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Write your **student number** in the boxes above.

**Letter**

# Aboriginal Languages of Victoria

## Question and Answer Book

VCE Examination – Monday 11 November 2024

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- Reading time is **15 minutes**: 11.45 am to 12 noon
- Writing time is **2 hours**: 12 noon to 2.00 pm

### Materials supplied

- Question and Answer Book of 28 pages

### Instructions

- Write all your responses in the spaces provided in this Question and Answer Book.
- The spaces provided give you an idea of how much you should write.
- Unless otherwise instructed, write your responses in English.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

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## Section 1

### Instructions

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

#### Question 1 (22 marks)

Noongar is an Aboriginal language spoken in the south-west of Western Australia.

The list below presents Noongar sentences, along with their English translations. Some of the words used in these sentences are shown in Table 1.

- |   |   |
|---|---|
| 1. <i>Koomool boornak.</i>                  | The possum is in the tree.                |
| 2. <i>Baal kebak.</i>                       | He/she/it is in the water.                |
| 3. <i>Koomba yongka boyak yaakiny.</i>      | The big kangaroo is standing on the rock. |
| 4. <i>Baal keba doorakiny.</i>              | He/she/it is drinking water.              |
| 5. <i>Dwert baal djinang yongkak.</i>       | The dog, it looked at the kangaroo.       |
| 6. <i>Djinang dwertak!</i>                  | Look at the dog!                          |
| 7. <i>Dwertil baal noorn baak.</i>          | The dog, it bit the snake.                |
| 8. <i>Dwertil baal noorn baakaniny.</i>     | The dog, it is biting the snake.          |
| 9. <i>Noornil baal ngaarniny koomool.</i>   | The snake, it is eating the possum.       |
| 10. <i>Yokal baalap ngaarniny mereny.</i>   | The women, they are eating food.          |
| 11. <i>Yoka koorliny.</i>                   | The women are going.                      |
| 12. <i>Bilara werd boornool.</i>            | The leaf fell from the tree.              |
| 13. <i>Koomoolil baal bilara baakaniny.</i> | The possum, it is biting the leaf.        |

**Table 1**

Noongar word	English word
<i>baal</i>	he/she/it
<i>baalap</i>	they
<i>bilara</i>	leaf
<i>boya</i>	rock
<i>doorakiny</i>	drinking
<i>koomba</i>	big
<i>koorliny</i>	going
<i>mereny</i>	food
<i>ngaarniny</i>	eating
<i>noorn</i>	snake
<i>werd</i>	fell
<i>yaakiny</i>	standing

- a.** List all the Noongar words from sentences 1–13 that correspond to the following English words, paying attention to the spelling shown in the examples. 6 marks

possum \_\_\_\_\_

tree \_\_\_\_\_

water \_\_\_\_\_

kangaroo \_\_\_\_\_

dog \_\_\_\_\_

women \_\_\_\_\_

- b.** Consider sentences 1 and 2 on page 2.  
Describe **two** grammatical differences between these Noongar sentences and their English translations. 2 marks

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- c.** Consider the forms *-k* and *-ak* that are attached to nouns in Noongar.  
Explain when *-k* is used instead of *-ak* and provide an example from sentences 1–13 on page 2 to support your answer. 2 marks

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d. Consider the word *koomba* in sentence 3 on page 2.

What is the linguistic term for this type of word?

1 mark

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e. Describe the grammatical context in which each of the different Noongar forms for the concept 'possum' is used.

Give examples from sentences 1–13 on page 2 to justify your answer.

3 marks

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f. Describe the meaning or function of the Noongar suffix *-iny*.

(Note: for some verbs, the form of this suffix is *-aniny*, but this has the same meaning as *-iny*.)

1 mark

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g. Consider sentence 12 on page 2 and explain how Noongar and English differ in how they express the concept 'from'.

2 marks

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**h.** The bare root of a verb is its form without any prefixes, suffixes or other changes.

Identify **two** different verb tenses/moods that are expressed by bare roots in Noongar and provide examples from sentences 1–13 on page 2 to support your answer.

2 marks

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**i.** Consider only the sentences containing transitive verbs on page 2.

Among these transitive sentences, is there a fixed word order in Noongar?

Describe the word order of **two** different sentences containing transitive verbs from page 2 to justify your answer.

3 marks

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**Question 2** (14 marks)**Noongar pronouns**

Table 2 presents some Noongar subject and object pronouns with their English translations. Some of these pronouns are included in sentences 14–18 below.

**Table 2**

Noongar subject	English subject	Noongar object	English object
<i>ngany</i>	I	<i>nganyany</i>	me
<i>nyintak/nyunak</i>	you (singular)	<i>nyininy/nyunany</i>	you (singular)
<i>baal</i>	he, she, it	<i>baalany</i>	him, her, it

14. *Ngany koorliny.* I am going.
15. *Noornil baal nganyany baakaniny.* The snake, it is biting me.
16. *Ngany ngaarniny mereny.* I am eating food.
17. *Baal werd.* He/she/it fell.
18. *Nyintak/nyunak baalany doorakiny.* You are drinking it.

- a. Consider the Noongar object pronouns in Table 2.

Describe what these Noongar words have in common.

1 mark

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- b. Consider the Noongar pronouns in sentences 14–18, as well as the Noongar nouns in sentences 1–13 on page 2 and your answer to **Question 1e**.

Explain how Noongar pronouns are systematically different from Noongar nouns.

3 marks

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- c. Explain what is meant by the linguistic term 'third person', and provide an example of a third person pronoun in Noongar. 2 marks

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- d. Translate the following English sentences into Noongar. 4 marks  
The women are standing in the water.

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You bit it.

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- e. Translate the following Noongar sentences into English. 4 marks  
*Koomoolil baal doorakiny baalany.*

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*Baal koomba bilara ngaarn.*

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**References for Questions 1 and 2**

*Noongar Waangkiny: A Learner's Guide to Noongar*, second edition, Noongar Boodjar Language Centre, 2015

Some pronouns are taken and adapted from Wilfred H Douglas, *The Aboriginal Languages of South-west Australia*, No. 14, Australian Institute of Aboriginal Studies, Canberra, 1968, p. 59

**Question 3** (18 marks)

In December 1861, some Aboriginal prisoners at Pentridge Prison in Melbourne were asked about their languages. One of these prisoners, a man named Peter Mungett, provided information about three Aboriginal languages that he knew: the languages of Ballarat (Dja Dja Wurrung), Bacchus Marsh (Wadawurrung/Wathaurong) and Melbourne (Woi Wurrung).

His knowledge, and that of several other Aboriginal men, was combined into a manuscript that was displayed at the Intercolonial Exhibition in Melbourne in 1866–1867. The original manuscript was then sent to London, but a copy was made that is now in the State Library of Victoria.

The manuscript includes word lists, dialogues and songs in the three languages, with numbers indicating which language was referred to. Number 1 refers to Ballarat, number 2 refers to Bacchus Marsh and number 3 refers to Melbourne. A small sample of words from the word list is given in Table 3.

**Table 3**

Cat, a native*	1	<i>Eēē-ōō-ren</i>
	2	<i>Eē-ōō-ren</i>
	3	<i>Eē-ōō-ren</i>
Camp, a (also means hut)	1	<i>Lahr</i>
	2	<i>Garrōōng</i>
	3	<i>Willūm</i>
Child	1	<i>Bōh-pōōp</i>
	2	<i>Bōh-pōōp</i>
	3	<i>Bōh-pōōp</i>
Chain, a	1	<i>Drill-drill</i>
	2	<i>Drill-drill</i>
	3	<i>Drill-drill</i>
Clap the hands	1	<i>Dillpak manŷē-nŷin</i>
	2	<i>Dillpak mŷnna-nŷin</i>
	3	<i>Dillpak mŷnna-nŷin</i>
Log	1	<i>Galk</i>
	2	<i>Galk-galk (galk ‘wood’, repeated thus means ‘log’)</i>
	3	<i>Galk</i>

\* The ‘native cat’ referred to is now called a quoll.

- a. Based on the words in Table 3, how similar do you consider these three languages to be? 1 mark

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- b. Giving examples, identify the ways in which the data for the three languages in Table 3 are similar and the ways in which the data are different. 2 marks

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Now consider the set of six words from the three languages shown in Table 4.

(Note: when writing final *-ah*, the writer of the manuscript is assumed to mean a long ‘ah’-like vowel at the end of the word, so that the word spelled *Kah* probably sounded a bit like English *car* as most Australians pronounce it.)

**Table 4**

Foot	1	<i>Dyinna</i>
	2	<i>Dyinnang</i>
	3	<i>Dyinnang</i>
Leaves	1	<i>Gay-ra</i>
	2	<i>Gay-rang</i>
	3	<i>Gay-rang</i>
Lice	1	<i>Mōō-ngo</i>
	2	<i>Mōō-nyo</i>
	3	<i>Mōō-nyũng</i>
Nose	1	<i>Kah</i>
	2	<i>Kang</i>
	3	<i>Kang</i>
Rock	1	<i>Lah</i>
	2	<i>Lah</i>
	3	<i>Lang</i>
Sea	1	<i>Wahry</i>
	2	<i>Wahry</i>
	3	<i>Wahring</i>

- c. Providing examples from Table 4, describe any patterns in the similarities and differences between these languages.

2 marks

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- d. Based on your answer to **part c**, what can you say about the relationship between these languages based on the patterns you noticed?

1 mark

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There is another word that has some similar patterns to this, shown in Table 5.

**Table 5**

Fire	1	<i>Weē</i>
	2	<i>Wēēng</i>
	3	<i>Dahn-din</i>

- e. Taking into account your answer in **part c**, what can you say about the words for 'fire' in the three languages?

Explain your answer with examples.

2 marks

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In addition to the word lists, the manuscript also contains multiple sentences. These are arranged in 'dialogues' that were created to give examples of everyday conversation.

Consider the sentences in Table 6, from a dialogue headed 'camping'. All four of the sentences are in the form of a command, also called 'imperative'. Each of these sentences consists of a verb followed by a noun. All of the nouns in these examples can be found in previous tables.

**Table 6**

Make a fire!	1	<i>Wirrkak-wēē</i>
	2	<i>Wirrkak-wēēng</i>
	3	<i>Wirrkak-wēēng</i>
Fetch a log!	1	<i>Wāiwahka-kalk</i>
	2	<i>Būrbūgga-galk-galk</i>
	3	<i>Wandagga-kalk</i>
Strike a light!	1	<i>Wōōlōngahk-ween</i>
	2	<i>Dyilpahk-wēē</i>
	3	<i>Dilpahk-wēēng</i>
Build a hut!	1	<i>Barpak-lahr</i>
	2	<i>Ngarwak-karrōōng</i>
	3	<i>Gōōngak-willam</i>

- f. Make a list of the verbs meaning 'make (a fire)!' 'strike!' and 'build!' in each of the languages. Make sure that these are spelled correctly.

3 marks

**Table 7**

	<b>1 (Ballarat)</b>	<b>2 (Bacchus Marsh)</b>	<b>3 (Melbourne)</b>
Make (a fire)!			
Strike!			
Build!			

**g.** As previously mentioned, the verbs in your answer to **part f** are all commands.

What is the feature that all of these verbs have in common that marks them as commands?

1 mark

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**h.** Now consider the sentences translated as ‘Fetch a log!’ Like the other sentences in Table 6, these are commands (imperatives).

Explain how the imperative is marked on the word meaning ‘fetch’ in each of the three languages, and provide examples.

3 marks

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**i.** Here is one more set of words:

**Table 8**

Kangaroo	1	<i>Gōōra</i>
	2	<i>Gōhim</i>
	3	<i>Gōhim</i>

How would you write ‘strike/hit the kangaroo’ in Ballarat, Bacchus Marsh and Melbourne languages?

3 marks

Ballarat \_\_\_\_\_

Bacchus Marsh \_\_\_\_\_

Melbourne \_\_\_\_\_

**Reference for Question 3**

Unknown compiler, *Lexicon of the Australian Aboriginal Tongue in the Six Dialects of Ballaarat, Bacchus Marsh, Melbourne, Gipps Land, Mount Gambier and Wonnin*, State Library of Victoria, Manuscript 6290, 1862

**Question 4** (16 marks)

Cundeelee Wangka is a language spoken in the Eastern Goldfields region of Western Australia to the east of Kalgoorlie.

The language is still spoken fluently by many people, but others who identify as Cundeelee Wangka have only a partial knowledge of the language. The language and its speakers are supported by the Goldfields Aboriginal Language Centre, which works to maintain the languages of the region.

As society changes, people need to find ways to talk about new things and ideas. In 2022, Coffin and Hanson wrote a paper about the ways in which people create new words in a number of Goldfields languages, including Cundeelee Wangka.

Table 9 presents the consonant sounds that are found in Cundeelee Wangka.

**Table 9**

Lip sounds	Tongue tip sound		Tongue middle sounds	Tongue back sounds
	Tongue tip at gum ridge	Tongue tip pulled back or curled behind gum ridge		
<i>p</i>	<i>t</i>	<i>rt</i>	<i>tj</i>	<i>k</i>
<i>m</i>	<i>n</i>	<i>rn</i>	<i>ny</i>	<i>ng</i>
	<i>l</i>	<i>rl</i>	<i>ly</i>	
<i>w</i>			<i>y</i>	
	<i>r, rr</i>			

Cundeelee Wangka also has six vowel sounds: three short vowels written as 'a', 'i' and 'u', and three long vowels written as 'aa', 'ii' and 'uu'.

Table 10 provides a list of Cundeelee Wangka words that were not present in traditional society. These words have been borrowed from English. They are presented with their English equivalents.

**Table 10**

<b>Cundeelee Wangka word</b>	<b>English word</b>
<i>pintji</i>	fence
<i>ama</i>	hammer
<i>nayipi</i>	knife
<i>ayiwayi</i>	highway
<i>utjapitalpa</i>	hospital
<i>tawunu</i>	town
<i>kawulpa</i>	gold
<i>tawatji</i>	trousers
<i>tukuta</i>	doctor

- a. Based on the information in Table 10, identify three consonant sounds in English that do not exist in Cundeelee Wangka. For each of these sounds, write the letter or letters used to represent them in English and give **one** English word from Table 10 that contains this sound.

3 marks

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- b. For each of the sounds identified in **Question 4a**, describe what happens when they are contained in words borrowed into Cundeelee Wangka. 3 marks

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- c. Cundeelee Wangka has a feature in which words typically end in a vowel sound. When a new word that ends in a consonant sound is introduced from another language, an additional vowel sound may be added.

Give an example from Table 10 where a vowel sound **has not** been added to the end of a word to comply with this feature. 1 mark

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Table 11 provides another way Cundeelee Wangka speakers have described new objects not found in traditional society.

**Table 11**

Cundeelee Wangka word	Original meaning	New meaning
<i>apu</i>	stone, rock	money
<i>ngirrimi</i>	ribcage	house
<i>kalka</i>	seeds	bullets
<i>milyi-milyi</i>	leaves placed down for cooked meat	blanket
<i>maru</i>	black	tea, engine-oil
<i>karlipa</i>	hindquarters	skirt
<i>tjukurrjarra</i>	story-teller	angel, Christian minister

d. What is the name of the process for creating new words shown in Table 11? 1 mark

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e. Examine the words in Table 11.  
Choose two Cundeelee Wangka words and describe the connection between the original meaning and the new meaning. 2 marks

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f. The Cundeelee Wangka word for shoe is *tjina-pukarti*. The word for glove is *mara-pukarti*. These are both compound words.  
Based on these words, list the likely meaning of the following words. 3 marks

*tjina* \_\_\_\_\_

*mara* \_\_\_\_\_

*pukarti* \_\_\_\_\_

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- g. You are employed as a linguist at the Goldfields Aboriginal Language Centre. The Language Centre is hosting a language workshop for Cundeelee Wangka. As part of the workshop, the language team will be developing words for objects and ideas that do not currently have Cundeelee Wangka words. Table 12 shows a list of English words for which the workshop wishes to create Cundeelee Wangka words. Select two words from Table 12 and write what you think the new Cundeelee Wangka word would be if borrowed from English.

2 marks

Table 12

	Borrowed word
podcast	
koala	
bitcoin	
computer	
selfie	

- h. For one of the following two words, 'suitcase' and 'guitar case', create a possible compound word using your knowledge from **Question 4f**. The compound word can include a borrowed word from English.

1 mark

Table 13

	Compound word
suitcase	
guitar case	

**References for Question 4**

Jackie Coffin and Susan Hanson, *Word Creation in Goldfields Languages*, Goldfields Aboriginal Language Centre Aboriginal Corporation (GALCAC), June 2022, [www.wangka.com.au/galc-research/](http://www.wangka.com.au/galc-research/)

The word for 'shoes' is from the Cundeelee Wangka 100 words poster, [www.wangka.com.au/product/100-words-in-cundeelee-wangka-poster/](http://www.wangka.com.au/product/100-words-in-cundeelee-wangka-poster/)

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Examination continues on the next page.

## Section 2

### Instructions

- Answer **one** question, **either** Question 5 **or** Question 6 in the spaces provided.
- Your responses will be assessed according to the assessment criteria set out on page 27.

### EITHER

#### Question 5 (20 marks)

The extract about games and sports below was collected by William Thomas (1793–1867) during the 1830s and 1840s. The language that Thomas was most familiar with was Woi Wurrung, and the name of the game comes from that language. Read this extract and answer the related questions.

#### GAMES AND AMUSEMENTS.

The adult natives were seldom without employment—their wants being many—but they found time too for amusements. Some of their games were not unlike those which find favor amongst Europeans. The *marn-grook*, or game of ball, for instance, is thus described by the late Mr. Thomas. The men and boys joyfully assemble when this game is to be played. One makes a ball of opossum skin, or the like, of good size, somewhat elastic, but firm and strong. It is given to the foremost player or to some one of mark who is chosen to commence the game. He does not throw it as a white man might do, but drops it and at the same time kicks it with his foot, using the instep for that purpose. It is thrown high into the air, and there is a rush to secure it—such a rush as is seen commonly at foot-ball matches amongst our own people. The tallest men, and those who are able to spring to a great height, have the best chances in this game. Some of them will leap as high as five feet or more from the ground to catch the ball. The person who secures the ball kicks it again; and again a scramble ensues. This continues for hours, and the natives never seem to tire of the exercise.

I have seen the natives at Coranderrk amusing themselves in this manner very often, and their skill and activity were surprising. It is truly a native game. The ball, I believe, is often made of twine formed of the twisted hair of the opossum. It is elastic and light, and well suited to be kicked from the instep, as the natives use it.

Source: R Brough Smyth, *The Aborigines of Victoria*, two volumes, Victorian Government Printer, Melbourne, 1878

**Note:** An 'instep' is the arched part of the top of the foot between the ankle and the toes.













## 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
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