



**ORAL COMMUNICATION
AND LANGUAGE LITERACY
SYLLABUS |**
*Aromatawai-ā-waha
me te Marautanga Reo*
2024

Speech New Zealand
Founded 1964
as New Zealand Speech Board
Incorporated as a Charitable Trust

Oral Communication and Language Literacy Syllabus
Aromatawai-ā-waha me te Marautanga Reo

2024

*Speech New Zealand have a selection of kaiako | teacher ngā rauemi | resources
to support this marautanga | syllabus*

Ngā kai o te pukapuka | Contents

- 2 *Ngā take | Rationale*
- 5 *Te korowai o ngā aromatawai-ā-waha |
Overview of aromatawai-ā-waha*
- 9 *Ngā whakaotinga | Results*
- 10 *Whakaurunga | Procedure for entry*
- 11 *Te whakaritinga mō ngā kaiako |
General guide for teachers*
- 15 *Ngā aronga mō ngā kaupapa | Guide to options*

Akoranga Whanake | Learning Progressions

- 17 *Whero | Red*
- 21 *Karaka | Orange*
- 25 *Kōwhai | Yellow*
- 29 *Kākāriki | Green*
- 33 *Kikorangi | Light Blue*
- 37 *Kahurangi | Dark Blue*
- 41 *Waiporoporo | Purple*
- 45 *Mā | White*
- 50 *Rauwhero | Bronze*
- 55 *Hiriwa | Silver*
- 60 *Kōura | Gold*
- 64 *Kuputaka | Glossary*
- 66 *Tohutoro | References*
- 68 *Akoranga whanake | Learning progressions rubric*
- 72 *Kai mate ururoa | Progress outcomes rubric*

He kākā waha nui

This *whakataukī* | proverb is used to speak of the eloquent orator who knows to project his voice.
Brougham, A.E. Reed, A.W. & Kāretu T. (2012). The Raupō Book of Māori Proverbs (Rev. ed.) Raupo Publishing.

Pae tukutuku | Website:
www.speechnz.co.nz

Refer to our *pae tukutuku* | website for details of
all *marautanga* | syllabi and *rauemi* | resources

Please direct enquiries to:

Īmēra | Email: info@speechnz.co.nz
Kawereo | Telephone: (04) 498 9660

ISBN: 978-0-9922559-3-0

© Speech New Zealand 2023

Ngā Take | Rationale

Kōrero-ā-waha | oral communication is a crucial skill for our *rangatahi* | young people to develop confidence in to enable them to build relationships, interact with the world around them and enhance learning.ⁱ This *marautanga* | syllabus is intended to provide *akoranga whanake* | learning progressions that develop and combine to make a vibrant whole. Each *akoranga whanake* | learning progression can also be used independently. The *marautanga* | syllabus is designed to be used by *ngā kaiako* | teachers working with *ngā ākonga* | students at the various learning progressions that represent where they are at.

Aromatawai-ā-waha is the term Speech New Zealand has embraced for what were previously known as oral assessments.ⁱⁱ This reflects Speech New Zealand's commitment to celebrating *te reo Māori* and *mātauranga Māori* | Māori knowledge and ways of knowing, as well as our recognition of the value of this template to best provide useful feedback to our *ngā kaitono* | candidates and their *ngā kaiako* | teachers.

This *marautanga* | syllabus is designed to align with **Te Mātaiaho** | **The Curriculum Refresh**ⁱⁱⁱ and has been developed in relation to:

Mātaurangi: Guiding kaupapa | purpose

Overarching *ngā kaupapa* | purpose that:

- Recognises the importance of *Te Tiriti o Waitangi* and its principles
- Honours Speech New Zealand's vision to empower confident communicators

Mātaiahikā: Connecting to place and community

Ngā ākonga | students are encouraged to develop elements of local significance in all *ngā kaupapa* | options, including explicitly in *pūrākau* | storytelling, *kōrerorero* | talk and *whakawhitiwhiti kōrero* | discussion.

Mātaiaho: Weaving learning within and across curriculum areas

Ngā kaupapa | options are designed to allow maximum flexibility for *ngā kaiako* | teachers and to enable learning from different curriculum strands to be woven in.

Mātainuku: Creating a foundation

Kōrero-ā-waha | oral communication is understood to be a critical, foundational element of learning and prized as such.

Mātaitu: Vision for young people

A *marautanga* | syllabus that empowers *ngā ākonga* | students to become confident, capable communicators.

Mātaire: Supporting progress

Marautanga | syllabus designed to meet *ngā ākonga* | students where they are and to build their skills through iterative and recursive learning practices.

This *marautanga* | syllabus also relies upon the underpinning principles of:

Te reo Māori | Māori language

We value the protection and promotion of *te reo Māori* and *tikanga Māori* | Māori practices.

In this *marautanga* | syllabus we will:

- Use *te reo Māori* where possible
- Create opportunities for *ngā kaitono* | candidates to engage with *tikanga Māori*

Manaakitanga | Kindness and respect for each other, Whanaungatanga | Kinship and Kaitiakitanga | Guardianship

We recognise that our interactions must be *mana* enhancing to be beneficial.

In this *marautanga* | syllabus we will:

- Encourage *roopu* | group work
- Encourage our *ngā kaitono* | candidates to engage in *tuakana-teina* | mixed-stage learning
- Treat our *ngā kaitono* | candidates with respect and nurture this in our *aromatawai-ā-waha*
- Celebrate the successes of our *ngā kaitono* | candidates, including with *ngā tohu* | certificates and *tohu* | badges

Rangatiratanga and Toitū te mana | Independence and Self-Advocacy, and Advocacy for a Collective

We recognise the value of our *rangatahi* | young people learning ways to assert and advocate for themselves and others.

In this *marautanga* | syllabus we will:

- Provide opportunities for our *ngā kaitono* | candidates to practice assertiveness and advocacy, especially **from** Phase 3
- Enable our *ngā kaitono* | candidates to take responsibility for their learning/performance
- Commit to seeking and implementing feedback on our *aromatawai-ā-waha*

Pūkengakitanga | Pursuit of excellence

We provide an opportunity for *ngā ākongā* | learners to develop, flex and evaluate their skills and knowledge.

In this *marautanga* | syllabus we will:

- Encourage *ngā kaitono* | candidates to perform to the best of their ability in *aromatawai-a-waha*
- Provide robust feedback to *ngā kaitono* | candidates on their learning and performance, including with *ngā ripoata* | reports

Te korowai o ngā aromatawai-ā-waha | Overview for *aromatawai-ā-waha*

Aromatawai-ā-waha are carried out in *kura* | schools, *kura kāinga* | homeschool centres, and *hapori roopu* | recreation and community *roopu* | groups by *Kaiarotake* appointed by Speech New Zealand.

Aromatawai-ā-waha can be entered at the following:

Phase One Years 0-3	<i>Whero</i> Red <i>Karaka</i> Orange
Phase Two Years 4-6	<i>Kōwhai</i> Yellow <i>Kākāriki</i> Green <i>Kikorangi</i> Light Blue
Phase Three Years 7-8	<i>Kahurangi</i> Dark Blue <i>Waiporoporo</i> Purple
Phase Four Years 9-11	<i>Mā</i> White <i>Rauwhero</i> Bronze
Phase Five Years 12-13	<i>Hiriwa</i> Silver <i>Kōura</i> Gold

There are seven *akoranga whanake* | learning progressions. The stage at which *ngā ākongā* | students are entered is at the discretion of the *kaiako* | teacher or organiser.

This *marautanga* | syllabus may be supplemented with Speech New Zealand's ***Communicating in Leadership*** *marautanga* | syllabus.

The *marautanga* | syllabus is designed to align with *Te Marautanga o Aotearoa* | New Zealand Curriculum to support the development of the key competencies:^{iv}

Using language symbols and texts, through:

- Sharing information, ideas and experience with enthusiasm, fluency and creativity
- Interpreting texts for presentation in a range of contexts
- Making choices about the use of *reo* | language and texts for different *ngā whakaminenga* | audiences

Relating to others, through:

- Actively listening
- Recognising different points of view
- Taking different roles in different situations

Thinking, through:

- Using creative and critical thinking skills
- Developing and reflecting upon knowledge

Participating and communicating, through:

- Presenting work developed with local communities in mind
- Creating opportunities for others in *roopu* | group

Managing self, through:

- Developing confidence in oral language as a communication tool
- Expressing original ideas

This *marautanga* | syllabus also aligns with *Te Mātaiaho* | The Curriculum Refresh and recognises the framework embedded of ‘understand - know - do’ and the interweaving of ‘big ideas’, ‘contexts’ and ‘practices’.

Each of the *ngā kaupapa* | options has been designed to aid in understanding of how:

Language and literature give us insights into ourselves and others, through:

- Acknowledging our *whakapapa* | history through our *mahi* | work
- Appreciating the perspectives of others

The stories of Aotearoa New Zealand are unique *taonga tuku iho*, through:

- Privileging the stories of Aotearoa New Zealand in our *mahi* | work
- Engaging with texts from *tangata whenua*, *tangata Tiriti* and *Te Moana-nui-a-Kiwa*

Stories are a source of joy and nourishment, through:

- Engaging with and experiencing stories as worthwhile in and of themselves
- Enriching and elevating this by creating and sharing stories

Communication depends on shared codes and conventions, through:

- Learning different codes and conventions and how these are used in different contexts

Literature, language, and texts embody power relationships, through:

- Recognising the ways in which literature, language and texts reflect and reinforce power relationships in *Aotearoa* New Zealand
- Encouraging advocacy for ourselves and others from Phase 3

While preparing for the *aromatawai-ā-waha*, *ngā kaiako* | teachers and *ngā kaitono* | candidates will work to explore contexts of:

***Ngā whāinga me ngā whakaminenga* | Text purposes and audiences**

- Thinking about why texts have been created and can be created, and who they are created for

***Ngā ariā* | Ideas within, across, and beyond texts**

- Enabling different texts and learning areas to be incorporated
- Thinking about our place in *Aotearoa* New Zealand and our role in honouring *Te Tiriti o Waitangi*
- Acting as 'literary critics'

***Ngā āhuatanga reo* | Features and structures of language**

- Making the most of choices within the texts in performance and presentation

Each of the *ngā kaupapa* | options has been designed to align with practices around:

- *Te whakamahi rautaki ki te whai māramatanga* | Comprehending and creating texts
- *Te tātari arohaehae* | Critical analysis
- *Te pānui hei whakangahau, hei whakapārekareka* | Reading for pleasure
- *Te tūhono mā te whakawhiti kōrero* | Connecting through storytelling

The *marautanga* | syllabus therefore allows *ngā kaiako* | teachers to use the *marautanga* | syllabus to scaffold learning in their English strands and Speech and Drama studios, and to apply this *mahi* | work to the *aromatawai-ā-waha*.

Notes:

Ngā Whakaotinga | Results

Aromatawai-ā-waha are designed to support teaching and learning. *Ngā kaitono* | candidates will be full participants in the creation and presentation of *ngā kaupapa* | options chosen.

At each level ***Pūkenga* | Honours, *Kua Ea* | Merit, *Kua Oti Pai* | Credit, *Kua Oti* | Pass or *Kāore Anō Kia Tutuki* | Not Achieved** may be given.

***Kua Oti* | Pass:** Most *kai mate ururoa* | progress outcomes are met, at a basic level, but some require further development.

***Kua Oti Pai* | Credit:** Most *kai mate ururoa* | progress outcomes are met adequately.

***Kua Ea* | Merit:** Most *kai mate ururoa* | progress outcomes are met competently.

***Pūkenga* | Honours:** Most *kai mate ururoa* | progress outcomes are mastered.

Ngā ripoata | reports and *ngā tohu* | certificates or *tohu* | badges will be distributed by National Office and remain the property of the *ākonga* | student.

Please check our *pae tukutuku* | website for details on *ngā whakotinga* | results appeals.

Whakaurunga | Procedure for entry

Details on *whakaurunga* | procedure for entry and requirements can be found on our *pae tukutuku* | website: www.speechnz.co.nz.

Those wishing to enter *ngā kaitono* | candidates for *aromatawai-ā-waha* should enter via the online entry form: www.online.speechnz.co.nz.

All *ngā ākonga* | students are encouraged to sit *aromatawai-ā-waha*.

Upon application, Speech New Zealand will award a *Tohu Whakawhiwhia* | Certificate of Attainment to *ngā kaitono* | candidates with any additional needs or *whaikaha* | disability. Please see our *pae tukutuku* | website for details and applications: www.speechnz.co.nz.

Te whakaritinga mō ngā kaiako | General guide for teachers

The *aromatawai-ā-waha* may take place either in an *akomanga* | classroom, or a venue appropriate to the *roopu* | group concerned. Sections may be presented in any order. *Kaiarotake* will encourage and help *ngā ākonga* | students to do their best in a friendly, relaxed atmosphere.

Rauemi | Materials

Ngā kaitono | candidates are encouraged to use texts from *Aotearoa* New Zealand wherever possible.

Ō tātou reo | Our languages

Aromatawai-ā-waha are conducted in English. *Ngā kaitono* | candidates are encouraged to use *Aotearoa* New Zealand's official languages of *Te Reo Māori* and New Zealand Sign Language where appropriate. Other *ngā reo* | languages of significance to the speaker may also be included with appropriate translations.

Ngā roopu | Group work

This is encouraged throughout the *marautanga* | syllabus.

Each *kaitono* | candidate must be given an equal opportunity for their *mahi* | work. The overall time limit at the top of the *akoranga whanake* | progress outcome page is the combined total available for the *ngā kaupapa* | options chosen by each *kaitono* | candidate in the *aromatawai-ā-waha*.

Please ensure *ngā kaitono* | candidates remain with the one *ngā ropu* | group to complete all *ngā kaupapa* | tasks.

Whakahaere tikanga | Supervision

Roopu | groups should be attended in the *aromatawai-ā-waha* by their *kaiako* | teacher, or other appropriate supervisor. The role of the *kaiako* | teacher is to support the *kaitono* | candidate with matters such as costume changes, setting up *rauemi awhina* | visual aids etc The *Kaiarotake* will maintain control of the *aromatawai-ā-waha*.

Rauemi awhina | Visual aids

Ngā kaitono | candidates are encouraged to use *rauemi awhina* | visual aids which support key ideas and clarify these ideas for the *whakaminenga* | audience. These must be an integral part of the *kōrerorero* | talk.

Rauemi awhina | visual aids can include models, equipment, charts, diagrams, graphs, illustrations, slideshow presentations etc

It is the *kaitono* | candidate's responsibility to provide any equipment needed and ensure it is operated safely.

Ngā whakaminenga | Audiences

Ngā whakaminenga | audiences are welcomed for *aromatawai-ā-waha*. This is usually another small *roopu* | group doing the *aromatawai-ā-waha*. From time to time a trainee *Kaiarotake* will be present, and, under the direction of the *Kaiarotake*, may take part in the *aromatawai-ā-waha*.

Kura | School responsibilities

Please provide the following:

Suitable, well-lit room, large enough for *roopu* | group work

- Stable wi-fi connection and password for the *Kaiarotake* to use (if requested)
- Desk and comfortable chair for the *Kaiarotake*
- Clearly visible name tag for each *kaitono* | candidate
- A *kaiako* | teacher who is present in the room while the *aromatawai-ā-waha* take place
- Two printed copies of the timetable that clearly state the exam date, *kaitono* | candidate's full name and *akoranga whanake* | learning progression and has room for the *ngā whakaotinga* | results to be recorded beside each name
- A copy of the timetable via *īmēra* | email to National Office two weeks prior to the *aromatawai-ā-waha*

Ngā whakahokinga moni | Refunds

A copy of Speech New Zealand's full policy on *ngā whakahokinga moni* | refunds is available on our *pae tukutuku* | website or by contacting National Office. Speech New Zealand guidelines comply with the legal requirements of the various Consumer Protection Acts.

Please check the *pae tukutuku* | website for further entry information. www.speechnz.co.nz

Notes:

Notes:

Ngā aronga mō ngā kaupapa | Guide to options

The following is intended as a guide to *ngā kaiako* | teachers about the accepted practice of the *ngā kaupapa* | options with Speech New Zealand. *Ngā kaitono* | candidates are asked to remain with the one *roopu* | group for all *ngā kaupapa* | tasks.

Ngā kaitono | candidates are encouraged to use their imagination and creativity when developing their *mahi* | work.

***Pūrākau* | Storytelling**

These should be told in the *kaitono* | candidate's own words. A balance of description, narration, direct speech and dialogue should be included.

Ngā kaitono | candidates may use visual representations to aid telling of the *pūrākau* | story.

***Kōrerorero* | Talks**

These should be extempore, with ideas presented in a natural, spontaneous style. This means the *kōrerorero* | talk is structured and prepared, but not written out, read or memorised. Cue cards or notes are not acceptable. The *kōrerorero* | talk should be prepared and presented as if for a specified *whakaminenga* | audience.

***Kōrero ōpaki* | Social speeches**

These should have a sense of formality and structure as appropriate to the *akoranga whanake* | Learning Progression. The *kōrero ōpaki* | social speech should be prepared and presented as if for a specified *kaupapa* | occasion.

***Tuhinga whakaari* | Scripted drama**

Ngā kaitono | candidates should have their script/lines memorised.

Costumes/props are optional and do not need to be elaborate; the *Kaiarotake* is only interested in how these are used.

Ngā kaitono | candidates should show belief in the character/situation.

A legible copy of the *tuhinga whakaari* | script being presented must be brought to the *aromatawai-ā-waha*.

Rurī | Poetry

Ngā kaitono | candidates should have their *rurī* | poem memorised.

This should be delivered with understanding and the intention of engaging the interest of the *whakaminenga* | audience.

Clarity, audibility and control of pace are important.

The selection should be appropriate to the *akoranga whanake* | learning progression and may be an original work.

A legible copy of the *rurī* | poem being presented must be brought to the *aromatawai-ā-waha*.

Kōrero ā-waha | Reading aloud

Ngā kaitono | candidates should read in an appropriate style for the *pukapuka* | book chosen and aim to capture the interest of the listeners.

Selections may be made from fiction or non-fiction.

A legible copy of the *pukapuka* | book being read must be brought to the *aromatawai-ā-waha*.

Whakangārahu ataata | Devised drama

Costumes/props are optional and do not need to be elaborate; the *Kaiarotake* is only interested in how these are used.

Ngā kaitono | candidates should show belief in the character/situation.

A legible copy of the script or plan of action must be submitted to the *Kaiarotake*.

Whakaataata taurikura | Role-play

Whakaataata taurikura | role-play approximates to real-life situations and uses communication skills for problem-solving.

Whakawhitiwhiti kōrero | Discussion

This will include exchanges between the *kaitono* | candidate(s) and the *Kaiarotake*.

The courtesies necessary to facilitate satisfactory *whakawhitiwhiti kōrero* | discussion, and the ability to think, listen and respond appropriately, are important.

Whero | Red

Time: Approximately 5 minutes per *kaitono* | candidate.
Choose TWO of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell a *pūrākau* | story about an experience

RUA | TWO: Kōrerorero | Talk

Bring a favourite item to the *aromatawai-ā-wah* and *kōrerorero* | talk to the *Kaiarotake* and your *whakaminenga* | audience about it

TORU | THREE: Kōrero ōpaki | Social speech

Give a speech of thanks

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a nursery rhyme, fairytale or myth

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem with action and movement

ONO | SIX: Kōrero a-waha | Reading aloud

Show and explain a favourite page from a *pukapuka* | book you have read or had read to you

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on something you are learning at *kura* | school

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about making a request

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Share ideas about something you have experienced/enjoyed

Kai Mate Ururoa | Progress Outcomes

Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Give the *pūrākau* | story a beginning, a middle and an end

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have an introduction and a conclusion

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Hold object so that it can be seen

Listen to questions asked and give relevant responses

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Identify what you are thanking someone for

Share your gratitude

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Attempt to create a structured scene with a beginning, middle and ending

Create characters using costume, props, sound effects etc

5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Work as a *roopu* | group to present the *rurī* | poem

6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Show the page so that it can be seen

Share what you like about this page

Listen to questions and give relevant responses

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

7. WHITU | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Attempt to create a structured scene with a beginning, middle and ending

Create characters using costume, props, sound effects etc

8. WARU | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Show a situation that is 'true to life'

Make and respond to the request

9. IWA | NINE: *Whakawhitiwhiti kōrero* | Discussion

Share your own ideas about the topic

Give others the opportunity to *kōrerorero* | talk

Notes:

Karaka | Orange

Time: Approximately 7-8 minutes per *kaitono* | candidate.

Choose TWO of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell a *pūrākau* | story about someone in your *whānau* | family

RUA | TWO: Kōrerorero | Talk

Bring a picture/photograph to the *aromatawai-ā-waha* and *kōrerorero* | talk to the *Kaiarotake* and your *whakaminenga* | audience about it

TORU | THREE: Kōrero ōpaki | Social speech

Give a speech of thanks

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem with action and movement

ONO | SIX: Kōrero ā-waha | Reading aloud

Show and explain a favourite page from a *pukapuka* | book you have read or had read to you

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on something you are learning at *kura* | school

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play about being part of a group

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Share ideas about somewhere you have been

Kai Mate Ururoa | Progress Outcomes

Overall:

- Attempt clear and audible speech
- Share enjoyment and confidence
- Be courteous

1. **TAHI | ONE: Pūrākau | Storytelling**

Give the *pūrākau* | story a beginning, a middle and an end

Share interest in the *pūrākau* | story

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

2 & 3. **Kōrerorero | Talks**

Present ideas in your own words (not read or memorised)

Have an introduction and a conclusion

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. **RUA | TWO: Kōrerorero | Talk**

Hold photograph/picture so that it can be seen

Speak in a lively and spontaneous way

Listen to questions asked and give full and relevant responses

3. **TORU | THREE: Kōrero ōpaki | Social speech**

Identify what you are thanking someone for

Share your gratitude with warmth

4. **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Know the words

Attempt to create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

5. **RIMA | FIVE: Rurī | Poetry**

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Work as a *roopu* | group to present the *rurī* | poem

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Show the page so that it can be seen

Share what you like about this page

Listen to questions and give full and relevant responses

7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Attempt to create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Give the scene a beginning, middle and ending

Show a situation that is 'true to life'

9. *IWA* | NINE: *Whakawhitiwhiti kōrero* | Discussion

Share your own ideas about the topic

Give others the opportunity to *kōrerorero* | talk

Relate your comments to the place you have been

Notes:

Kōwhai | Yellow

Time: Approximately 10 minutes per *kaitono* | candidate.

Choose THREE of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell a *pūrākau* | story about an event you have participated in

RUA | TWO: Kōrerorero | Talk

Give a *kōrerorero* | talk about an experience

TORU | THREE: Kōrero ōpaki | Social speech

Make an announcement

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem

ONO | SIX: Kōrero a-waha | Reading aloud

Read aloud a prepared extract from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on something you are learning at *kura* | school

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about conveying a message

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Share ideas about something you have read or had read to you

Kai Mate Ururoa | Progress Outcomes

Overall:

- Attempt clear and audible speech
- Share enjoyment and confidence
- Be courteous

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Give the *pūrākau* | story a beginning, a middle and an end

Share interest in the *pūrākau* | story

Identify and use some structures and devices to develop the *pūrākau* | story

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have an introduction and a conclusion

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way

Listen to questions asked and give full and relevant responses

If using *rauemi awhina* | visual aids, these must be an integral part of the *kōrerorero* | talk

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Attempt to create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning

Work as a *roopu* | group to present the *rurī* | poem

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Before beginning, give the title and author of the *pukapuka* | book
Help the listener to understand the extract by phrasing for meaning
Listen to questions and give full and relevant responses

7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues
Demonstrate understanding of the scene being performed
Attempt to create a structured scene with a beginning, middle and ending
Create believable characters using costume, props, sound effects etc

8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*
Give message accurately
Give the scene a beginning, middle and ending
Show a situation that is 'true to life'

9. *IWA* | NINE: *Whakawhitiwhiti kōrero* | Discussion

Share your own ideas about the topic
Give others the opportunity to *kōrerorero* | talk
Relate your comments to the text being discussed

Notes:

Kākāriki | Green

Time: Approximately 10 minutes per *kaitono* | candidate.
Choose THREE of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell a myth or legend

RUA | TWO: Kōrerorero | Talk

Give a *kōrerorero* | talk about an activity or skill which includes demonstration

TORU | THREE: Kōrero ōpaki | Social speech

Make an announcement

Wha | Four: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem

ONO | SIX: Kōrero a-waha | Reading aloud

Read aloud a prepared extract from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on something you have watched/read

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play about friendship

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Share ideas about something you have read

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Develop a clear climax to the *pūrākau* | story

Share interest in the *pūrākau* | story

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way

Clearly demonstrate the skill/activity

Listen to questions asked and give full and relevant responses

If using *rauemi awahina* | visual aids, these must be an integral part of the *kōrerorero* | talk

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need

Use a logical structure

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem
Understand the *rurī* | poem and the words used in it
Show sensitivity to the *rurī* | poem's meaning
Work as a *roopu* | group to present the *rurī* | poem

6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Before beginning, give the title and author of the *pukapuka* | book
Help the listener to understand the extract by phrasing for meaning
Use different voices for different characters
Listen to questions and give full and relevant responses

7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues
Demonstrate understanding of the scene being performed
Create a structured scene with a beginning, middle and ending
Create believable characters using costume, props, sound effects etc
Create characters with movement and speech

8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*
Clearly distinguish the characters/roles
Give the scene a beginning, middle and ending
Show a situation that is 'true to life'

9. *IWA* | NINE: *Whakawhiwhiti kōrero* | Discussion

Share your own ideas about the topic
Give others the opportunity to *kōrerorero* | talk
Relate your comments to the text being discussed
Contribute to progressing the *whakawhiwhiti kōrero* | discussion and involving everybody

Notes:

Kikorangi | Light Blue

Time: Approximately 12 minutes per *kaitono* | candidate.

Choose THREE of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell a myth or legend of local significance

RUA | TWO: Kōrerorero | Talk

Give a *kōrerorero* | talk to inform

TORU | THREE: Kōrero ōpaki | Social speech

Give a speech in welcome

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, an extract chosen by the *Kaiarotake* from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on a person of local significance

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play about a challenge

Iwa | NINE: Whakawhitiwhiti kōrero | Discussion

Participate in an interview

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience
 Identify and use some structures and devices to develop the *pūrākau* | story
 Incorporate the significance of the myth or legend to your locale
 Share interest in the *pūrākau* | story

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)
 Have a logical structure
 Make a connection with the *whakaminenga* | audience
 Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way
 Include relevant facts and evidence of your research
 Be able to discuss information given in your *kōrerorero* | talk
 If using *rauemi awahina* | visual aids, these must be an integral part of the *kōrerorero* | talk

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need
 Create a sense of welcome
 Lead applause, if appropriate, for guest

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words
 Create a structured scene with a beginning, middle and ending
 Create believable characters using costume, props, sound effects etc
 Create your character with movement and speech
 Begin to show an understanding of elements, techniques and conventions of drama

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape

Work as a *roopu* | group to present the *rurī* | poem

6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Before beginning, give the title and author of the *pukapuka* | book

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Listen to questions and give full and relevant responses

7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Incorporate the significance of your locale to your presentation

8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Give the scene a beginning, middle and ending, with the challenge defined and overcome

Show a situation that is 'true to life'

9. *IWA* | NINE: *Whakawhitiwhiti kōrero* | Discussion

Use credible *whakaataata taurikura* | role-play for interviewer and interviewee

Show good listening skills

Show appropriate courtesies

Bring to a definite ending

Notes:

Kahurangi | Dark Blue

Time: Approximately 15 minutes per *kaitono* | candidate.

Choose THREE of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell an original *pūrākau* | story

RUA | TWO: Kōrerorero | Talk

Give a *kōrerorero* | talk to instruct

TORU | THREE: Kōrero ōpaki | Social speech

Give a speech of introduction

WHA | FOUR: Tuhiŋa whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, an extract chosen by the *Kaiarotake* from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on a place of local significance

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play about resolving conflict

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Share ideas and opinions about an issue of local, regional or national importance

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Bring the *pūrākau* | story to life

Share interest in the *pūrākau* | story

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way

Explain what needs to be done to achieve the goal of the instruction, including how and why

Include advice, suggestions and warnings throughout

Recap the main steps in the conclusion

Be able to discuss elements of instruction from your *kōrerorero* | talk

If using *rauemi awhina* | visual aids, these must be an integral part of the *kōrerorero* | talk

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need, including introducing by name

Refer to any useful background information

Lead applause, if appropriate, for guest

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Use elements, techniques and conventions of drama

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

5. **RIMA** | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem

6. **ONO** | SIX: *Kōrero a-waha* | Reading aloud – Reading at sight

Before beginning, give the title and author of the *pukapuka* | book

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

Listen to questions and give full and relevant responses

7. **WHITU** | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Incorporate the significance of place to your presentation

8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Give the scene a beginning, middle and ending

Demonstrate and resolve the conflict

Show a situation that is 'true to life'

9. **IWA** | NINE: *Whakawhitihiti kōrero* | Discussion

Define the issue

Support your ideas and opinions with facts and examples

Notes:

Waiporoporo | Purple

Time: Approximately 15 minutes per *kaitono* | candidate.
Choose THREE of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell an original *pūrākau* | story

RUA | TWO: Kōrerorero | Talk

Give a *kōrerorero* | talk to persuade

TORU | THREE: Kōrero ōpaki | Social speech

Give a speech in tribute

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, and comment on an extract chosen by the *Kaiarotake* from a publication you bring to the *aromatawai-ā-waha*

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on a place of local significance

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play about standing up for someone or something

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Share ideas and opinions about an issue of local, regional or national importance

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience
 Identify and use some structures and devices to develop the *pūrākau* | story
 Bring the *pūrākau* | story to life
 Share interest in the *pūrākau* | story
 Express original ideas

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)
 Have a logical structure
 Make a connection with the *whakaminenga* | audience
 Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Use persuasive language
 Include a call to action
 Be able to discuss how you attempted to be persuasive

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need, including introducing achievements and/or qualities of recipient
 Refer to any useful background information
 Share with sincerity

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words
 Create a structured scene with a beginning, middle and ending
 Create believable characters using costume, props, sound effects etc
 Create your character with movement and speech
 Use elements, techniques and conventions of drama effectively

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

5. **RIMA** | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem and show an awareness of the *whakaminenga* | audience

6. **ONO** | SIX: *Kōrero a-waha* | Reading aloud - Reading at sight

Before beginning, give the title and author of the publication

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

In commenting, share your own ideas and opinions about the extract you have read

7. **WHITU** | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Incorporate the significance of the issue to your presentation

8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true to life'

9. **IWA** | NINE: *Whakawhitiwhiti kōrero* | Discussion

Define the issue

Support your ideas and opinions with facts and examples

Explain your ideas and opinions clearly and logically

Notes:

Mā | White

Time: Approximately 20 minutes per *kaitono* | candidate.
Choose FOUR of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell an original *pūrākau* | story about a local issue

RUA | TWO: Kōrerorero | Talk

Give a *kōrerorero* | talk to persuade

TORU | THREE: Kōrero ōpaki | Social speech - Tribute

Give a speech in tribute

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character in a drama being performed for a specified *kaupapa* | occasion/purpose

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem for a specified *kaupapa* | occasion/purpose

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, and comment on an extract chosen by the *Kaiarotake* from a publication you bring to the *aromatawai-ā-waha*

Be prepared to critically comment on the extract read

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation that showcases the impact(s) of the text on individuals or *roopu* | groups

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about empathy

IWA | NINE: Whakawhitiwhiti kōrero | Discussion

Discuss some of the feedback you might offer yourself based on your presentation of another *kaupapa* | option in the *aromatawai-ā-waha*

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items
- Use voice and speaking to support delivery

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Bring the *pūrākau* | story to life

Share interest in the *pūrākau* | story

Express original ideas

Relate the *pūrākau* | story to the local issue

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Use persuasive language

Include a call to action

Be able to discuss how you attempted to be persuasive

Use a persuasive structure

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech - Tribute

Include all the relevant information your *whakaminenga* | audience would need, including introducing achievements and/or qualities of recipient

Refer to any useful background information

Share with sincerity

Include relevant anecdote

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

4. **WHA** | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Use elements, techniques and conventions of drama effectively

Show awareness of the *kaupapa* | purpose of the drama being presented

5. **RIMA** | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem and show an awareness of the *whakaminenga* | audience

Show awareness of the *kaupapa* | purpose of the *rurī* | poem being presented

6. **ONO** | SIX: *Kōrero a-waha* | Reading aloud - Reading at sight

Before beginning, give the title and author of the publication

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

Demonstrate sound reasoning in critically commenting

7. **WHITU** | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Clearly demonstrate the impact(s)

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true-to-life'

Clearly demonstrate the importance of empathy

9. **IWA** | NINE: *Whakawhitiwhiti kōrero* | Discussion

Support your ideas and opinions with facts and examples

Explain your ideas and opinions clearly and logically

Explain the value of feedback

Outline positive and constructive feedback you might offer yourself based on your presentation of another *kaupapa* | option in the *aromatawai-ā-waha*

Notes:

Rauwhero | Bronze

Time: Approximately 20 minutes per *kaitono* | candidate.
Choose FOUR of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell an original *pūrākau* | story about a national issue

RUA | TWO: Kōrerorero | Talk

Give a review of a creative work

TORU | THREE: Kōrero ōpaki | Social speech - Acceptance speech

Give an acceptance speech for a specified *kaupapa* | occasion

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character in a drama being performed for a specified *kaupapa* | occasion/purpose

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem for a specified *kaupapa* | occasion/purpose and *whakaminenga* | audience

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, and comment on an extract chosen by the *Kaiarotake* from a publication you bring to the *aromatawai-ā-waha*

Give a recommendation about the text

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on different points of view

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about bias

IWA | NINE: Whakawhitiwhiti kōrero | Discussion - Interview

Participate in an unscripted interview between members of your *roopu* | group

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items
- Use voice and speaking to support delivery

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Bring the *pūrākau* | story to life

Share interest in the *pūrākau* | story

Express original ideas

Relate the *pūrākau* | story to the national issue

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk

Set the parameters of your review in your introduction

Justify your personal opinions with reference to the creative work

Give a recommendation

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech - Acceptance

Establish the *kaupapa* | occasion and reason for the speech

Acknowledge the gifter/mover etc

Demonstrate humility and gratitude

4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Use elements, techniques and conventions of drama effectively

Show awareness of the *kaupapa* | purpose of the drama being presented

Show awareness of your *whakaminenga* | audience

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

5. **RIMA** | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem and show an awareness of the *whakaminenga* | audience

Show awareness of the *kaupapa* | purpose of the *rurī* | poem being presented

6. **ONO** | SIX: *Kōrero a-waha* | Reading aloud - Reading at sight

Before beginning, give the title and author of the publication

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

Justify the reasons for your recommendation

7. **WHITU** | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Clearly demonstrate different perspectives

8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true-to-life'

Relate the role-play to the problem of bias

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

9. IWA | NINE: *Whakawhitiwhiti kōrero* | Discussion

Use credible *whakaataata taurikura* | role-play for interviewer and interviewee

Show good listening skills

Show appropriate courtesies

Bring to a definite ending

As the interviewer:

- Make appropriate introductions
- Control the shape of the exercise
- Bring the interview to a logical conclusion
- Ask open-ended questions, listen to the answers and probe for further information

As the interviewee:

- Listen and respond to the questions
- Extend ideas and offer further information

Notes:

Hiriwa | Silver

Time: Approximately 20 minutes per *kaitono* | candidate.
Choose FOUR of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell an original *pūrākau* | story about a global issue

RUA | TWO: Kōrerorero | Talk - Plea

Deliver a plea for a good cause

TORU | THREE: Kōrero ōpaki | Social speech - Entertaining

Give an entertaining speech for a specified *kaupapa* | occasion and *whakaminenga* | audience

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group drama by acting out a character in a drama being performed for a specified *kaupapa* | occasion/purpose and *whakaminenga* | audience

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem for a specified *kaupapa* | occasion/purpose and *whakaminenga* | audience

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, and comment on an extract chosen by the *Kaiarotake* from a publication you bring to the *aromatawai-ā-waha*

Give a recommendation about the text

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation that highlights the challenge of competing ideas within a *roopu* | group or situation

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about finding common ground

IWA | NINE: Whakawhitiwhiti kōrero | Discussion - Interview

Participate in a discussion about an issue of local, national or global importance

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items
- Use voice and speaking to support delivery

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Bring the *pūrākau* | story to life

Share interest in the *pūrākau* | story

Express original ideas

Relate the *pūrākau* | story to the global issue

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk - Plea

Use a logical, persuasive structure

Use clear, persuasive language

Plan content for *whakaminenga* | audience acceptance

Make your *whakaminenga* | audience aware of the circumstances and the requirements

3. *TORU* | THREE: *Kōrero ōpaki* | Social speech - Entertaining

Meet the needs of the specified *kaupapa* | occasion

Show awareness of your *whakaminenga* | audience

Choose *rauemi* | material that will suit your *kaupapa* | purpose of entertaining

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

4. **WHA** | **FOUR: Tuhinga whakaari** | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Use elements, techniques and conventions of drama effectively

Show awareness of the *kaupapa* | purpose of the drama being presented

Show awareness of your *whakaminenga* | audience

5. **RIMA** | **FIVE: Rurī** | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem and show an awareness of the *whakaminenga* | audience

Show awareness of the *kaupapa* | purpose of the *rurī* | poem being presented

6. **ONO** | **SIX: Kōrero a-waha** | Reading aloud - Reading at sight

Before beginning, give the title and author of the publication

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

Justify the reasons for your recommendation with reference to the extract read

7. **WHITU** | **SEVEN: Whakangārahu ataata** | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Clearly demonstrate the different ideas and the conflict between them

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

8. **WARU** | **EIGHT: Whakaataata taurikura** | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true to life'

Establish what the common ground is and demonstrate the means by which this is found

9. **IWA** | **NINE: Whakawhitiwhiti kōrero** | Discussion

Define the issue

Support your ideas and opinions with facts and examples

Explain your ideas and opinions clearly and logically

Demonstrate your awareness of other points of view on this issue

Notes:

Kōura | Gold

Time: Approximately 20 minutes per *kaitono* | candidate.

Choose FOUR of the *ngā kaupapa* | options below.

TAHI | ONE: Pūrākau | Storytelling

Tell an original *pūrākau* | story designed to illustrate a point in a talk you could give

Before delivering the anecdote, outline the topic, *whakaminenga* | audience and *kaupapa* | purpose of the *kōrerorero* | talk

RUA | TWO: Kōrerorero | Talk - Impromptu

Give an impromptu *kōrerorero* | talk on a subject chosen by the *Kaiarotake* following a brief discussion. Preparation Time: 1.5 minutes for an individual or 3 minutes for a *roopu* | group

TORU | THREE: Kōrero ōpaki | Social speech - Entertaining

Give an entertaining speech for a specified *kaupapa* | occasion and *whakaminenga* | audience

WHA | FOUR: Tuhinga whakaari | Scripted drama

Participate in *roopu* | group *whakaari* | drama by acting out a character in a drama designed to illustrate a message in a presentation you could give

Before delivering the *whakaari* | drama, outline the topic, *whakaminenga* | audience and *kaupapa* | purpose of the presentation

RIMA | FIVE: Rurī | Poetry

Deliver a *rurī* | poem designed to illustrate a message in a presentation you could give

Before delivering the *rurī* | poem, outline the topic, *whakaminenga* | audience and *kaupapa* | purpose of the presentation

ONO | SIX: Kōrero a-waha | Reading aloud

Read, at sight, a selection of brief extracts chosen by the *Kaiarotake* from a publication you bring to the *aromatawai-ā-waha*. Comment about the links between these extracts

WHITU | SEVEN: Whakangārahu ataata | Devised drama

Devise a presentation based on an intended course of study, work or other action

WARU | EIGHT: Whakaataata taurikura | Role-play

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* based on an intended course of study, work or other action. Topic will be chosen after a brief discussion with the *Kaiarotake*

IWA | NINE: Whakawhitiwhiti kōrero | Discussion - Interview

Lead a discussion about an issue of local, national or global importance

Kai Mate Ururoa | Progress Outcomes

Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items
- Use voice and speaking to support delivery

1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Bring the *pūrākau* | story to life

Share interest in the *pūrākau* | story

Express original ideas

Relate the *pūrākau* | story to the overall *kaupapa* | purpose of the talk

2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

2. *RUA* | TWO: *Kōrerorero* | Talk - Impromptu

Be persuasive

Structure the content to suit the topic given

Express ideas fluently and in language appropriate to the topic

Support your points with specific examples to meet the given *kaupapa* | purpose

3. *TORU* | THREE: *Kōrero āpaki* | Social speech - Entertaining

Meet the needs of the specified *kaupapa* | occasion

Show awareness of your *whakaminenga* | audience

Choose content that will suit your *kaupapa* | purpose of entertaining

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

4. **WHA** | **FOUR: *Tuhinga whakaari*** | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Use elements, techniques and conventions of drama effectively

Relate the *tuhinga whakaari* | scripted drama to the overall *kaupapa* | purpose of the presentation

5. **RIMA** | **FIVE: *Rurī*** | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem and show an awareness of the *whakaminenga* | audience

Relate the *rurī* | poem to the overall *kaupapa* | purpose of the presentation

6. **ONO** | **SIX: *Kōrero a-waha*** | Reading aloud - Reading at sight

Before beginning, give the title and author of the publication

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

Show evidence of sound reasoning in commenting on the links identified

7. **WHITU** | **SEVEN: *Whakangārahu ataata*** | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Relate the presentation to the intended course of study, work or other action

Continued...

Kai Mate Ururoa | Progress Outcomes Continued

8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true-to-life'

Relate the role-play to the intended course of study, work or other action

9. **IWA** | NINE: *Whakawhitiwhiti kōrero* | Discussion

When the *Kaiarotake* indicates, the (*ngā*) *kaitono* | candidate(s) should initiate the subject for *whakawhitiwhiti kōrero* | discussion

Define the issue

Support your ideas and opinions with facts and examples

Explain your ideas and opinions clearly and logically

Demonstrate your awareness of other points of view on this issue

When the time limit nears, the (*ngā*) *kaitono* | candidate(s) should review and conclude the *whakawhitiwhiti kōrero* | discussion

Notes:

Kuputaka | Glossary

Speech New Zealand is on a journey alongside those living in *Aotearoa* New Zealand to revitalise the official language of *te reo Māori*. We have endeavoured to utilise terms as follows and encourage all users of our *marautanga* | syllabus to join us in adopting them.

We acknowledge that spelling, pronunciation and translation may differ between different *mīta* | local dialects and encourage participants to use their local *mīta* where possible.

<i>Akomanga</i>	Classroom
<i>(Ngā) Ākonga</i>	Student(s)
<i>Akoranga whanake</i>	Learning progressions
<i>(Ngā) Aromatawai-ā-waha</i>	Assessment(s) of the oral communication and language literacy skills
<i>Īmēra</i>	Email
<i>Kai mate ururoa</i>	Progress outcomes
<i>(Ngā) Kaiako</i>	Teacher(s)
<i>Kaiarotake</i>	Person taking the oral assessment (previously Assessor)
<i>(Ngā) Kaitono</i>	Candidate(s)
<i>Kaupapa</i>	Topic/theme/occasion/purpose
<i>Kawereo</i>	Telephone
<i>Kōrero-a-waha</i>	Reading aloud Oral communication
<i>Kōrero ōpaki</i>	Social speech
<i>Kōrerorero</i>	Talks
<i>Kua ea</i>	Merit
<i>Kua oti</i>	Pass
<i>Kua oti pai</i>	Credit
<i>Kuputaka</i>	Glossary
<i>Kura</i>	School
<i>Mahi</i>	Work
<i>Marautanga</i>	Syllabus
<i>Mātauranga</i>	Knowledge
<i>Mīta</i>	Local dialect
<i>Ngā kaupapa</i>	Options
<i>Ngā take</i>	Rationale
<i>Ngā tohu</i>	Certificates
<i>Ngā whakaotinga</i>	Results
<i>Ō tātou reo</i>	Our languages
<i>Pae tukutuku</i>	Website
<i>Pūkenga</i>	Honours
<i>Pūrākau</i>	Story/storytelling

<i>Rangatahi</i>	Young people
<i>(Ngā) Rauemi</i>	Material(s)/resource(s)
<i>Rauemi awhina</i>	Visual aids
<i>Ripoata</i>	Report
<i>Roopu</i>	Group
<i>Rurī</i>	Poem
<i>Te korowai o ngā aromatawai-ā-waha</i>	Overview of oral <i>aromatawai-ā-waha</i>
<i>Te whakaritinga mō ngā kaiako</i>	General guide for teachers
<i>Tohu</i>	Badges
<i>Tohutoro</i>	Reference
<i>Tohu Whakawhiwhia</i>	Certificate of Attainment
<i>Tuhinga whakaari</i>	Scripted drama
<i>Whakahaere tikanga</i>	Supervision
<i>Whakaminenga</i>	Audience
<i>Whakangārahu ataata</i>	Devised drama
<i>Whakapapa</i>	History
<i>Whakataukī</i>	Proverb
<i>Whakawhiwhiti kōrero</i>	Discussion

Tohutoro | References

- i https://assets.education.govt.nz/public/Documents/Ministry/Changes-in-education/ELS-0778-Maths-and-Literacy-Strategies-Doc_web.pdf
<https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/talk-information/understanding-oral-language/>
<https://theeducationhub.org.nz/oral-language-a-moral-imperative-for-our-education-system/>
- ii <https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/APOA/Aromatawai-and-the-Principles-of-Assessment.pdf>
- iii https://curriculumrefresh-live-assetstorages3bucket-l5w0dsj7zmbm.s3.amazonaws.com/s3fs-public/2023-05/CO3101_MOE_English-A3_MAY-007-sgl_0.pdf?VersionId=PLfD3TcYbZe97iy.5FU1CvMLcOFIMP_
- iv <https://nzcurriculum.tki.org.nz/Key-competencies>
- v <https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning>

Speech New Zealand offers the following *marautanga* | syllabi

**Oral Communication and Language Literacy Syllabus |
Aromatawai-ā-waha me te Marautanga Reo**
Communicating in Leadership
English Language Learners
Flexi Speaking and Performing
Professional Speaking
Public Speaking and Communication
Speech and Drama
Theatre in Action

Aromatawai-ā-waha are carried out in *kura* | schools, *kura kainga* | homeschools, *hapori roopu* | recreation and community *roopu* | groups.

There are seven *akoranga whanake* | learning progressions which support the **oral communication** curriculum in *Aotearoa* New Zealand *kura* | schools.

Communicating in Leadership is designed for *rangitahi* | young leaders, or can be readily adapted to suit adult situations.

English Language Learners *maruatanga* | syllabus allows for the different needs of *ngā ākonga* | students for whom English is not their first language.

Professional Speaking is directed to those in the workplace, in business, a profession, or wanting to develop speaking skills to a professional level.

Theatre in Action supports the drama curriculum in *kura* | schools.

The **Public Speaking and Communication, Flexi Speaking and Performing** and **Speech and Drama** syllabi have eight grades. From there, *ngā kaitono* | candidates can complete a Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB) in *Public Speaking and Communication* or *Speech and Drama*

Speech New Zealand

PO Box 12 023

Wellington 6144

Kawere | Telephone: 04 498 9660

Īmera | Email: info@speechnz.co.nz

Pae tukutuku | Website: www.speechnz.co.nz

Akoranga Whanake | Learning Progressions

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry	Kōrero ā-waha Reading aloud
Whero Red	Tell the story of an experience	Show and tell about a favourite item	Thank you	Act out a nursery rhyme or fairy tale	Poetry speaking	Show and explain a favourite page from a book
Karaka Orange	Tell a story about family	Show and tell about a picture/ photo	Thank you	Act a character	Poetry speaking	Show and explain a favourite page from a book
Kōwhai Yellow	Tell the story of an event	Talk about an experience	Announcement	Act a character	Poetry speaking	Read a prepared extract
Kākāriki Green	Tell a myth/ legend	About an activity/skill (including a demo)	Announcement	Act a character	Poetry speaking	Read a prepared extract
Kikorangi Light Blue	Tell a myth/ legend of local significance	Talk to inform	Welcome	Act a character	Poetry speaking	Read at sight
Kahurangi Dark Blue	Tell an original story	Talk to instruct	Introduction	Act a character	Poetry speaking	Read at sight
Waiporoporo Purple	Tell an original story	Talk to persuade	Tribute	Act a character	Poetry speaking	Read at sight and comment

Whakangārahu ataata Devised drama	Whakaataata taurikura Role-play	Whakawhitiwhiti kōrero Discussion	Total Options	Time per kaitono Candidate
Devise a presentation based on something you are learning at <i>kura</i> school	Role-play about making a request	Share ideas about something you have experienced/enjoyed	2	5 - 7 minutes
Devise a presentation based on something you are learning at school	Role-play about a group	Share ideas and opinions about a place you have been	2	7 - 8 minutes
Devise a presentation based on something you are learning at <i>kura</i> school	Role-play about conveying a message	Share ideas and opinions about something you have read or had read to you	3	10 minutes
Devise a presentation based on something you have watched or read	Role-play about friendship	Share ideas and opinions about something you have read	3	10 minutes
Devise a presentation based on a person of local significance	Role-play about a challenge	Interview	3	12 minutes
Devise a presentation based on a place of local significance	Role-play about resolving conflict	Evaluate a process or decision	3	15 minutes
Devise a presentation based on an issue of local significance	Role-play about standing up for someone or something	Share ideas and opinions about an issue of local, regional or national importance	3	15 minutes

Akoranga Whanake | Learning Progressions

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry
Mā White	Tell an original story	Review	Tribute	Act a character	Poetry speaking
Rauwhero Bronze	Tell an original story about a national issue	Report	Acceptance speech	Act a character	Poetry speaking
Hiriwa Silver	Tell an original story about a global issue	Plea	Entertaining	Act a character	Poetry speaking
Kōura Gold	Tell an original story for a larger presentation	Impromptu talk	Entertaining	Act a character for a larger presentation	Poetry speaking for a larger presentation

Kōrero ā-waha Reading aloud	Whakangārahu ataata Devised drama	Whakaataata taurikura Role-play	Whakawhitiwhiti kōrero Discussion	Total Options	Time per kaitono Candidate
Read at sight and critically analyse	Devise a presentation based on multiple readings of the same text	Role-play about empathy	Give feedback	4	20 minutes
Read at sight and give a recommendation	Devise a presentation based on different points of view	Role-play about bias	Interview	4	20 minutes
Read at sight and give a recommendation	Devise a presentation based on competing ideas	Role-play about finding common ground	Participate in a discussion about an issue of local, regional, national or global importance	4	20 minutes
Read a selection at sight and comment on links	Devise a presentation based on your intended course of action (e.g. future work or study)	Role-play about your intended course of action (e.g. future work or study)	Lead a discussion about an issue of local, regional, national or global importance	4	20 minutes

Kai Mate Ururoa | Progress Outcomes

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry
Whero Red <i>Attempt clear and audible speech</i> <i>Share enjoyment</i> <i>Be courteous</i>	Give the story a beginning, a middle and an end. Work as a group to share a story for an audience	Present ideas in own words (not read or memorised) Have intro and conclusion Hold object so it can be seen Listen to questions asked and give relevant responses Presented for specified audience/ occasion	Present ideas in own words (not read or memorised) Have intro and conclusion Identify what you are thanking someone for Share your gratitude For specified occasion	Know the words Attempt to create a structured scene with a beginning, middle and ending Create characters using costume, props, sound effects etc	Memorise the words Work as a group to present the poem
Karaka Orange <i>Share enjoyment and confidence</i>	Share interest in the story	Speak in a lively and spontaneous manner Listen to questions asked and give full and relevant responses	Share your gratitude with warmth	Create believable characters	Understand your poem and the words in it
Kōwhai Yellow	Identify and use some structures and devices to develop the story	Make a connection with the audience	Include all relevant information your audience would need	Create a structured scene with a beginning, middle and ending	Show sensitivity to the poem's meaning

<i>Kōrero ā-waha</i> Reading aloud	<i>Whakangārahu ataata</i> Devised drama	<i>Whakaataata taurikura</i> Role-play	<i>Whakawhitihiti kōrero</i> Discussion	Total Options	Time per <i>kaitono</i> Candidate
Show the page so that it can be seen Share what you like about this page Listen to questions asked and give relevant responses	Know your cues Attempt to create a structured scene with a beginning, middle and ending Create characters using costume, props, sound effects etc	Create roles appropriate to the information given by the <i>Kaiarotake</i> Show a situation that is 'true to life' Make and respond to the request	Share ideas about something you have experienced/enjoyed Give others the opportunity to talk	2	5 - 7 minutes
Share what you like about this page with enthusiasm Demonstrate knowledge of the book as a whole Listen to questions asked and give full and relevant responses	Create believable characters	Give your scene a beginning and ending	Relate your comments to the place	2	7 - 8 minutes
Before beginning, give title and author Help listeners to understand by phrasing for meaning	Demonstrate understanding of the scene being performed	Give message accurately	Relate your comments to the text being discussed	3	10 minutes

Kai Mate Ururoa | Progress Outcomes

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry
Kākāriki Green	Develop a clear climax to the story	Clearly demonstrate the skill/activity Use logical structure	Use logical structure	Create a character using movement / speech	Show sensitivity to the poem's meaning, mood and message
Kikorangi Light Blue	Incorporate the significance of the myth /legend to your locale	Include relevant facts and evidence of research Be able to discuss information given in your talk	Create a sense of welcome Lead applause if appropriate	Begin to show an understanding of elements, techniques and conventions of drama	Show awareness of the poem's shape
Kahurangi Dark Blue	Bring the story to life	Explain what needs to be done to meet the goal of the instruction, including how and why Include advice, suggestions and warnings throughout Recap the main points Be able to discuss elements of instruction from your talk	Introduce and welcome by name Refer to any useful background information	Use elements, techniques and conventions of drama	Use pause, including suspensory pause, for meaning

<i>Kōrero ā-waha</i> Reading aloud	<i>Whakangārahu ataata</i> Devised drama	<i>Whakaataata taurikura</i> Role-play	<i>Whakawhitiwhiti kōrero</i> Discussion	Total Options	Time per <i>kaitono</i> Candidate
Attempt different voices for different characters	Create characters with movement / speech	Clearly distinguish the characters / roles	Contribute to progressing the discussion and involving everybody	3	10 minutes
Look ahead and respond to clues in the text	Incorporate the significance of your locale to the presentation	Show the challenge defined and overcome	Use credible role-play for interviewer and interviewee Show good listening skills Show appropriate courtesies Bring to a definite ending	3	12 minutes
Share fluently while turning to a new page	Incorporate the significance of place to your presentation	Demonstrate and resolve the conflict	Define the issue Support your ideas and opinions with facts and examples	3	15 minutes

Kai Mate Ururoa | Progress Outcomes

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry
Waiporoporo Purple	Express original ideas	Use persuasive language Include a call to action Be able to discuss how you attempted to be persuasive	Include achievements and/or qualities of recipient Share with sincerity	Use elements, techniques and conventions of drama effectively	Share with an awareness of audience
Mā White	Relate the story to the local issue	Use persuasive structure	Include a relevant anecdote	Show awareness of the purpose of the drama being presented	Show awareness of the purpose of the poem being presented

<i>Kōrero ā-waha</i> Reading aloud	<i>Whakangārahu ataata</i> Devised drama	<i>Whakaataata taurikura</i> Role-play	<i>Whakawhitiwhiti kōrero</i> Discussion	Total Options	Time per <i>kaitono</i> Candidate
In commenting, share your own ideas and opinions about the extract	Incorporate the significance of the issue to your presentation	Clearly demonstrate the scenario	Express your ideas and opinions clearly and logically	3	15 minutes
Demonstrate sound reasoning in critical comment	Clearly demonstrate different interpretations of the text	Clearly demonstrate the importance of empathy	Explain the value of feedback Outline positive and constructive feedback you would offer based on one of your presentations	4	20 minutes

Kai Mate Ururoa | Progress Outcomes

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry
Rauwhero Bronze	Relate the story to the national issue	Set the parameters of your review in your introduction Justify your personal opinions with reference to the creative work Give recommendations	Establish the occasion and reason for the speech Demonstrate humility and gratitude	Show awareness of audience	Show imaginative involvement in the poem

Kōrero ā-waha Reading aloud	Whakangārahu ataata Devised drama	Whakaataata taurikura Role-play	Whakawhitiwhiti kōrero Discussion	Total Options	Time per kaitono Candidate
Justify the reasons for your recommendation	Clearly demonstrate different points of view	Relate the role-play to the problem of bias	<p>Use credible role-play for interviewer and interviewee</p> <p>Show good listening skills</p> <p>Show appropriate courtesies</p> <p>Bring to a definitive end</p> <p><u>As the interviewer:</u> Make appropriate introductions, control the shape of the exercise and bring the interview to a logical conclusion. Ask open-ended questions, listen to the answers and probe for further information.</p> <p><u>As the interviewee:</u> Listen and respond to the questions. Extend ideas and offer further information.</p>	4	20 minutes

Kai Mate Ururoa | Progress Outcomes

Task / Level	Pūrākau Storytelling	Kōrerorero Talk	Kōrero ōpaki Social speech	Tuhinga whakaari Scripted drama	Rurī Poetry
Hiriwa Silver	Relate the story to the global issue	Use a logical persuasive structure Use clear, persuasive language Plan content for audience acceptance Make your audience aware of the circumstances and the requirements	Meet the needs of the specified occasion Show awareness of your audience Choose material that will suit your purpose of entertaining	Create a scene with impact	Use imaginative involvement for impact
Kōura Gold	Relate the story to the overall purpose	Structure the content to suit the topic given Express ideas fluently and in language appropriate to the topic Support your points with specific examples to meet the given purpose	Use non-verbal techniques to connect with your audience	Relate the drama to the overall purpose of the presentation	Relate the poem to the overall purpose of the presentation

<i>Kōrero ā-waha</i> Reading aloud	<i>Whakangārahu ataata</i> Devised drama	<i>Whakaataata taurikura</i> Role-play	<i>Whakawhitiwhiti kōrero</i> Discussion	Total Options	Time per <i>kaitono</i> Candidate
Justify the reasons for your recommendation with reference to the extract read	Clearly represent the different ideas and the conflict between them	Establish what the common ground is and demonstrate the means by which this is found	Define the issue Support your ideas and opinions with facts and examples Explain your ideas and opinions clearly and logically Demonstrate your awareness of other points of view on the issue	4	20 minutes
Show evidence of sound reasoning in the links being commented on	Relate the presentation to the intended course of study or action	Relate the presentation to the intended course of study or action	When the Kaiarotake indicates the candidate(s) should initiate the subject for discussion When the time limit nears, the candidate(s) should review and conclude the discussion		

Notes:

Notes:

Notes:

