



Victorian Certificate of Education 2013

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

INDIGENOUS LANGUAGES OF VICTORIA REVIVAL AND RECLAMATION

Written examination

Monday 4 November 2013

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>
1	4	4
2	2	1

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- 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 unauthorised electronic devices into the examination room.

SECTION 1**Instructions for Section 1**

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

Question 1

EASTERN AND CENTRAL ARRERENTE (Central Australia)

Read the following sentences from Arrernte.

- | | |
|-----------------------------------|---------------------------|
| 1. Ampe aneke. | The child was sitting. |
| 2. Akngwelye aneke. | The dog was sitting. |
| 3. Ampele akngwelye alwerneke. | The child chased the dog. |
| 4. Akngwelyele ampe uthneke. | The dog bit the child. |
| 5. Unte akngwelye areke. | You saw the dog. |
| 6. Akngwelyele ngenhe areke. | The dog saw you. |
| 7. Unte alwirreke. | You ran away. |
| 8. Marlele akngwelye antirrkweke. | The girl caught the dog. |
| 9. Marle atherreke. | The girl laughed. |
| 10. Unte marle alwerneke. | You chased the girl. |
| 11. Marlele ngenhe alwerneke. | The girl chased you. |

- a. List the Arrernte words that correspond to the following English words.

child _____

dog _____

girl _____

you _____

was sitting _____

chased _____

bit _____

saw _____

caught _____

laughed _____

Word order

In English, the basic word order is as follows.

	Subject	Verb	(Object)
for example	The boy	slept.	
	The cat	bit	the dog.

- b. Based on sentences 1–11 on page 2, describe the word order of Arrernte.
Use **two** of the examples on page 2 in your explanation.

Arrernte nouns

Look at the Arrernte words you have written for the nouns ‘child’, ‘dog’ and ‘girl’.

For each English word, there are two forms shown in Arrernte.

- c. For one of the English words, ‘child’, ‘dog’ or ‘girl’, describe when the different forms are used.
Include sentence examples in your answer.

Question 2

EASTERN AND CENTRAL ARRERENTE (Central Australia)

Arrente pronouns

Consider the Arrente words corresponding to 'you'.

These are found in sentences 5–7 and 10–11, reproduced below.

- | | |
|-------------------------------|----------------------|
| 5. Unte akngwelye areke. | You saw the dog. |
| 6. Akngwelyele ngenhe areke. | The dog saw you. |
| 7. Unte alwirreke. | You ran away. |
| 10. Unte marle alwerneke. | You chased the girl. |
| 11. Marlele ngenhe alwerneke. | The girl chased you. |

The pronoun for 'you' used in sentences 5, 7 and 10 is different from the pronoun for 'you' in sentences 6 and 11.

- a. Identify the different forms for 'you' in these sentences and explain when each form is used.

- b. How does this Arrente pronoun behave differently to the Arrente nouns?

- c. Translate the following English sentences into Arrente.

The child laughed.

The child saw the dog.

You were sitting.

You chased the child.

The dog chased you.

Question 3

Data from **WOIWURRUNG** – the language of the Melbourne area

Much of the information about Victoria’s Indigenous languages was collected in the 19th century. At the end of the 19th century, the geographer, RH Mathews, visited many Aboriginal communities and kept notes on languages and culture in a series of notebooks now in the National Library of Australia (NLA MS 8006). In his *Aboriginal Languages of Victoria Notebook 1*, Mathews had information about the ‘Yarra Language’. This included the following table of pronouns.

Table 1 (NLA MS 8006, *Aboriginal Languages of Victoria Notebook 1*, p. 5)

Singular	I	wan
	thou	war
	he	manye
Dual	we	wangul
	we	wangullrung
	you	wabul
	they	mũnyee gurabil
Plural	we	wanganyin-da
	we	wanganyimbaiack
	you	watgurabilla
	they	maloo gurabilla

- a. Table 1 is divided into three sections: singular, dual and plural.

What can you say about the difference between English pronouns and Woiwurrung pronouns on the basis of this table?

- b. Comment on any other patterns you notice in Table 1.

Now consider the information in Table 2.

Table 2 (NLA MS 8006, *Aboriginal Languages of Victoria Notebook 1*, p. 7)

Singular	I am sitting.	Ngullabunhan
	Thou art sitting.	Ngullabunher
Dual	We are sitting.	Ngullabuooingul
	We are sitting.	Ngullabungunni
	You are sitting.	Ngullabunbulli

- c. Look at the singular forms of the verbs in Table 2 and compare these to the pronouns in Table 1. What patterns do you notice?

- d. What other patterns can you see between Table 1 and Table 2?

Now consider the information in Table 3.

Table 3 (NLA MS 8006, *Aboriginal Languages of Victoria Notebook 1*, p. 7)

Singular	I was sitting.	Ngullabuddhan
	Thou wert sitting.	Ngullabuddher

- e. Comparing Table 2 and Table 3, what can you say about the difference between the first-person and second-person singular forms in each of the two tables?

- f. On the basis of this, suggest a root form for the verb 'sit'.

- g. Suggest an analysis for the words *Ngullabunher* and *Ngullabuddher*.

Now examine the following sentences from the notebook

Table 4 (NLA MS 8006, *Aboriginal Languages of Victoria Notebook 1*, p. 8)

I see a possum.	Nhangoonhan walert
I gave it.	Wongadhan
I took it.	Koongadhan

and from a manuscript written on some notepaper from the Federal Palace Hotel.

Table 5 (NLA MS 8006)

I sent it.	Wûramadhan
I give.	Wong'a-nhan
I strike him.	Jilbunhan
I threw a boomerang.	Wan'gim boimbadhan
I hit him with a boomerang.	Wangima waiadhan
I threw a boomerang.	Wangim yoomadhan

- h. Suggest root forms for the following words.

see _____

give _____

take _____

send _____

hit _____

throw _____

boomerang _____

- i. What do you think is the function of the *a* on the end of the word *wangima* in the second-last sentence of Table 5?

Question 4

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

Look at the following tables that show how new words have been created in some languages to express new concepts.

Table 6

Language	Word	Meaning	Components
Kurna South Australia	mukamuka karndo	'computer'	mukamuka 'brain' karndo 'lightning'
Yorta Yorta Victoria	galnya woka	'heaven'	galnya 'good' woka 'land'

Source: D Nathan (ed.), Australia's Indigenous Languages, Senior Secondary Assessment Board of South Australia, 1996;
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- a. Describe the word creation process that is illustrated in Table 6.

- b. Using the process illustrated in Table 6, construct **one** new word needed for use today in the Victorian Indigenous language you are reclaiming (e.g. Yorta Yorta, Wemba Wemba, Woiwurrung, Wergaia, Gunnai) and explain what each part means.

Table 7

Warlpiri word	Meaning	From English
turaki	'truck'	truck
puluku	'cattle'	bullock
watjipitili	'hospital'	hospital
mijiji	'white woman'	missus

Source: D Nathan (ed.), *Australia's Indigenous Languages*, Senior Secondary Assessment Board of South Australia, 1996; © Commonwealth of Australia, reproduced by permission

- c. Describe the word formation process that is illustrated in Table 7 using **two** of the words from the table to explain the process.

- d. Using the process illustrated in Table 7, construct **one** new word needed for use today in the Victorian Indigenous language you are reclaiming (e.g. Yorta Yorta, Wemba Wemba, Woiwurrung, Wergaia, Gunnai). Explain its formation.

SECTION 2

Instructions for Section 2
 In approximately 150 words, answer **one** question (**either** Question 5 **or** Question 6) in the spaces provided.

EITHER

Question 5

Language revival and reclamation programs are currently being undertaken in a number of Victorian Indigenous languages, such as Yorta Yorta, Wemba Wemba, Woiwurrung, Wergaia and Gunnai.

- a. What are some of the protocols that need to be observed in setting up and operating a language reclamation program?

- b. The following language knowledge and skills are relevant to language revival and reclamation.

- being familiar with the sounds and pronunciation of the language
- appreciating different spelling options
- understanding how the sentence grammar works
- being able to construct new words
- being able to form new sentences
- being able to use language creatively
- finding out which early settlers/government officials were interested in the language, where their publications and personal manuscripts are available, and how to understand them

Choose **three** of the dot points and explain why each is important.

- c. Has your experience with language revival and reclamation programs been worthwhile? Explain, providing examples of positive and negative experiences as relevant.

OR

Question 6

The VCE study, Indigenous Languages of Victoria: Revival and Reclamation, and the P–10 Curriculum, Victorian Essential Learning Standards, *Aboriginal Languages, cultures and reclamation in Victorian schools: standards P–10 and protocols*, were developed in response to requests by Victorian Aboriginal people for the study of Victorian languages to be available in schools.

One issue that has arisen is the question of whether the study of Indigenous languages in a particular school should be restricted to Aboriginal students or made available to all students.

- a. What reasons might be given for restricting the study of Indigenous languages to Aboriginal students?

- b. What reasons might be given for making the study of Indigenous languages available to all students?

c. How might this issue be resolved?

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