

STUDENT NUMBER Letter

INDIGENOUS LANGUAGES OF VICTORIA: REVIVAL AND RECLAMATION

Written examination

Monday 6 November 2017

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	5	5	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 20 pages, including **assessment criteria for Section 2** on page 20

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 (23 marks)**Kuuk Thaayorre**

Kuuk Thaayorre is an Indigenous language from the Cape York Peninsula, Queensland.

Read the following sentences from Kuuk Thaayorre carefully.

- | | |
|-------------------------------|--------------------------------------|
| 1. <i>Waal yuk rathr</i> | The fool is chopping the stick. |
| 2. <i>Waal may rathirr</i> | The fool chopped the vegetables. |
| 3. <i>Waal may yakirr</i> | The fool cut the vegetables. |
| 4. <i>Patp piinthr</i> | The hawk will grow. |
| 5. <i>Waal may yakm</i> | The fool was cutting the vegetables. |
| 6. <i>Waal patp waathm</i> | The fool was searching for the hawk. |
| 7. <i>Patpa yuk katpr</i> | The hawk is grabbing the stick. |
| 8. <i>Patpa paanth wakirr</i> | The hawk followed the woman. |
| 9. <i>Waal paanth wakm</i> | The fool was following the woman. |
| 10. <i>Waal may yakr</i> | The fool is cutting the vegetables. |
| 11. <i>Waal piinthirr</i> | The fool grew. |
| 12. <i>Waal may katpr</i> | The fool will grab the vegetables. |
| 13. <i>Patpa waal wokr</i> | The hawk will follow the fool. |
| 14. <i>Waal may rathr</i> | The fool will chop the vegetables. |
| 15. <i>Waal may waathirr</i> | The fool searched for vegetables. |

- a. List all of the Kuuk Thaayorre words that correspond to each of the following English expressions. For example, all of the Kuuk Thaayorre translations of the English ‘cut’, ‘is cutting’ and ‘was cutting’ should be listed next to the word ‘cut’ below.

11 marks

the fool _____ _____

the hawk _____ _____

the woman _____

the vegetables _____

the stick _____

grab _____

follow _____ _____ _____

chop _____ _____

grow _____ _____

cut _____ _____ _____

search for _____ _____

- b. Look carefully at the different forms of the Kuuk Thaayorre verbs. Each verb form can occur with different endings.

List each of the verb endings found in sentences 1–15 on page 2 and explain what each one means.

6 marks

- c. Translate the English sentence ‘the woman grew’ into Kuuk Thaayorre. 3 marks

- d. Translate the English sentence ‘the vegetables are growing’ into Kuuk Thaayorre. 3 marks

Reference for Question 1

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

Question 2 (8 marks)**Panyjima**

Panyjima is an Indigenous language that was spoken in the Pilbara region of Western Australia. Table 1 lists the Panyjima pronouns that may be used as the subject of a sentence. Read this table carefully.

Table 1. Panyjima subject pronouns

	Singular	Dual	Plural
1st-person inclusive	<i>ngatha</i> 'I'	<i>ngali</i> 'you and I'	<i>ngalikuru</i> 'you, they and I'
1st-person exclusive		<i>ngaliya</i> 's/he and I'	<i>ngaliyakuru</i> 'they and I'
2nd person	<i>nyinta</i> 'you'	<i>nhupalu</i> 'you two'	<i>nhupalukuru</i> 'you all'
3rd person	<i>thana</i> 's/he'	<i>thanakutha</i> 'they two'	<i>thananmarra</i> 'they all'

For each of sentences 1–10 below, identify the Panyjima pronoun that corresponds to the underlined noun phrase. The first two have been completed for you. For example, the correct answer to sentence 1 is the 3rd-person plural pronoun *thananmarra*, since it refers to more than two people, none of whom are the person speaking or the person being spoken to.

1. Peter and his three cousins went to the beach. *thananmarra*
2. I went to the beach. *ngatha*
3. You and I went to the beach.
4. Peter and Jack went to the beach.
5. My four sisters and I went to the beach.
6. Peter went to the beach.
7. Alfred, Celia, Peter and I went to the beach.
8. Peter, Pauline, you and I went to the beach.
9. You and John went to the beach.
10. Pauline went to the beach.

Reference for Question 2

Alan Charles Dench, 'Panyjima phonology and morphology', unpublished MA thesis, Australian National University, Canberra, February, 1981

Question 3 (6 marks)**Wagiman**

Wagiman is an Indigenous language from the Northern Territory.

Read the following Wagiman sentences carefully. (Please note that the examples used in Question 3 have been edited for clarity.)

- | | | |
|----|--------------------------------|-------------------------------------|
| 1. | <i>Lamarrayi badina maluga</i> | The dog bit the old man. |
| 2. | <i>Lamarra gani gudalaying</i> | The dog is sitting by the fire. |
| 3. | <i>Malugayi ya 'yi lamarra</i> | The old man told the dog. |
| 4. | <i>Maluga gani gudalaying</i> | The old man is sitting by the fire. |
| 5. | <i>Warre gani gudalaying</i> | The child is sitting by the fire. |
| 6. | <i>Lamarrayi badina warre</i> | The dog bit the child. |

- a. Consider all of the Wagiman words for 'old man' and 'dog' in sentences 1–6 above. For each of these English translations, there are two slightly different forms of words in Wagiman.

For **one** of the English terms 'old man' or 'dog', describe what determines which form of Wagiman is used. Include **at least two** examples from sentences 1–6 in your answer.

4 marks

- b. Translate the English sentence 'The child told the old man' into Wagiman.

2 marks

Reference for Question 3

Anthony R Cook, 'Wagiman Matyin: A description of the Wagiman language of the Northern Territory', unpublished PhD thesis, La Trobe University, Melbourne, 1987

Question 4 (18 marks)**Werkaya**

The surveyor RH Mathews wrote down information about what he called the Jatjalli or Pine Plain Language in a notebook that is now kept at the National Library of Australia. This is one of the varieties of the Werkaya language from the Wimmera. The person who gave the language information was Ned McLennan. (Please note that some examples used in Question 4 have been edited for clarity.)

Mathews gives the word for ‘boomerang’ as *gatim-gattim*; he gives the word translated variously as ‘that’ or ‘there’ spelled both as *nyooa* and *nyoowa*. Table 2 gives three phrases with the word ‘boomerang’.

Table 2

my boomerang	<i>nyoowa gatim-gattimek</i>
your boomerang	<i>nyoowa gatim-gattimin</i>
his boomerang	<i>nyoowa gatim-gattimook</i>

- a. In Table 2, how is ‘my’ expressed in Jatjalli? 1 mark

- b. In Table 2, Mathews translates *nyoowa gatim-gattimek* as ‘my boomerang’.

However, if we also include the word *nyoowa*, what is the precise, word-by-word translation of this phrase? 1 mark

- c. How do you say ‘your’ and ‘his’ in Jatjalli? 1 mark

Mathews gives a second set of phrases with the same meaning. These are presented in Table 3.

Table 3

my boomerang	<i>nyooangek gatim-gattim</i>
your boomerang	<i>nyooangin gatim-gattim</i>
his boomerang	<i>nyooanyook gatim-gattim</i>

- d. Explain how possession (‘my’) is expressed in the first line of Table 3. Using **one** example from Table 2 and **one** example from Table 3, compare the two different versions. 2 marks

- e. List the forms of the endings meaning ‘my’, ‘your’ and ‘his’ given in Table 2 and Table 3, and explain any difference between them. 3 marks

A set of nouns that Mathews recorded is listed in Table 4.

Table 4

<i>gal</i>	dog
<i>bergoo</i>	tail
<i>lahr</i>	camp
<i>goolgoon</i>	boy

There is a suffix in Jatjalli with the form *-a* that is added to a noun to indicate that the noun is the possessor of something. It is similar in meaning to the English *-s* on the word ‘cat’s’ in a phrase such as ‘the cat’s paw’. However, in other ways, Jatjalli and English are different.

- f. Mathews recorded the phrase *bergook gala*, with the meaning ‘a dog’s tail’.

Explain how the grammar of Jatjalli expresses the meaning of the connection between ‘dog’ and ‘tail’. What is the precise, word-by-word translation of this phrase? 2 marks

- g. Mathews also recorded the phrase *lahrngook goolgoona*, meaning ‘a boy’s camp’.

Explain the grammatical structure of this phrase. 2 marks

Another two words recorded by Mathews were *goomboon*, meaning ‘is lying down’, and *gimba*, meaning ‘here’ or ‘this’.

Consider the sentence in Table 5.

Table 5

<i>gal gimba goomboon walmengek</i>	the dog is behind me
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- h.** Which part of this sentence means ‘behind me’? 1 mark

- i.** Explain each part of the sentence in Table 5 and the meaning of each part. 3 marks

- j.** Translate the following words into English. 2 marks

walmengin _____

walmenyook _____

Reference for Question 4

RH Mathews, *Notebook 1*, National Library of Australia, MS 8006/3/4, pp. 22–29

Question 5 (15 marks)**Warlpiri**

The Warlpiri language is spoken at Yuendumu in Central Australia. The modern spoken Warlpiri language uses many English words. Table 6 gives several examples of Warlpiri words and their English equivalents.

Table 6

<i>Pipuwarrri</i>	February
<i>piipi</i>	baby
<i>panji</i>	fancy
<i>puluku</i>	bullock
<i>pilayi</i>	play
<i>pija</i>	picture

- a. What is the name of the linguistic process for creating new words that is occurring here? 1 mark

- b. Consider the first letter, 'p', of the Warlpiri words in Table 6. What are the English sounds that this letter corresponds to? 1 mark

The Warlpiri alphabet is very different from the English alphabet. The consonants are listed in Table 7. Some of these consonant sounds are different from English consonant sounds. For example, the letters 'rd', 'rl', 'rn' and 'rt' are ways of writing sounds not found in English, but that are produced by the tip of the tongue curling back to touch the roof of the mouth.

Table 7

j k l ly m n ng ny p r rd rl rn rr rt t w y

- c. Look at the words in Table 6. The English words begin with several different consonants. Suggest reasons why they are all pronounced with an initial 'p' in Warlpiri. 2 marks

Table 7 shows there is no 's' in the Warlpiri alphabet. Consider the words in Table 8.

Table 8

<i>jupa</i>	soap
<i>jupu</i>	soup
<i>jipi</i>	sheep
<i>japu</i>	shop
<i>jawa</i>	shower
<i>Janyuwari</i>	January
<i>Julayi</i>	July
<i>jatimapi</i>	shut up

- d. How is the sound 's' in English expressed in Warlpiri? 1 mark

- e. What other sounds are expressed with the letter 'j' in the Warlpiri words in Table 8?
(Note: Some sounds in English may be written with more than one letter.) 1 mark

Table 9 provides a further list of Warlpiri words.

Table 9

<i>jiminti</i>	cement
<i>jipini</i>	seven
<i>Kimpi</i>	Kimby (brand of disposable nappy)
<i>kantini</i>	canteen
<i>rapiji</i>	rubbish
<i>kamulu</i>	camel
<i>puluku</i>	bullock
<i>tawunu</i>	town
<i>tawurlu</i>	towel
<i>nanikutu</i>	nanny goat
<i>kanjurlu</i>	council

- f. Consider the words in Table 9. Based on this information, how many vowels are there in Warlpiri and what vowels are they? 2 marks

- g.** Consider the Warlpiri words in Table 9 for ‘cement’, ‘seven’ and ‘Kimby’ (the name of a disposable nappy much used in Yuendumu). Which Warlpiri vowel forms correspond to the vowels in English? What is the difference between the way in which Warlpiri expresses vowels and the way in which English expresses vowels?

2 marks

- h.** We have considered the way that the different consonants and vowels in English are expressed in Warlpiri loan words.

Now consider the other words in Table 9 and discuss any other differences between the English and the Warlpiri. (Note: This relates to the end of the words; pronounce the words to yourself and see what other differences you notice.) Give **at least two** examples of words that illustrate the differences you notice. For example, explain why ‘canteen’ in Warlpiri has a final ‘i’ sound.

3 marks

Consider the words in Table 10.

Table 10

<i>kuurlu</i>	school
<i>puunu</i>	spoon

- i. What other process of sound difference between English and Warlpiri is exemplified in Table 10?

2 marks

Reference for Question 5

David Nash, 'TESL and Warlpiri children', in *NT Bilingual Education Newsletter*, No. 1, 6–24, 2, 47, 1983

c. Suggest **two** reasons why people might want to engage in Aboriginal language reclamation.

- c. Describe how traditional stories or cultural traditions might be used in producing these written items. What resources are available, both in terms of memories within the target community and features of the traditional lands of the target language?

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

END OF QUESTION AND ANSWER BOOK