



Government of **Western Australia**
School Curriculum and Standards Authority



ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA

GENERAL COURSE – WAJARRI

Marking key for the Externally set task
Sample 2016

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Aboriginal Languages of Western Australia: Wajarri

Externally set task – marking key

Part 1: Viewing, reading and responding

(11 marks)

Translation of Wajarri text for Part 1: Viewing, reading and responding

Sandalwood

This is another famous tree. It was used for everything. For a sore, for a cut, or if you have a dog injured by an emu. Emus used to kick them. There are nuts in those berries. You can use them for curing sores. My grandmother used to crush the seed and burn it. Burn it to blacken it and then put emu oil in it to make sort of an ointment. We rub it into any sort of wound. Sandalwood was medicine for everything. It's very valuable. The whole tree is valuable. You could eat the nuts. The emus look for those too.

[Dann, D. (2003). *Waranygu bayalgu* [Translation]. Geraldton, WA: Yamaji Language Centre, p. 44]

1. Name **three (3)** things sandalwood was used for.

Description	Marks
All of the following things: <ul style="list-style-type: none"> • a sore • a cut • injured dogs 	3
Any two of the things above	2
One of the things above	1
Total	3

2. How were the dogs injured by the emus?

Description	Marks
They kicked the dogs	1
Total	1

3. List the **three (3)** steps necessary to make the ointment.

Description	Marks
All of the following things: <ul style="list-style-type: none"> • crush the seed • burn it • add emu oil 	3
Any two of the things above	2
One of the things above	1
Total	3

4. How was the ointment used?

Description	Marks
Both of the following things: <ul style="list-style-type: none"> • rub into wounds • as medicine 	2
One of the things above	1
Total	2

5. What did the emus look for?

Description	Marks
Both of the following things: <ul style="list-style-type: none"> • the nuts • in the berries 	2
One of the things above	1
Total	2

Part 2: Writing

(14 marks)

- 6(a) Describe, in Wajarri, features of the local seasons and traditional seasonal activities of your community, based on the availability of flora and fauna.
- (b) Consider the impact of new technologies and provide some examples to illustrate how technology may have affected these seasonal activities.

Description	Marks
Uses a wide range of vocabulary to describe features of seasons and traditional activities. Applies a good variety of sentence structures to suit formal and informal language. Produces texts reflecting excellent concepts of time and space. Provides multiple examples relevant to the topic to support a point of view.	12–14
Uses a range of relevant vocabulary to describe features of seasons and traditional activities. Applies different sentence structures to suit formal and informal language. Produces texts reflecting good concepts of time and space. Provides some relevant examples to support a point of view.	9–11
Uses common vocabulary in simple sentences to express ideas related to the topic. Applies appropriate sentence structure to suit formal and informal language. Produces texts reflecting appropriate concepts of time and space. Provides examples that may not always be relevant.	6–8
Uses limited vocabulary to express ideas related to the topic. Applies limited sentence structure to suit formal and informal language. Produces texts that do not always reflect appropriate concepts of time and space. Provides no examples, or irrelevant examples, to support the topic.	3–5
Writes simple descriptions. Links words to form short sentences.	0–2