



Australian Government

CUAWRT302 Write simple stories

Release: 1

CUAWRT302 Write simple stories

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge to write simple stories for a wide range of media, using linear and non-linear structures.

It applies to individuals who write in response to a clearly-defined brief, under supervision of a senior writer or editor. Stories are short, such as a story for one or two animated objects, a dialogue between characters, or a creative piece for print media.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify storytelling requirements	1.1 Discuss storytelling briefs, including target audience, format, timelines and delivery platforms, with relevant personnel 1.2 Identify purpose of dialogue, characters, point of view and setting to structure storylines 1.3 Discuss visual and aural storytelling structures that may meet the requirements of briefs with relevant personnel
2. Prepare to write stories	2.1 Research stories from a range of creative works that may inspire story ideas 2.2 Research subject areas using a variety of information sources 2.3 Experiment with linear and non-linear storyline structures

ELEMENT	PERFORMANCE CRITERIA
	2.4 Use imagination to develop ideas for characters, plots and settings 2.5 Develop ideas for scenarios, contexts and situations in which characters act, react and resolve 2.6 Select story structure and content that best meets requirements of briefs 2.7 Seek feedback from relevant personnel on proposed story and refine approach as required
3. Draft stories	3.1 Use a creative writing style appropriate to specified stories 3.2 Use appropriate software tools to draft stories 3.3 Use correct grammar, punctuation and accurate spelling 3.4 Proofread copy to check for spelling, grammatical, typographic and other errors 3.5 Submit draft stories to relevant personnel for feedback and amend as required 3.6 Adopt safe ergonomic practices when using screens and keyboards for long periods of time
4. Refine stories	4.1 Evaluate stories in line with agreed criteria 4.2 Check stories comply with laws and codes of practice relevant to broadcasting and publication 4.3 Discuss and confirm additional requirements or modifications to stories with relevant personnel 4.4 Complete necessary amendments within agreed timelines

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 2.6, 3.4, 4.1, 4.4	Evaluates and integrates facts and ideas to construct meaning from a range of text types and selects and applies a range of reading strategies as appropriate
Writing	2.3, 2.5, 2.7, 3.1-3.4	Communicates complex relationships between ideas and information, matching style of writing to purpose

		and audience, ensuring correct use of vocabulary, grammatical structures and conventions appropriate to the text • Applies appropriate editing and proofreading skills
Oral Communication	1.1, 1.3, 2.7, 3.5, 4.1, 4.3	• Participates in verbal exchanges of ideas and discussions by using listening and questioning techniques, and clearly and simply articulates requirements
Navigate the world of work	3.6, 4.2	• Understands and complies with relevant legislation and codes of practice
Interact with others	1.1, 1.3, 2.7, 3.5, 4.3	• Consults with relevant personnel to select most appropriate content ideas and utilises feedback to finalise content • Presents information in a way easily understood by others
Get the work done	1.1-1.3, 2.1-2.6, 3.6, 4.1, 4.3, 4.4	• Adopts a logical and methodical approach to the process of clarifying content, drafting and proofreading to meet the creative brief • Applies imagination to creation of suitable ideas which are developed to meet the creative brief • Adopts a consistent approach to the process of researching, identifying, writing and editing text-based material and meets all deadlines as required • Sources information and reference material that contributes to the generation of a range of text-based content relevant to the purpose, amending content as required • Uses digital tools to write material

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAWRT302 Write simple stories	CUFWRT302A Write simple stories	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAWRT302 Write simple stories

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Performance Evidence

Evidence of the ability to:

- document research used to inspire own writing
- draft, evaluate and refine original linear and non-linear stories that engage the target audience and meet requirements of a storytelling brief.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline elements of visual and aural storytelling structures
- describe basic elements of a simple story, including:
 - dialogue
 - characters
 - point of view
 - setting
- explain how writing storylines differ for linear and non-linear structures and for different platforms
- identify media laws and codes of practice relevant to writing stories including, copyright, defamation, privacy and vilification
- describe criteria that may be used to evaluate stories
- outline health and safety requirements as they relate to working for periods of time on screens and keyboards.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- story writing tools
- legislation and codes of practice relevant to media.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>