CUFWRT302A Write simple stories

Revision Number: 1

CUFWRT302A Write simple stories

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write simple stories. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	People with the skills outlined in this unit are able to use both linear and non-linear structures to write simple stories. They could be writing stories for a wide range of products, e.g. interactive media, animations, e-learning resources and the print media. They would typically be writing stories in response to a clearly-defined brief under the supervision of a senior writer or editor. Stories would be short, e.g. a story for one or two animated objects, a dialogue between characters in a learning resource, or a creative piece for a magazine. Skills associated with writing more complex stories are covered in: • CUFWRT402A Write extended stories.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Clarify storytelling requirements	1. Discuss with **relevant personnel** storytelling briefs, including target audience, **format**, timelines and **delivery platforms** 2. Identify purpose of dialogue, characters, point of view and setting to help structure storylines 3. Discuss with relevant personnel possible **visual and aural storytelling structures** that would meet the requirements of briefs
Prepare to write stories	4. Research stories from a range of **creative works** that may inspire story ideas that meet requirements of briefs 5. Use **information sources** to research subject areas 6. Experiment with linear and non-linear storyline structures 7. Use imagination to develop ideas for characters, plots and settings 8. Develop ideas for scenarios, contexts and situations in which characters act, react and resolve 9. Select story structure and content that best meet requirements of briefs 10. Seek feedback from relevant personnel on proposed story and refine approach as required
Draft stories	11. Use a creative writing style appropriate to specified stories 12. Use **tools** to draft stories 13. Use correct grammar, appropriate punctuation and accurate spelling 14. Proofread copy to check for spelling, grammatical, typographic and other errors 15. Submit draft stories to relevant personnel for feedback and amend as required
Refine stories	16. Participate in the testing of stories in line with agreed **criteria** 17. Discuss and confirm with relevant personnel additional requirements or modifications to stories 18. Complete necessary amendments within agreed timelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- communication and literacy skills sufficient to:
  - interpret and clarify written or verbal instructions
  - write simple stories that engage specific audiences
  - use correct grammar, spelling and punctuation when writing
- ability to work as a member of a team - both independently on assignment and under direction
- initiative and creativity sufficient to generate simple story ideas in response to a brief
- proficient use of word processing and other software tools
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - issues and challenges that arise when writing simple stories
- purpose of basic elements of a simple story, including:
  - dialogue
  - characters
  - point of view
  - setting
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS standards as they relate to working for periods of time on computers

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • original linear and non-linear stories written for at least two of the delivery platforms listed in the range statement • ability to write simple stories that engage the target audience and meet the requirements of a storytelling brief.
Context of and specific resources for assessment	Assessment must ensure: • access to word processing software • access to a range of information sources as listed in the range statement • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of simple stories written by the candidate in line with relevant criteria as listed in the range statement • case studies and problem-solving exercises to determine ability to write simple stories that engage the target audience and meet the requirements of a storytelling brief • written or oral questioning to test knowledge of basic elements of a simple story • written or oral questioning to test knowledge of information sources • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

EVIDENCE GUIDE	
	for example: • BSBCRT301A Develop and extend critical and creative thinking skills • CUFANM301A Create 2D digital animations.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel may include:	• directors • producers • clients • information architects • navigation designers • user interface designers • content experts • other writers • producers • authors • programmers • asset creators • graphic designers • other specialist staff.

Formats may include:	• decision trees
	• script templates
	• short fiction
	• short segments for:
	  • plays
	  • musicals
	  • theatre
	  • dance
	  • television or radio programs
	  • newspapers
	  • journals
	  • magazine
	• storyboards.

Delivery platforms may include:	• CD • DVD • film • games console • internet

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RANGE STATEMENT	
	• kiosk • mobile telephone • personal digital assistant (PDA) • print media • television.

Elements of *visual and aural storytelling structures* may include:	• logical progression of visual ideas
	• music
	• scene setting and establishment
	• sound effects
	• strong link between aural and visual narrative line
	• visual perspective:
	   • close-ups
	   • wide shots.

Creative works may include:	• animations • comics • dance • fiction • films • music lyrics • musicals • newspapers, journals and magazines • non-fiction • plays • radio programs • television programs • theatre.

Information sources may include:	• colleagues
	• commercial enterprises
	• federal, state and local government departments
	• industry associations and organisations
	• industry practitioners and technical experts
	• internet
	• media outlets
	• organisational policies and procedures
	• personal observations and experience
	• publications:
	   • reference books
	   • newsletters and magazines

RANGE STATEMENT	
	- specialist technical journals - bulletins, press releases and letters - manufacturer handbooks, manuals and promotional material.
Tools may include:	- Script Smart - software, such as: - Inspiration - Story Space - word processing software.
Criteria may include:	- appropriateness of dialogue - level of engagement with target audience - relevance of story content - soundness of story's structure: - linear - non-linear.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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