bayan buli | The house fell down. |
| 5. gudaangun yugu nhaadhi | The dog saw the tree. |
| 6. yambangun guda nhaadhi | Older brother saw the dog. |
| 7. yugungun bayan dumbi | The tree smashed the house. |
| 8. gudaangun bayan dumbi | The dog smashed the house. |

- a. List the Guugu Yimidhirr words that correspond to the English expressions provided below.

fell down _____

older brother _____

the tree _____

the dog _____

the house _____

saw _____

smashed _____

- b. Describe the differences in the order of subject, object and verb in Guugu Yimidhirr and English. Use one of the listed examples in your explanation.

- c. Why do the first words in sentences 5.– 8. all end in *ngun*?

- d. Translate the following English sentences into Guugu Yimidhirr.
Older brother saw the tree.

The dog saw older brother.

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Question 2**Second person singular pronouns**

Consider the following sentences with second person singular pronouns 'you' in Alyawarra and Pitjantjatjara.

ALYAWARRA (Central Australia)

1. Nga arnkwayntima
2sg sleep
'You are sleeping.'

2. Unta ayinha wuka
2sg- 1sg hit
'You hit me.'

3. Atha ngina wuka
1sg 2sg hit
'I hit you.'

- a. Describe the different forms for the second person singular pronoun 'you' in Alyawarra and explain when each one is used.

PITJANTJATJARA (Western Desert)

1. Nyuntu anu
2 sg went
'You went.'

2. Nyuntu papa nyangu
2 sg dog saw
'You saw the dog.'

3. Papangku nyuntunya nyangu
dog- 2 sg saw
'The dog saw you.'

- b. Describe the different forms for the second person singular pronoun 'you' in Pitjantjatjara and explain when each one is used.

- c. How do Alyawarra and Pitjantjatjara differ in their use of the second person singular pronoun?

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Question 3**Working with historical sources**

The following list of words was written down by R H Mathews in about 1902. He wrote on the top of the page *Woiwurra*, and the words appear to be in the Woiwurrung language spoken in the Melbourne area. The words are spelled exactly as Mathews wrote them.

I see a possum	ngâng'-u-nhan wâlert
I give	wong'a-nhan
I gave	Wôngadhan
I will give	wôngadhunno yer'amboo
I am walking	yannunhan mung'e
I will walk home	yannunhan dhôagoon
I did walk	yannudhan dhuarn
I strike thee	Jilbûnyannin
I strike him	Jilbunhan
I will strike	mang'e jilbunhan
I did strike	jilbadhan dhuarn

In retrieving information about the language, it is important to find out what each portion of each word means.

Consider the following three expressions.

I give	wong'a-nhan
I gave	Wôngadhan
I will give	wôngadhunno yer'amboo

a. What do you think is the *Woiwurrung* word for 'give'? _____

b. Propose an explanation for the two parts of the words wôngadhan and wong'a-nhan.

Consider the following expressions.

I am walking	yannunhan mung'e
I will walk home	yannunhan dhôagoon
I did walk	yannudhan dhuarn

- c. What do you think is the *Woiwurrung* word for 'walk'? _____
- d. Describe the similarities in the endings of the words for 'walk' and the words for 'give', and suggest a meaning for each.

Another source for the *Woiwurrung* language, Rev. John Green, recorded the following sentences:

Mângee koon'gin'in wan	Am about take I it
Mângee marrn-non-in wan	Am intend keep I it
Mângee yean-noonjô'in koondée burr-narrab'ik goeeon'tak	Am going I to sharpen spear my

Compare these sentences to the following sentence from Mathews.

I will strike	Mang'e jilbunhan
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- e. Propose a modern spelling and meaning for the word written **Mang'e** by Mathews and **Mângee** by Green.

Question 4

As cultures change people find ways to talk about new ideas.

Look at the following tables to show how some people talk about new ideas in some languages.

Table 1 (from SSABSA 1996:130)

Language and location	Word	Meanings	
Woiwurrung (Melbourne)	ma(rr)mbul	'fat'	'candle'
Walmajarri (Kimberly)	walyarra	'sand'	'sugar'
Bundjalung (northern NSW)	juhm	'smoke'	'cigarette'
Yolngu Marta (Arnhem land)	mangutji	'eye'	'headlights'
Guugu-Yimidhirr (Cooktown)	nambal	'rock'	'money'

- a. Describe the process that is illustrated in Table 1.

- b. Using the process illustrated in Table 1 construct **one** new word needed for use today in the Victorian Indigenous language you are reclaiming (for example, Yorta Yorta, Wemba Wemba, Woiwurrung, Ganai).

When one language borrows a word from another language, differences in their sound systems result in changes in pronunciation. This is illustrated in Table 2.

Table 2 (from SSABSA 1996: 135)

Warlpiri word	Meaning	From English
makiti	'rifle'	musket
puluku	'cattle'	bullock
jija	'nursing sister'	sister
kiliniki	'clinic'	clinic

- c. Compare **one** of the Warlpiri words in Table 2 with its English source word and explain the sound changes involved.

- d. Using the process illustrated in Table 2 construct **one** new word needed for use today in the Victorian Indigenous language you are reclaiming (for example, Yorta Yorta, Wemba Wemba, Woiwurrung, Ganai).

SECTION 2

Instructions for Section 2
Answer **one** question, **either** Question 5 **or** Question 6, in the spaces provided.

EITHER

Question 5

Nathan (1996) estimates the number of speakers of some of the strongest indigenous languages spoken today as follows.

Western Desert: 8000 speakers

(includes: Pintubi and Luritja (Northern Territory), Pitjantjatjara and Yankuntjatjara (South Australia), Kukatja, Mantjiljarra, Martu Wangka and Ngaanyatjara (Western Australia))

Yolngu (north-eastern Arnhem Land): 6000 speakers

(includes: Gupapuyu, Gumatj, Djapu, Djambarrpuyngu, Rirratjingu)

Arrernte group (southern Northern Territory): 5000 speakers

Kalaw Lagaw Ya (Torres Strait Islands): 3000 speakers

Warlpiri (central Northern Territory): 3000 speakers

- a. Explain why today there are so many more speakers of some indigenous languages than others.

- b.** Language names have been written in many different ways. For example, the language spoken in Alice Springs area which is now usually spelled **Arrernte** has also been spelled as follows.

A'randa Aranda Aranta Arranda Arrunta Arunta Arunda
 Arrundta Arinta Arrinda Herrinda Hurrunda Jairunda

Assuming that each of these spellings attempts to show the pronunciation, and referring to sound systems of Aboriginal languages and spelling conventions, explain why this language name has been spelled in so many ways.

b. What do you think is the value of a language revival/reclamation program?

Assessment criteria

Content

The extent to which students demonstrate an understanding of

1. the relationship between linguistic features and meaning
2. how and why languages differ and how they change over time
3. the relationship between language and culture

Presentation

The quality of responses, demonstrated by

4. the comprehensiveness of the set of responses
5. their coherence and relevance
6. the effectiveness of the use of language examples