

STUDENT NUMBER Letter

INDIGENOUS LANGUAGES OF VICTORIA: REVIVAL AND RECLAMATION

Written examination

Monday 4 November 2019

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>	<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 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 (17 marks)**Dyirbal**

Dyirbal is a language spoken south of Cairns.

Read the following sentences from Dyirbal.

Note: The letter 'ŋ' represents the same sound as that represented by the two letters 'ng' in the English word 'sing'. In Dyirbal, this sound can occur at the beginning of a word.

- | | |
|------------------------------------|-----------------------------------|
| 1. <i>yara baninju</i> | The man is coming. |
| 2. <i>ŋada baninju</i> | I am coming. |
| 3. <i>ŋinda baninju</i> | You are coming. |
| 4. <i>ŋada yara balgan</i> | I am hitting the man. |
| 5. <i>ŋada ŋinuna balgan</i> | I am hitting you. |
| 6. <i>ŋinda ŋayguna balgan</i> | You are hitting me. |
| 7. <i>yara njananju balay</i> | The man sat there. |
| 8. <i>yara njananju dibanda</i> | The man sat on (or by) the stone. |
| 9. <i>jugumbilgu njalŋga buran</i> | The woman saw the child. |
| 10. <i>jugumbilgu buran guda</i> | The woman saw the dog. |
| 11. <i>gugargu buran guda</i> | The goanna saw the dog. |
| 12. <i>gudagu jugumbil buran</i> | The dog saw the woman. |
| 13. <i>yaragu balgan gugar</i> | The man is hitting the goanna. |

- a. List all the Dyirbal words that correspond to the following English words.

9 marks

man _____

woman _____

child _____

dog _____

goanna _____

coming _____

hitting _____

sat _____

saw _____

Word order

In English, the basic word order in a sentence is as follows.

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

- b. Consider sentences 1–13 on page 2 and then describe the word order in Dyirbal. Explain whether word order is used to distinguish the subject from the object, as it is in English. Include **two** Dyirbal sentences and their English translations from page 2 to justify your answer.

3 marks

Dyirbal nouns

Consider all the Dyirbal words for 'man', 'woman', 'dog' and 'goanna' in sentences 1–13 on page 2. For each of these English words, there are two slightly different words in Dyirbal.

- c. For **one** of the English words 'man', 'woman', 'dog' or 'goanna', describe when the different Dyirbal forms are used. Include examples from sentences 1–13 on page 2. 3 marks

- d. What is the meaning of each of the following Dyirbal words? 2 marks

balay _____

dibanda _____

Question 2 (20 marks)**Dyirbal pronouns**

Look carefully at the Dyirbal words corresponding to 'I', 'me' and 'you' in sentences 2–6 reproduced below.

- | | | |
|----|-----------------------------|-----------------------|
| 2. | <i>ηada baninju</i> | I am coming. |
| 3. | <i>ηinda baninju</i> | You are coming. |
| 4. | <i>ηada yara balgan</i> | I am hitting the man. |
| 5. | <i>ηada ηinuna balgan</i> | I am hitting you. |
| 6. | <i>ηinda ηayguna balgan</i> | You are hitting me. |

- a. List all the different Dyirbal words that correspond to the English words 'I', 'me' and 'you' in sentences 2–6 above. 2 marks

I/me _____

you _____

- b. Give a detailed and explicit explanation of the meaning of each of the following words. Each of these words has a different meaning, so each answer should be different. 2 marks

ηada _____

ηayguna _____

ηinda _____

ηinuna _____

- c. What do the forms of the Dyirbal words that correspond to the English words 'I' and 'me' have in common? 1 mark

- d. What do the forms of the Dyirbal words that correspond to the English word 'you' have in common? 1 mark

- e. Part of the Dyirbal form for ‘me’ shares a common form with part of one of the Dyirbal words for ‘you’.

What is this common form and what meaning does it convey?

2 marks

- f. Part of the Dyirbal form for ‘I’ shares a common form with part of one of the Dyirbal words for ‘you’.

What is this common form and what meaning does it convey?

2 marks

- g. In what way do the Dyirbal pronouns behave differently from the Dyirbal nouns in sentences 1–13 on page 2?

2 marks

- h. Translate the following sentences into Dyirbal.

8 marks

The woman is coming.

The man saw you.

The dog sat there.

The child saw me.

References for Questions 1 and 2

RMW Dixon, *The Dyirbal Language of North Queensland*, Cambridge University Press, London, 1972, pp. 59–67

A Schmidt, *Young People’s Dyirbal: An example of language death from Australia*, Cambridge University Press, Cambridge, 1985, pp. 49–51

Question 3 (17 marks)

The Aboriginal language spoken in the Warrnambool area consisted of several varieties or dialects, one of which was Dhauhurtwūrru. In 1904, the surveyor RH Mathews (1841–1918) wrote a short article about this language.

Table 1 lists some nouns he included in his article.

Table 1. Some nouns from Dhauhurtwūrru

<i>mār</i>	man
<i>dhunnumbur</i>	woman
<i>gal</i>	dog
<i>dher</i>	spear
<i>guramuk</i>	opossum

Note: ‘Opossum’ is a 19th-century word for ‘possum’.

In the same article, Mathews wrote the two paragraphs presented in Table 2, which include some sentence examples, presented in *italics* for clarity.

Table 2. Some sentence examples from Dhauhurtwūrru

Causative: This represents the subject acting, as, *mārra guramuk burtan*, a man an opossum killed; *dhunnumburra gal yilpan*, a woman a dog flogged; *galla guramuk būndan*, a dog an opossum bit.

Instrumental: This case takes the same affix as the causative, as, *mārra galngun maiangan dherra*, a man my dog speared (or pierced) with a spear.

Notes:

- ‘Flog’ means ‘beat with an object, often a rope’.
- An ‘affix’ is a meaningful portion of language that is attached to another word. For example, in ‘walked’, the affix ‘-ed’ is attached to the word ‘walk’ to indicate ‘past tense’.

- a. Which words in Dhauhurtwūrru in Table 2 translate into the following English words? 4 marks

killed _____

flogged _____

bit _____

pierced _____

- b. Each of the sentence examples listed after ‘Causative’ in Table 2 has a subject, a verb and an object. In English, the basic word order for these elements is: subject, verb and object, as in ‘a man killed a possum’.

What is the word order in the Dhauhurtwūrru sentence examples in Table 2?

1 mark

- c. Explain the way in which the subjects in the sentence examples in Table 2 are distinguished from the objects. Give the Dhauhurtwürru form for at least **one** sentence example from Table 2 to illustrate your answer and explain how this part of the grammar of the language works. You may wish to compare the nouns in the sentence examples in Table 2 with the nouns in Table 1.

2 marks

In Dhauhurtwürru, verbs are marked for tense – present, past and future – and also for person and number. RH Mathews set out all the forms of the present tense of the verb *burte*, which means ‘beat’ or ‘kill’, along with the singular forms of the past and future tenses. These are presented in Table 3. Note that the word ‘thou’ means ‘you’ (singular). In the 19th century, verbs combined with ‘thou’ had a different ending, for example, ‘thou beatest’, which today would be ‘you beat’.

Table 3. Verb forms in Dhauhurtwürru

Present tense			
Singular	1st person	I beat	<i>burtu</i>
	2nd person	thou beatest	<i>burtangin</i>
	3rd person	he beats	<i>burta</i>
Dual	1st person	we (incl.) beat	<i>burtangul</i>
		we (excl.) beat	<i>burtangullin</i>
	2nd person	you beat	<i>burtawul</i>
	3rd person	they beat	<i>burtakal</i>
Plural	1st person	we (incl.) beat	<i>burtangan</i>
		we (excl.) beat	<i>burtanganin</i>
	2nd person	you beat	<i>burtawan</i>
	3rd person	they beat	<i>burtakanda</i>
Past tense			
Singular	1st person	I beat	<i>burtanu</i>
	2nd person	thou beatest	<i>burtanyin</i>
	3rd person	he beat	<i>burtan</i>
Future tense			
Singular	1st person	I shall beat	<i>burtugu</i>
	2nd person	thou shalt beat	<i>burtuhu</i>
	3rd person	he shall beat	<i>burtuk</i>

- d. Consider Table 3 and translate the following sentences into Dhauhurtwūrru. 2 marks

A man kills a possum. _____

A dog will bite a possum. _____

- e. Explain the way in which the present, past and future forms of the verb differ when the subject is 3rd-person singular. Suggest the present, past and future forms that would be appropriate for the verb form *yilpan*, meaning ‘flogged’. 3 marks

In one of his notebooks, RH Mathews wrote the sentence example presented in Table 4.

Table 4. Sentence example from Dhauhurtwūrru

bit	possum	dog
<i>bunda</i>	<i>guramuk</i>	<i>gala</i> , a dog bit a possum

- f. Consider the sentence example in Table 4 and compare it with the similar sentence example given in Table 2 and with the information about verbs in Table 3. What is the difference between the sentence example in Table 4 and that in Table 2? Suggest a more appropriate translation into English for the sentence example in Table 4. 3 marks

- g. Translate the following sentences into Dhauhurtwūrru. 2 marks

I flogged a dog. _____

We two (you and I) kill (are killing) a possum. _____

References for Question 3

RH Mathews, ‘The Native Tribes of Victoria: Their Languages and Customs’, in *Proceedings of the American Philosophical Society*, vol. 43, 1904, pp. 54–70

RH Mathews, *Notebook 1*, National Library of Australia, MS 8006/3/4, p. 108

Question 4 (16 marks)

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

We are fortunate to have information about the creation of new words in the Kaurna language of Adelaide, both from the 19th century, when Kaurna people first came in contact with the English language, as well as from the present day. In Tables 5–7, newly created words from these two periods are listed separately.

The spelling of Kaurna words used in this question combines 19th-century spellings, shown in the tables in *italics*, and present-day spellings, shown in the tables in ***bold italics***. The 19th-century spellings often distinguished sounds that are not systematically different. For example, ‘p’ and ‘b’ do not make a difference in meaning in a word.

Table 5. Some Kaurna words

Kaurna word	Original meaning	New meaning
19th-century examples		
<i>tutta</i>	‘grass’	‘hay’
<i>puiyo</i>	‘smoke’	‘tobacco pipe’
<i>wityo</i>	‘pointed bone’	‘needle’
Present-day examples		
<i>warri</i>	‘wind’	‘air conditioner’
<i>wika</i>	‘spider’s web, net’	‘internet’

Note: The word *wityo* can be defined in more detail as ‘thin pointed bone from the hindleg of a kangaroo, used as an awl or dagger’.

- a. Describe the process of expressing new meanings shown in Table 5 and give an example of the same process in English. 2 marks

- b. In what way are the new meanings of the 19th-century examples in Table 5 different from those of the present-day examples? Include examples from Table 5 to support your answer. 2 marks

Joining two words together to make compound words is another way of creating new words. In English, we do this frequently, as in the case of the word ‘blackbird’, which joins together (or compounds) the two words ‘black’ and ‘bird’ to refer to a particular type of bird. We can still refer to another bird, such as a crow, as a ‘black bird’ but this phrase is not a compound word.

Some compound words in Kurna are listed in Table 6. They are grouped into three sections: compound words that were part of the traditional language before British rule, compound words that developed in the 1830s and 1840s to refer to new objects and ideas introduced after British rule commenced, and compound words for new objects and ideas since 1990.

Table 6. Some Kurna compound words

Kurna word	English meaning	Related words	
Traditional compound words			
<i>kadoworti</i>	‘scorpion’	<i>karndo</i> ‘lightning’	<i>worti</i> ‘tail’
<i>gadlabarti</i>	‘bee’	<i>gadla</i> ‘fire’	<i>barti</i> ‘grub’
<i>wodliparri</i>	‘Milky Way’	<i>wodli</i> ‘house’	<i>parri</i> ‘river’
Compound words developed in the 1830s and 1840s			
<i>tipogadla</i>	‘matches’	<i>tipo</i> ‘spark’	<i>gadla</i> ‘fire’
<i>yerkobalta</i>	‘stockings’	<i>yerko</i> ‘leg’	<i>balta</i> ‘covering’
<i>parndapure</i>	‘bullet, gun’	<i>parnda</i> ‘limestone’ or <i>parndi</i> ‘crackle’	<i>pure</i> ‘stone’
Compound words developed since 1990			
<i>kanyawardli</i>	‘bank’	<i>kanya</i> ‘stone’, meaning extended to ‘money’	<i>wardli</i> ‘house’
<i>maiyuwampi</i>	‘bicycle’	<i>maiyumaityu</i> ‘bat’	<i>wampi</i> ‘wing’
<i>panyimai</i>	‘breakfast’	<i>panyi</i> ‘dawn’	<i>mai</i> ‘food’

- c. The meanings of the traditional compound words in Table 6 cannot always be fully predicted from the meanings of the words that make up the compound words.

Choose **one** of the traditional compound words from Table 6 and explain how you think it came to mean what it means.

3 marks

- d.** Choose **one** of the compound words developed in the 1830s and 1840s from Table 6 and explain how you think it came to mean what it means. 2 marks

- e.** Choose **one** of the compound words developed since 1990 from Table 6 and explain how you think it came to mean what it means. 2 marks

- f.** Since 1990, the Kurna people have created the word *miitumutyarta*, which is compounded from the words *miitu*, ‘sleep’, and *mutyarta*, ‘clothes’.

What would be a good translation for the word *miitumutyarta* into English?

1 mark

Yet another way of creating new words is by adding something to a word. In English, we have verbs like ‘walk’ and ‘think’, to which ‘-er’ can be added to create the noun referring to the person who does the action of the verb, such as ‘walker’ and ‘thinker’. We call ‘-er’ a suffix because it is added to the end of a word to create a new word.

In Kurna, there is a suffix *-tti*. Some examples of its use are given in Table 7.

Table 7. Some Kurna words ending in *-tti*

Kurna word	English meaning	Related word(s)
Words developed in the 1830s and 1840s		
<i>biltitti</i>	‘scissors’	<i>biltendi</i> ‘to cut’
<i>nurlitti</i>	‘a key’	<i>nurlendi</i> ‘to twist’
<i>wirkaritti</i>	‘a brush’	<i>wirkarendi</i> ‘to brush oneself’
<i>maltapirratti</i>	‘a razor’	<i>malta</i> ‘beard’ and <i>pirrandi</i> ‘to shave’

- g.** Most of the words in the column headed ‘Related word(s)’ in Table 7 are verbs.

In view of this, explain what the function of the suffix *-tti* might be.

1 mark

- h.** Choose **one** of the first three examples in Table 7 and explain how the form and the meaning of the word developed from the original related word.

1 mark

- i.** Explain how the meaning of the word for ‘a razor’ developed from the original related words. 2 marks

Reference for Question 4

R Amery and J Simpson, *Kulurdu Marni Ngathaitya! Sounds Good to Me! A Kurna Learner’s Guide*, Kurna Warra Pintyanthi in association with Wakefield Press, Kent Town (South Australia), 2013, pp. 170–173

OR

Question 6 (20 marks)

- a. Suggest **two** reasons why people might want to engage in Aboriginal language reclamation. Explain in detail what these reasons are and give examples based on your own experience of why language reclamation is important to people.

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