

STUDENT NUMBER Letter

INDIGENOUS LANGUAGES OF VICTORIA: REVIVAL AND RECLAMATION

Written examination

Monday 31 October 2016

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 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>	<i>Number of marks</i>
1	4	4	70
2	2	1	20
			Total 90

- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 17 pages, including **assessment criteria for Section 2** on page 17.

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. The spaces provided give you an idea of how much you should write.

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 (20 marks)

Kuuk Thaayorre is an Indigenous language spoken on the Cape York Peninsula.

Read the following sentences from the Kuuk Thaayorre language.

- | | | |
|-----|------------------------------------|--|
| 1. | <i>Pam yat</i> | The man walked |
| 2. | <i>Pamal minh patharr</i> | The man bit the animal (meat) |
| 3. | <i>Ngay ngokem rantyirr</i> | I jumped out of the water |
| 4. | <i>Ngay patharr nhunh</i> | I bit her |
| 5. | <i>Pam minhal patharr</i> | The animal bit the man |
| 6. | <i>Minh yat</i> | The animal (bird) flew |
| 7. | <i>Nhul ngat mungkarr</i> | She ate fish |
| 8. | <i>Nhul wontirr ngokeln</i> | She fell into the water |
| 9. | <i>Ngatal lain patharr</i> | The fish bit the (fishing) line |
| 10. | <i>Ngok mungkarr ngay</i> | I drank the water |
| 11. | <i>Ngat ngokeln yat</i> | The fish swam in the water |
| 12. | <i>Pamal ngat thuuthirr ngokem</i> | The man pulled the fish out of the water |

- a. List the Kuuk Thaayorre words that correspond to the following English words.

8 marks

man	_____	_____	
animal	_____	_____	
fish	_____	_____	
water	_____	_____	_____
bit	_____		
fell	_____		
pulled	_____		
ate	_____		

Word order

In English, the basic word order is as follows.

	Subject	Verb	Object
Example	The man	slept.	
Example	The cat	bit	the dog.

- b. Consider the order of subject, object and verb that is used in Kuuk Thaayorre, as illustrated by sentences 1–12 on page 2. Explain whether word order is used to distinguish the subject from the object, as it is in English. Use **two or three** of the Kuuk Thaayorre sentences from page 2 to justify your answer.

3 marks

Kuuk Thaayorre nouns

Consider all the Kuuk Thaayorre words for the noun 'man' in sentences 1–12 on page 2. For the English word, there are two slightly different forms in Kuuk Thaayorre.

- c. Describe the context in which each of the different Kuuk Thaayorre forms of words expressing the concept 'man' is used. Include examples from sentences 1–12 on page 2 in your answer.

3 marks

- d. The Kuuk Thaayorre word *yat* is translated differently in sentences 1, 6 and 11.

In **one** paragraph, explain what *yat* must mean if it can be used in these different contexts. How has the appropriate English translation been arrived at in each of the three contexts?

4 marks

- e. What do the Kuuk Thaayorre words *ngokeln* (sentence 8 and sentence 11) and *ngokem* (sentence 3 and sentence 12) mean?

2 marks

ngokeln _____

ngokem _____

References for Question 1

Tom Foote and Allen Hall, *Kuuk Thaayorre dictionary: Kuuk Thaayorre/English*, Jollen Press, Brisbane, 1992

Alice Gaby, 'Some participants are more equal than others: Case and the composition of arguments in Kuuk Thaayorre', in Mengistu Amberber and Helen de Hoop (eds), *Competition and variation in natural languages: the case for case*, Elsevier, Amsterdam, 2005, pp. 9–39

Alice Gaby, 'Pragmatically case-marked: Non-syntactic functions of the Kuuk Thaayorre ergative suffix', in Ilana Mushin and Brett Baker (eds), *Discourse and grammar in Australian languages*, John Benjamins, Amsterdam/Philadelphia, 2008, pp. 111–134

Question 2 (17 marks)**Kuuk Thaayorre pronoun and noun suffixes**

Consider sentences 1–12 on page 2 again. Now look carefully at the Kuuk Thaayorre words corresponding to ‘she’ and ‘her’ in sentences 4, 7 and 8 below.

4. *Ngay patharr nhunh* I bit her
 7. *Nhul ngat mungkarr* She ate fish
 8. *Nhul wontirr ngokeln* She fell into the water

- a. List all the different Kuuk Thaayorre words that correspond to the English words ‘she’ and ‘her’ in the three sentences above. Describe the difference in meaning and function between these Kuuk Thaayorre pronoun forms.

2 marks

- b. Explain how the system of pronouns is different from the system of noun word forms (as described in your answer to **part c.** of Question 1) in Kuuk Thaayorre.

2 marks

- c. Translate the following English sentences into Kuuk Thaayorre:

Sentence 1 – I walked in the water.

Sentence 2 – The man ate the meat.

Sentence 3 – I pulled the man out of the water.

10 marks

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

- d. Read the following two Kuuk Thaayorre sentences, 4 and 5, and then translate sentence 6 into English.

3 marks

- | | | |
|----|-----------------------------|------------------------|
| 4. | <i>Paanth rantyantyirr</i> | The woman kept jumping |
| 5. | <i>Yak wontontirr</i> | The snake kept falling |
| 6. | <i>Yak pathatharr pamal</i> | _____ |

References for Question 2

Tom Foote and Allen Hall, *Kuuk Thaayorre dictionary: Kuuk Thaayorre/English*, Jollen Press, Brisbane, 1992

Alice Gaby, 'Some participants are more equal than others: Case and the composition of arguments in Kuuk Thaayorre', in Mengistu Amberber and Helen de Hoop (eds), *Competition and variation in natural languages: the case for case*, Elsevier, Amsterdam, 2005, pp. 9–39

Alice Gaby, 'Pragmatically case-marked: Non-syntactic functions of the Kuuk Thaayorre ergative suffix', in Ilana Mushin and Brett Baker (eds), *Discourse and grammar in Australian languages*, John Benjamins, Amsterdam/Philadelphia, 2008, pp. 111–134

Question 3 (18 marks)

The surveyor RH Mathews wrote down information about the Ngurrimauer or Yabula Yabula language in a notebook from around 1902. The notebook is now kept at the National Library of Australia. The person who gave the language information was probably a man called Middleton. Table 1 presents three sentences in Ngurrimauer and their English translations. (Please note that some examples used in Question 3 have been edited slightly for clarity.)

Table 1

<i>Bawunga takkan dumpul</i>	a man killed a possum
<i>Kurnauunga innanin dumpul</i>	a dog bit a possum
<i>Murraiunga ngurrean nguliwak</i>	a woman told a child

Table 2 presents a small group of nouns listed by Mathews in his notebook.

Table 2

<i>Bawo</i>	a man
<i>Nguliwak</i>	a child
<i>Dumpul</i>	a possum
<i>Kurnau</i>	a dog

- a. After examining Table 1 and Table 2, write down the Ngurrimauer words for the following English words. 2 marks

killed _____

bit _____

- b. Compare the forms of the words for 'a man' and 'a dog' in Table 1 and Table 2. Explain the difference between the forms in Table 1 and Table 2, and also explain the linguistic function of this difference by giving **two or three** examples in the Ngurrimauer language. 4 marks

Table 3 gives some Ngurrimauer sentences that include verbs and pronouns.

Table 3

<i>Loatbi ngaia</i>	I am speaking
<i>Loatban ngaia</i>	I was speaking
<i>Loatbeang ngaia</i>	I will speak
<i>Mukkur ngaia</i>	I am sitting
<i>Mukkuran ngaia</i>	I was sitting
<i>Mukkureang ngaia</i>	I shall sit
<i>Linne nguttha</i>	I am thrashing (it)
<i>Linnen nguttha</i>	I did thrash (it)
<i>Linneang nguttha</i>	I shall thrash (it)
<i>Ngurretheba nguttha</i>	I am telling (him)
<i>Ngurrean nguttha</i>	I told (him)
<i>Ngurreang nguttha</i>	I shall tell (him)

- c. In Table 3 there are three forms of each of the verbs ‘speak’, ‘sit’, ‘thrash’ and ‘tell’.

Explain what the three different Ngurrimauer forms mean and describe the difference between the forms. (Note that the word ‘thrash’ could also be translated as ‘beat’ or ‘hit’.)

3 marks

- d. What are the forms of the word ‘I’ in Table 3?

1 mark

- e. Explain the difference between the forms of ‘I’ given in Table 3.

2 marks

f. The sentence *ngurrean nguttha* in Table 3 is translated as ‘I told (him)’.

In what other ways could it be translated?

1 mark

g. Using the information in Table 1 and Table 3, suggest how you might translate the following into Ngurrimauer.

5 marks

The woman will tell the child _____

The child told the man _____

The possum is sitting _____

Reference for Question 3

RH Mathews, *Notebook 6*, National Library of Australia, MS 8006/3/4

Question 4 (15 marks)

The Pintupi-Luritja language is one of the varieties of the Western Desert language. Pintupi-Luritja is spoken in the Papunya/Kintore region of Central Australia. When an English word is used in the Pintupi-Luritja language, the form of the word changes slightly; for example, the English word ‘naked’ is pronounced as *nikiti*. This is because in Pintupi-Luritja all words have to end with a vowel. Also, there are only three vowels – /a/, /i/ and /u/. These vowels can be long or short; if long, they are written with a double vowel as /aa/, /ii/ and /uu/.

Table 4 gives several Pintupi-Luritja words and their translations in English.

Table 4

<p><i>pluwunarringanyi</i> is becoming a blue one</p> <p><i>tayitirringanyi</i> is becoming hard or firm</p> <p><i>watpalarringanyi</i> is becoming a white fella (i.e. is behaving like a white fella)</p>

In Pintupi-Luritja, with some verbs, the suffix *-rri* means ‘become’. This has to be followed by a tense suffix, such as the suffix *-nganyi* that represents the present tense (‘is doing something’). See Table 4 for examples.

- a. For each of the three words in Table 4, list the forms without the suffixes *-rri* or *-nganyi* and suggest what the origin of the word might be. 3 marks
- _____
 - _____
 - _____
- b. What is the process for forming new words that is being illustrated in Table 4? 1 mark
- _____
- c. In Pintupi-Luritja, *ritwana* can be used to mean ‘red one’.
- How do you think you would say ‘is becoming a red one’ in the Pintupi-Luritja language? 1 mark
- _____

The verbs of Pintupi-Luritja are complicated, but for certain verbs the addition of the form *-nu* marks past tense, *-ni* marks present tense and *-la* marks imperative (commands). The underlined *n* shows that the consonant is a retroflex consonant, sometimes written *rn*.

Table 5 lists some more Pintupi-Luritja words. The suffix *-mila* is added to a word from another language to make it into a transitive verb – in other words, a verb that must have an object.

Table 5

<p><i>kiki-mila-nu</i> (She/He) kicked (it)</p> <p><i>pulu-mila-la</i> Pull (it)!</p> <p><i>nuu-mila-ni</i> (She/He) knows (someone)</p>
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- d. Write the Pintupi-Luritja form of the part of each word in Table 5 that corresponds to the following. 3 marks

kick _____

pull _____

know _____

- e. Identify the linguistic process for creating new words that is shown in Table 5. 1 mark

- f. Describe in detail the process by which the Pintupi-Luritja words in Table 5 are formed. You will need to use **at least two** examples from Table 5, giving the Pintupi-Luritja form and its English translation. Explain the function of any suffixes that are attached to the verb, as well as any processes of transformation into Pintupi-Luritja. 5 marks

g. How would you write 'kick it!' in Pintupi-Luritja?

1 mark

Reference for Question 4

John Heffernan, with Kuyaya Heffernan, *A learner's guide to Pintupi-Luritja*, IAD Press, Alice Springs, 1999, pp. 90, 109–111

Assessment criteria for Section 2

Content

The extent to which the student demonstrates an understanding of:

- the broad issues related to language reclamation
- how and why languages differ and how they change over time
- the relationship between language and culture

Presentation

The quality of responses, demonstrated by:

- the comprehensiveness of the response(s)
- the coherence and relevance of the response(s)
- the effectiveness of the use of language examples