



Australian Government

CUAWRT411 Write for young children

Release: 1

CUAWRT411 Write for young children

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

Application

This unit describes the skills and knowledge required to write a variety of written material for young children aged between three and nine years. Writers for children work on a wide range of texts with limited words and concepts. These include, but are not limited to, picture books, board books, rhyming and free verse works, magazines, chapter books, animations, short TV shows and series and both fiction and nonfiction books and series.

It applies to writers for young children who draw on a range of experiences, observations and research. The process involves conception, drafting, seeking feedback and redrafting with special consideration of this particular audience.

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. Determine purpose, concept and intended form of output for text	1.1 Identify purpose for writing text according to professional, creative or personal standards and guidelines 1.2 Develop concept for text according to identified purpose, using a range of resources and techniques including journals, notebooks, interviews, writing exercises, observations, reading and research 1.3 Define form of output for text according to the intended audience, style and format of text

	1.4 Confirm purpose, concept and form of output with appropriate sources 1.5 Determine language, tone and length of text appropriate for the text's purpose, concept and form 1.6 Determine use of illustrations and other visual elements appropriate for text's purpose, concept and form
2. Plan and prepare to write text	2.1 Develop timeline and approach for drafting and completing the text 2.2 Research and gather information about the intended concept and form of the text 2.3 Clarify copyright and intellectual property requirements to comply with drafting and completing the text
3. Create draft text	3.1 Use safe work practices including addressing ergonomic requirements when undertaking writing tasks 3.2 Draft text according to identified purpose, concept and intended form of output 3.3 Evaluate and revise draft text to ensure it meets the identified purpose, concept and intended form of output 3.4 Proofread draft text to ensure grammar, punctuation and spelling are appropriate for concept and form of output
4. Complete the final text	4.1 Seek, consider and use feedback from appropriate sources to ensure draft text meets intended purpose, concept and form of output 4.2 Confirm with appropriate sources that text complies with copyright and intellectual property requirements 4.3 Complete agreed modifications and produce final text within required timelines

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	- Analyses and interprets textual information from various sources - Compares material from multiple information sources - Applies appropriate strategies to check texts for accuracy

Writing	- Generates complex written texts, demonstrating a broad range of writing styles and techniques - Selects vocabulary, grammatical structures and conventions appropriate to the text and audience - Creates documents using language, format and style appropriate to the context and audience
Oral communication	Uses clear language to articulate personal understandings, ideas and opinions
Numeracy	Estimates time required for production tasks, creates timeframes and calculates resource requirements
Navigate the world of work	Understands responsibilities and complies with copyright and intellectual property requirements relevant to writing tasks
Interact with others	- Collaborates with others to achieve writing goals - Selects and uses communication practices and protocols appropriate to audience
Get the work done	- Adopts a logical and methodical approach in planning, organising and completing requirements within timelines - Develops new and innovative ideas through exploration and analysis

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAWRT411 Write for young children	N/A	New unit of competency	N/A

Links

Companion Volumes are available from VETNet -

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

Assessment Requirements for CUAWRT411 Write for young children

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Performance Evidence

Evidence of the ability to write at least two texts for young children (each of 500 words or more) in different forms (e.g. picture book, chapter book, short nonfiction text, performance script, web-based content with other media included) and for each text:

- determine appropriate style and form of output according to the text's purpose
- conduct required planning and research to write the text
- develop timelines for completion of the text
- determine appropriateness of illustrations to support written text
- write original material using technique, form, style, structure, perspective and voice appropriate to the publication media and the requirements of the text
- proofread and edit draft material to meet standards for publication
- collect feedback on draft text from appropriate sources and amend in response to feedback
- comply with relevant copyright and intellectual property requirements
- follow relevant health and safety practices for writing tasks
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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

- forms and text types including but not limited to:
 - Picture book story
 - Picture book in verse
 - Chapter book
 - Short nonfiction text
 - Performance script
 - Web-based content

- use of appropriate illustrations and other visual elements to accompany and support written text
- techniques, stylistic and cultural contexts, purpose and audience which contribute to various forms of children's text
- types of media used to present children's texts, including the particular characteristics of each media type
- basic proofreading and editing techniques, including the use of style guides
- copyright and intellectual property requirements as they relate to writing and publishing
- basic operations of word-processing software used to produce, edit and track changes in written material
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Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a creative arts working environment or commercial writing environment. This includes access to:

- interaction with others to discuss and confirm requirements
- interaction with editors, illustrators or other professionals they can communicate with regarding tasks required to finalise children's text to the standards of publication media
- reference materials and resources required to undertake writing tasks.

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

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