



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUFWRT402A Write extended stories**

**Revision Number: 1**

## CUFWRT402A Write extended stories

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to write extended stories. It builds on the skills covered in:</p> <ul style="list-style-type: none"> <li>• CUFWRT302A Write simple stories.</li> </ul> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>People with the skills outlined in this unit are able to write extended stories in a range of contexts using appropriate structures and creative narrative development techniques. They could, for example, be writing stories for the print media, television, radio, animations, e-learning resources, games, and fiction or non-fiction projects.</p> <p>They are typically writing stories in response to creative conceptualisations or project briefs, which could be self-generated or developed by others. Examples of extended stories include fully developed non-linear stories for animations or games, learning resources with complex learning and assessment approaches, extended creative responses such as novels or novellas, and non-fiction projects such as biographies.</p>
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Analyse extended story writing requirements	<ol style="list-style-type: none"> <li>1. Identify the components of a storytelling creative concept, brief or project, including target audience, <i>format</i>, timeline and <i>proposed outcomes</i></li> <li>2. Consider factors such as style, tone and length in relation to <i>purpose of the writing task</i></li> <li>3. Decide on the most appropriate <i>structuring technique</i> for extended story writing tasks</li> <li>4. Discuss with <i>relevant personnel</i> possible <i>visual and aural storytelling structures</i> if appropriate to storytelling tasks</li> </ol>
Prepare to write extended stories	<ol style="list-style-type: none"> <li>5. Research extended and more complex stories from a range of <i>creative works</i> that may inspire story ideas to meet project requirements</li> <li>6. Use <i>information sources</i> to research subject areas</li> <li>7. Experiment with a range of narrative structures and writing styles and techniques</li> <li>8. Develop extended ideas for characters, plots and settings</li> <li>9. Develop complex scenarios, contexts and situations as required</li> <li>10. Select the story structure, style, techniques and content that best meet the requirements of projects</li> <li>11. Seek feedback from relevant personnel on proposed stories and refine approach as required</li> </ol>
Draft extended stories	<ol style="list-style-type: none"> <li>12. Draft extended stories using appropriate structuring, style and language</li> <li>13. Use relevant formatting and presentation techniques</li> <li>14. Proofread draft stories for appropriate grammar, punctuation and spelling</li> <li>15. Submit draft manuscripts to relevant personnel for feedback and amend as required</li> </ol>
Write final drafts	<ol style="list-style-type: none"> <li>16. Evaluate extended stories in line with relevant <i>criteria</i></li> <li>17. Discuss and confirm with relevant personnel additional requirements or modifications to the story</li> <li>18. Complete necessary amendments as required within agreed timelines</li> <li>19. Evaluate story writing process, assessing one's own performance and noting areas for future improvement</li> </ol>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- learning skills sufficient to improve performance and product through self-reflection and redrafting after feedback
- proficient use of word processing and other software tools
- communication, teamwork and literacy skills sufficient to:
  - interpret creative concepts and briefs
  - write extended stories that engage specific audiences
  - use correct grammar, spelling and punctuation when writing
  - discuss story ideas with colleagues or clients
  - negotiate amendments to stories
  - respond positively to constructive feedback on draft stories
- initiative and enterprise sufficient to:
  - develop original, innovative and creative approaches in the storytelling process
  - experiment with narrative styles and elements to develop a creative sustained vision
  - extend creative boundaries for self and audience
  - find creative solutions to problems identified during the process of story development
  - locate and use resources to broaden own creative experience
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - plan extended stories in a logical and cohesive way
  - meet deadlines
  - seek expert assistance as required

#### Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - issues and challenges that arise when writing extended stories
- storytelling techniques appropriate to a range of extended story contexts
- in-depth knowledge of storytelling narrative, structure and formats appropriate to audience and purpose
- research techniques incorporating creative concept development and information compiling
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action

**REQUIRED SKILLS AND KNOWLEDGE**

- copyright clearance procedures and privacy protection procedures
- OHS standards as they relate to working for periods of time on computers

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• writing of original extended stories applying appropriate format, and indicating creative engagement with extended storytelling techniques</li> <li>• ability to write extended stories that engage the target audience and meet requirements or purpose of a storytelling concept, brief or project.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to word processing software</li> <li>• access to a range of information sources as listed in the range statement</li> <li>• access to appropriate learning and assessment support when required</li> <li>• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.</li> </ul>
<b>Method of assessment</b>	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>• evaluation of extended stories written by the candidate in line with relevant criteria as listed in the range statement</li> <li>• written or oral questioning to test knowledge of information sources</li> <li>• evaluation of creative and information research sources through report, journal or oral reporting.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBCRT402A Collaborate in a creative process</li> <li>• CUFRES401A Conduct research</li> </ul>

<b>EVIDENCE GUIDE</b>
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| <ul style="list-style-type: none"><li>• CUFWRT401A Edit texts.</li></ul> |
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## 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.

<p><b><i>Formats</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• anthologies</li> <li>• fiction manuscripts</li> <li>• literary non-fiction extended features</li> <li>• non-fiction manuscripts for book projects</li> <li>• script templates</li> <li>• storyboards</li> <li>• sustained concepts, storylines and narratives for:             <ul style="list-style-type: none"> <li>• plays</li> <li>• musicals</li> <li>• theatre</li> <li>• dance</li> <li>• television or radio</li> <li>• newspapers</li> <li>• journals</li> <li>• magazines.</li> </ul> </li> </ul>
<p><b><i>Proposed outcomes</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• children's or young adult novel or non-fiction</li> <li>• extended stories for:             <ul style="list-style-type: none"> <li>• plays</li> <li>• musicals</li> <li>• theatre</li> <li>• dance</li> <li>• television or radio productions</li> <li>• newspapers</li> <li>• journals</li> <li>• magazines</li> <li>• anthologies</li> <li>• websites</li> <li>• animated film</li> <li>• games</li> <li>• e-learning resources</li> </ul> </li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• non-fiction project, such as:               <ul style="list-style-type: none"> <li>• history</li> <li>• life story</li> <li>• biography</li> </ul> </li> <li>• novel or novella</li> <li>• verse novel.</li> </ul>
<i>Purpose of the writing task</i> may include:	<ul style="list-style-type: none"> <li>• artistic response</li> <li>• creative idea transfer</li> <li>• education and training</li> <li>• entertainment</li> <li>• income generation</li> <li>• information transfer</li> <li>• personal development</li> <li>• persuasion</li> <li>• professional outcome</li> <li>• reporting</li> <li>• self-fulfilment.</li> </ul>
<i>Structuring techniques</i> may include:	<ul style="list-style-type: none"> <li>• characters</li> <li>• dialogue</li> <li>• pace</li> <li>• plot and subplots</li> <li>• point of view</li> <li>• setting</li> <li>• story mapping</li> <li>• storyboarding.</li> </ul>
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> <li>• agents</li> <li>• asset creators</li> <li>• authors</li> <li>• clients</li> <li>• content experts</li> <li>• directors</li> <li>• editors</li> <li>• graphic designers</li> <li>• information architects</li> <li>• navigation designers</li> <li>• other writers</li> <li>• producers</li> <li>• programmers</li> <li>• publishers</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• user interface designers</li> <li>• other technical/specialist staff.</li> </ul>
<i>Visual and aural storytelling structures</i> may include:	<ul style="list-style-type: none"> <li>• convergence of image, music and text</li> <li>• gestures and other non-verbal communication</li> <li>• metaphors, objects, icons and visual meaning</li> <li>• music and sound effects</li> <li>• musicality:               <ul style="list-style-type: none"> <li>• rhythm</li> <li>• beat</li> <li>• accent</li> </ul> </li> <li>• physicality</li> <li>• signs and meanings</li> <li>• visual characterisation</li> <li>• visual forms of storytelling.</li> </ul>
<i>Creative works</i> may include:	<ul style="list-style-type: none"> <li>• animations</li> <li>• comics</li> <li>• dance</li> <li>• fiction, including novels, novellas and longer short stories</li> <li>• films</li> <li>• music lyrics</li> <li>• musicals</li> <li>• newspapers, journals and magazines</li> <li>• non-fiction</li> <li>• plays</li> <li>• radio programs</li> <li>• television programs</li> <li>• theatre.</li> </ul>
<i>Information sources</i> may include:	<ul style="list-style-type: none"> <li>• colleagues</li> <li>• commercial enterprises</li> <li>• federal, state and local government departments</li> <li>• industry associations and organisations</li> <li>• industry practitioners and technical experts</li> <li>• internet</li> <li>• media outlets</li> <li>• organisational policies and procedures</li> <li>• personal observations and experience</li> <li>• publications, e.g.:               <ul style="list-style-type: none"> <li>• reference books</li> </ul> </li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• newsletters and magazines</li> <li>• specialist technical journals</li> <li>• bulletins</li> <li>• press releases</li> <li>• letters</li> <li>• manufacturer handbooks, manuals and promotional material.</li> </ul>
<i>Criteria</i> may include:	<ul style="list-style-type: none"> <li>• appropriateness of characters and narrative plotting</li> <li>• appropriateness of dialogue</li> <li>• creative engagement with the format, techniques and style of stipulated extended stories</li> <li>• level of engagement with target audience</li> <li>• relevance of story content</li> <li>• relevance of the creative concept or project</li> <li>• soundness of the story's structure:               <ul style="list-style-type: none"> <li>• linear</li> <li>• non-linear</li> <li>• experimental.</li> </ul> </li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	
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### Competency field

<b>Competency field</b>	Communication - writing
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### Co-requisite units

<b>Co-requisite units</b>	

<b>Co-requisite units</b>		