Aboriginal Languages of Western Australia

General course – Wajarri

Marking key for the Externally set task

Sample 2016

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# Aboriginal Languages of Western Australia: Wajarri

## Externally set task – marking key

**Part 1: Viewing, reading and responding (10 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:   * a sore * a cut * injured dogs | 3 |
| Any two of the things above | 2 |
| One of the things above | 1 |
| **Total** | **3** |

1. How were the dogs injured by the emus?

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They kicked the dogs | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| All of the following things:   * crush the seed * burn it * add emu oil | 3 |
| Any two of the things above | 2 |
| One of the things above | 1 |
| **Total** | **3** |

1. What was sandalwood made into?

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * an ointment | 1 |
| **Total** | **1** |

1. What did the emus look for?

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Both of the following things:   * the nuts * in the berries | 2 |
| One of the things above | 1 |
| **Total** | **2** |

**Part 2: Writing (15 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. | 12–15 |
| 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 |