

STUDENT NUMBER Letter

INDIGENOUS LANGUAGES OF VICTORIA: REVIVAL AND RECLAMATION

Written examination

Monday 3 November 2014

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 and/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 23 pages, including **Assessment criteria** on page 23.

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

Gidabal is an Indigenous language from south-eastern Queensland.

Read the following sentences from **Gidabal**.

- | | |
|----------------------------|--------------------------|
| 1. ɲagam yeni | The dog went. |
| 2. baygal yeni | The man went. |
| 3. djabu djulbani | The boy jumped. |
| 4. baygalu njani ɲagam | The man saw the dog. |
| 5. ɲagamu njani baygal | The dog saw the man. |
| 6. baygalu badini ɲagam | The man hit the dog. |
| 7. njule yeni | He went. |
| 8. njuleyu njani djabu | He saw the boy. |
| 9. njuleyu njani baygal | He saw the man. |
| 10. djabuyu njani njuleŋi | The boy saw him. |
| 11. njuleyu njani djali | He saw a tree. |
| 12. njule djulbani | He jumped. |
| 13. njule djulbani djaliŋu | He jumped from the tree. |

- a.** List the **Gidabal** words that correspond to the following English words.

dog	_____	_____
man	_____	_____
boy	_____	_____
tree	_____	_____
went	_____	_____
jumped	_____	_____
saw	_____	_____
hit	_____	_____

Word order

In English, the basic word order is as follows.

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

- b. Based on sentences 1–13 on page 2, describe the word order in Gidabal. Use **two** of the examples on page 2 in your description.

Gidabal nouns

Look at the Gidabal words for the nouns ‘man’, ‘dog’ and ‘boy’ in sentences 1–13 on page 2.

For each of these English words, there are two slightly different words in Gidabal.

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

- d. What is the meaning of the Gidabal word *djalinyu*?

Question 2**Gidabal pronoun and noun suffixes**

Look carefully at the Gidabal words corresponding to 'he' and 'him' in sentences 7–13 reproduced below.

7. njule yeni	He went.
8. njuleyu njani djabu	He saw the boy.
9. njuleyu njani baygal	He saw the man.
10. djabuyu njani njuleŋi	The boy saw him.
11. njuleyu njani djali	He saw a tree.
12. njule djulbani	He jumped.
13. njule djulbani djaliŋu	He jumped from the tree.

- a. Identify all the different Gidabal words that correspond to the English words 'he' and 'him' in sentences 7–13 above. Describe what they have in common.

- b. Compare the form of the word for 'he' in sentence 7 to the words for 'he' and 'him' in sentences 8 and 10, and explain why each different form is used in each sentence.

- c. How do these Gidabal pronouns behave differently from the Gidabal nouns?

- d. Translate the following English sentences into Gidabal.

The boy saw the man.

The man jumped from the tree.

He hit the boy.

The boy hit him.

Reference for Questions 1 and 2: Brian and Helen Geytenbeek, *Gidabal Grammar and Dictionary*, Australian Institute of Aboriginal Studies, Canberra, 1971; reproduced courtesy of Aboriginal Studies Press

Question 3

In the State Library of Victoria, there is a manuscript from 1862 entitled *Lexicon of the Australian Aboriginal Tongue in the Six Dialects of Ballaarat, Bacchus Marsh, Melbourne, Gipps Land, Mount Gambier & Wonnin 1862 Jan. 1* by William Thomas. The manuscript provides details about a number of Victorian Aboriginal languages. This question asks you to analyse some aspects of the language labelled ‘Bacchus Marsh’. The language is Wathawurrung.

Below are three of the sentences provided by William Thomas that are labelled ‘Bacchus Marsh’.

Strike a light.	Dilpahk-wēēng
Cut off his tail.	Gal-bōō-mak-dōō-rō
Strip some bark.	Dōōlūrm-mahg-garrōōng

The study of the Wathawurrung language by Professor Barry Blake and others has found various spellings for the following words.

English	Spellings of this word found in original sources
bark	garong, korrong
fire	wiyn, wiin, wing, wiing, weng, weeng, weang, wieng, waing, weeing
tail	dohr, dorok, torok

Reference: Barry J Blake (ed.), *Wathawurrung and the Colac Language of Southern Victoria*, Australian National University, Canberra, 1998

- a. What functions do each of the English sentences provided by William Thomas have in common?

- b. Drawing on information provided in the tables above, list the words from the William Thomas sentences that correspond to the following three English words.

bark	
fire	
tail	

- c. Provide translations for the remaining part of the William Thomas sentences.

Dilpahk	
Gal-bōō-mak	
Dōōlūrm-mahg	

- d. What sound(s) do the three words provided for **part c.** have in common? What meaning does this contribute?

- e. Account for the difference in the form of this grammatical feature between the words *Dilpahk* and *Dōōlŭrm-mahg*.

Now look at the following sentence.

Now girls make a fire.	Bahgŭrk-bŭllaga-wirrikak-wēēng
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- f. We know from other sources that the word for ‘female’ was spelled something like *bagurrk* or *pagurrk* and that, in related languages, *balag* or *palak* means a ‘group’.

In view of this, provide an explanation for the meaning of the four parts of this sentence.

Bahgŭrk	
bŭllaga	
wirrikak	
wēēng	

Now look at the following sentence.

Pull him out by the tail and hit him on the head.	Witnak-bardook-mak
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In William Thomas's lexicon (word list), he gave the following translations.

weet-nak	pull
badupmo	throw down

Another 19th-century writer, Francis Tuckfield, gave the following translation.

bar dop	wrestling
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Reference: Francis Tuckfield, *The Journal of Francis Tuckfield, Missionary to Port Phillip, Southern Australia, 1837*, State Library of Victoria, MS Box 655

- g.** Discuss what each part of *Witnak-bardook-mak* may mean and explain what the whole expression means.

Finally, William Thomas recorded these two forms.

to throw a long spear	Yōōng-gak-karrip
to bake a damper	Norwahk-nyōō-rūng

Professor Barry Blake found the following spellings for the two Wathawurrung nouns.

English	Spellings of this word found in original sources
spear	karp, carp, karrip, karrup, kaarp
damper	nyoo-rung, new-rong

h. In view of this, what can you say about the meanings of *Yōōng-gak* and *Norwahk*?

i. Suggest a regularised spelling for the words/suffixes spelled by William Thomas as *Yōōng-gak* and *Norwahk*.

Question 4

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

The following table shows how some languages express new concepts.

Expressing new concepts

Language and location	Word	Meanings	
Bundjalung (northern NSW)	juhm	smoke	cigarette
Yolngu Matha (Arnhem Land)	mangutji	eye	bullet
Wiradjuri (Riverina, NSW)	walang	stone	money
Warumungu (central NT)	larri larri	gravel	small change
Woiwurrung (Melbourne)	marrmbul	fat	candle

Reference: © SACE Board of South Australia; material has been adapted from SSABSA, *Australia's Indigenous Languages*, Commonwealth of Australia, 1996, Chapter 6; used with permission

- a. Describe the process illustrated in the table above.

- b. Using the process illustrated in the table above, construct **one** new word needed for use today in the Victorian Indigenous language you are reclaiming (for example, Dhudhuroa, Ganai, Wemba Wemba, Wergaia, Woiwurrung, Yorta Yorta) and explain what you did.

- c. Describe **one** cultural practice that would have required Aboriginal people to create new words, and give an example.

- d.** Describe **one** aspect of modern-day culture that requires Aboriginal people to express new concepts, and give an example.

SECTION 2

Instructions for Section 2

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 languages, such as Dhudhuroa, Yorta Yorta, Wemba Wemba, Woiwurrung, Wergaia and Gunnai.

- a. What are some of the protocols that need to be observed when 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 above and explain why each is important. Use language examples to explain each point.

c. Describe your experiences with language revival and reclamation programs. Provide examples of your experiences.

OR**Question 6**

Use the reference material provided in Table 6.1 on page 17 for parts a.–d. of Question 6.

The Victorian Aboriginal Corporation for Languages (VACL) classifies the Aboriginal languages of Victoria into eight groups.

Choose **one** Victorian Aboriginal language that you have studied and answer the following questions.

- a. Name the Victorian Aboriginal language as it is spelt in the community you have worked with.

- b. Is the Victorian Aboriginal language that you have studied listed in one of the VACL groups shown in Table 6.1?

Please circle. Yes / No

- c. If not, why might this be the case?

- d. Is the language you have chosen part of a VACL group with other languages? Describe the basis of the grouping.

Use the reference material provided in Tables 6.2 and 6.3 on pages 18 and 19 for parts e.–g. of Question 6. In the 2011 Census, the Australian Bureau of Statistics (ABS) classified the Indigenous and Torres Strait Islander languages into the nine macro groups beginning with 81–89, as identified in Table 6.2. A number of the language groups contain subgroups. For example, 82 Yolngu Matha has nine further subgroupings, numbered 821–829, as listed in Table 6.3.

Referring to Table 6.3, answer the following questions about the Yolngu Matha languages.

- e. What subgrouping is the Djapu language assigned to?

- f. List **one** other language in the same subgroup as Djapu.

- g. What does Table 6.3 suggest about the relationship of language 8291 Dhuwaya to the other Yolngu Matha languages?

Use the reference material provided in Table 6.4 on pages 20 and 21 for part h. of Question 6.

Looking at Table 6.4 on pages 20 and 21, we can see that the number 8936 has been assigned to a language with a number of different spellings. These entries have been reproduced as follows.

8936	Bagadji
8936	Baagandji
8936	Barkindji
8936	Paakantji
8936	Paakantyi

- h. Discuss **three** features of the spelling variation for language 8936. Explain how the spellings are related and why such spelling differences may have arisen.

- i.** Most Victorian Aboriginal languages are listed in group 89 – Other Australian Indigenous languages – and are numbered from 8901 to 8999 (see Tables 6.4 and 6.5 on pages 20–22). For some languages, alternative spellings have been provided, but they have the same coding number. Some Victorian Aboriginal languages are also in group 8999 – Other Australian Indigenous languages, nec (not elsewhere classified). These languages have not been assigned separate numbers.

Are the language groups given in the VACL listing shown in Table 6.1 reflected or not reflected in the 2011 Census groupings (Tables 6.2–6.5)? Discuss.

Identify any other issues with the 2011 Census groupings. Suggest at least **three** ways in which the Census groupings might be improved.

Table 6.1. Reference material for parts a.–d. of Question 6
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GROUPING OF VICTORIAN ABORIGINAL LANGUAGES

Table 6.1. Grouping of Victorian Aboriginal languages by the VACL

<p>Gunnai/Kŭrnai</p>	<p>Western Kulin</p> <p>Wergaia</p> <p>Wemba Wemba</p> <p>Dadi Dadi</p> <p>Latji Latji</p> <p>Wadi Wadi</p> <p>Weki Weki</p>
	<p>Jardwadjali</p>
<p>Gunditjmara</p> <p>Keeraywoorroong</p> <p>Dhauwurd Wurrung</p>	<p>North East</p> <p>Mogullumbidj</p> <p>Waywurru</p> <p>Bangerang</p> <p>Yorta Yorta</p> <p>Ngarigu</p> <p>Dhudhuroa</p>
<p>Bidawal</p>	
<p>Eastern Kulin</p> <p>Woiwurrung</p> <p>Dja Dja Wurrung</p> <p>Boonwurrung</p> <p>Taungurung</p> <p>Wathaurong</p>	<p>Djab Wurrung</p>

Source: Victorian Aboriginal Corporation for Languages

Table 6.2. Reference material for parts e.–g. of Question 6
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Table 6.2. 2011 Australian Census, Aboriginal and Torres Strait Islander people:
Language spoken at home

Australian Indigenous languages	Speakers
81 Arnhem Land and Daly River Region languages	11 040
82 Yolngu Matha	6806
83 Cape York Peninsula languages	3133
84 Torres Strait Island languages	6676
85 Northern Desert Fringe Area languages	4910
86 Arandic	5475
87 Western Desert languages	8476
88 Kimberley Area languages	772
89 Other Australian Indigenous languages	10 736
Australian Indigenous languages, not further defined	2528
TOTAL AUSTRALIAN INDIGENOUS LANGUAGES	60 552
Speaks English only	453 896
Speaks any other languages	8643
Language spoken at home not stated	25 278
TOTAL	548 369

Sources: Australian Bureau of Statistics, *1267.0 Australian Standard Classification of Languages*, second edition, 2011;
Australian Bureau of Statistics, *2076.0 Census of Population and Housing: Characteristics of Aboriginal and Torres Strait Islander Australians*, 2011, Table 2.1 Language spoken at home

Table 6.3. Reference material for parts e.–g. of Question 6
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Table 6.3. Subgroupings of the Yolngu Matha language

82	Yolngu Matha	825	Djinang
	821 Dhangu		8251 Wurlaki
	8211 Galpu		8259 Djinang, nec*
	8212 Golumala	826	Djinba
	8213 Wangurri		8261 Ganalbingu
	8219 Dhangu, nec*		8262 Djinba
822	Dhay'yi		8263 Manyjalpingu
	8221 Dhalwangu		8269 Djinba, nec*
	8222 Djarrwark	827	Yakuy
	8229 Dhay'yi, nec*		8271 Ritharrngu
823	Dhuwal		8272 Wagilak
	8231 Djambarrpuyngu		8279 Yakuy, nec*
	8232 Djapu	828	Nhangu
	8233 Daatiwuy		8281 Nhangu
	8234 Marrangu		8282 Yan-Nhangu
	8235 Liyagalawumirr		8289 Nhangu, nec*
	8236 Liyagawumirr	829	Other Yolngu Matha
	8239 Dhuwal, nec*		8291 Dhuwaya
824	Dhuwala		8292 Djangu
	8242 Gumatj		8293 Madarrpa
	8243 Gupapuyngu		8294 Warramiri
	8244 Guyamirrilili		8295 Rirratjingu
	8246 Manggalili		8299 Other Yolngu Matha, nec*
	8247 Wubulkarra		
	8249 Dhuwala, nec*		

*nec – not elsewhere classified

Source: Australian Bureau of Statistics, *1267.0 Australian Standard Classification of Languages*, second edition, 2011

Table 6.4. Reference material for part h. of Question 6
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Table 6.4. Other Australian Indigenous languages

8901	Adnamatana	8913	Garuwali	8927	Marawari
8901	Adnamathana	8913	Goore	8927	Muruwari
8901	Adnyamathana	8914	Gidabal	8928	Naranga
8901	Adnyamathanha	8914	Githabul	8928	Narangga
8901	Adnymathana	8915	Gumbaynggir	8928	Narrunga
8901	Adnymathanha	8916	Gurnai	8928	Narungga
8901	Adnymathna	8916	Kanai	8931	Ngarluma
8901	Adynamathana	8917	Karajarri	8932	Nagrrindjeri
8901	Adnyamathna	8917	Karatjarri	8932	Narrinyari
8901	Adnyamathanha	8917	Karrajari	8932	Ngarranjeri
8902	Anabunna	8918	Kariarra	8932	Ngarrindejeri
8902	Arabana	8918	Kariyarra	8932	Ngarrindjeri
8902	Arabuna	8921	Coom	8933	Nyamal
8902	Arabunna	8921	Kaurna	8933	Nyamil
8903	Bandjalang	8921	Warra	8933	Nymal
8903	Banjalang	8922	Kaiadilt	8934	Nangumarda
8903	Bundjalung	8922	Kayardild	8934	Nangumarta
8903	Bungalong	8924	Aboriginal Kreol	8934	Ngolibardu
8904	Bandjima	8924	Australia Kriol	8934	Njangamarda
8904	Banyjima	8924	Cherole	8934	Nyangamada
8904	Bunjima	8924	Creol Wan Jida	8934	Nyangumarda
8904	Panjima	8924	Creole Australian	8934	Nyangumarta
8905	Batjala	8924	Kearol	8934	Nyangumata
8905	Butchulla	8924	Kreol		
8906	Bidjara	8924	Kriol		
8907	Dhangati	8924	Kriole		
8907	Dhanggatti	8924	Kroil		
8907	Dungutti	8924	Top End Kriol		
8908	Dieri	8924	Deemin		
8908	Diyari	8925	Lardil		
8911	Gamilaraay	8926	Managala		
8911	Kamilaroi	8926	Mangala		
		8926	Mangula		

8935	Ngoongar	8943	Indibandi	8954	Gudjal
8935	Noogarr	8943	Indjibandi	8954	Gudjala
8935	Noongah	8943	Indjibandje	8955	Keerray-Woorroong
8935	Noongar	8943	Ingibundy	8956	Ladji Ladji
8935	Noongyar	8943	Injabadi	8957	Mirning
8935	Nygoonah	8943	Injabundi	8957	Mirminy
8935	Nyoogar	8943	Injibandi	8958	Ngatjumaya
8935	Nyoonga	8943	Injibardi	8961	Waluwarra
8935	Nyoongar	8943	Injibarndi	8962	Wangkangurru
8935	Nyungah	8943	Injibund	8963	Wargamay
8935	Nyungar	8943	Injibundie	8964	Wergaia
8935	Nyungar (Noongar)	8943	Injie bundie	8998	Aboriginal English, so described
8936	Bagadji	8943	Injinbarndi	8999	Other Australian Indigenous Languages, nec
8936	Baagandji	8943	Jindjaparndi		
8936	Barkindji	8943	Yanari		
8936	Paakantji	8943	Yindjibarndi		
8936	Paakantyi	8943	Yingiebandie		
8937	Palyku/Nyiyaparli	8944	Inawonga		
8938	Wadgaree	8944	Innawonga		
8938	Wadjari	8944	Yinhawangka		
8938	Wadjeri	8945	Yorta Yorta		
8938	Waian	8945	Yortayorta		
8938	Wajari	8946	Baanbay		
8938	Wajarri	8946	Dandi		
8938	Watjari	8947	Badimaya		
8938	Wodjeri	8948	Barababaraba		
8938	Yamaji	8951	Dadi Dadi		
8938	Yamatji	8952	Dharawal		
8938	Yamigi	8953	Djabwurrung		
8941	Wiradjuri				
8941	Wiradyuri				

Source: Australian Bureau of Statistics, *1267.0 Australian Standard Classification of Languages*, second edition, 2011

Table 6.5. Reference material for part i. of Question 6
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Table 6.5. Other Australian Indigenous languages, nec

8999	Awabakal	8999	Jeringin	8999	Wamba Wamba
8999	Birpai	8999	Kattang	8999	Wangkumara
8999	Birrbay	8999	Kuringgai	8999	Waradjuri
8999	Darug	8999	Ku-Ring-Gai	8999	Warrimay
8999	Darumbal	8999	Magadige	8999	Widjabal
8999	Dharug	8999	Magati Ke	8999	Wirangu
8999	Dharuk	8999	Martuthunira	8999	Woiwurrung
8999	Dharumbal	8999	Minjunbal	8999	Woolah
8999	Dinggabal	8999	Ngadyan	8999	Worimi
8999	Doonin	8999	Ngandangara	8999	Yaegl
8999	Dyrringan	8999	Ngarla	8999	Yanama
8999	Dyrringany	8999	Ngiyampaa	8999	Yinggarda
8999	Gadhang	8999	Nukunu	8999	Yugambeh
8999	Galibal	8999	Thalanyji	8999	Yuin
8999	Geawegal	8999	Tharrkari	8999	Yuungay
8999	Gurama	8999	Umbindhamu	8999	Yuwaalaraay
8999	Guringay	8999	Wakaya		
8999	Ingada	8999	Waka Waka		
8999	Jawara	8999	Wakka Wakka		

Source: Australian Bureau of Statistics, *1267.0 Australian Standard Classification of Languages*, second edition, 2011

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.

