

# Students: How to apply for the Premier's Anzac Prize

## Welcome

- Thank you for considering an application for the Premier's Anzac Prize.
- In this document, you will find all the information you need to complete your application.
- If you decide to apply for this amazing opportunity, please return to the checklist on this page to ensure you have completed all required steps to successfully submit your application before the closing date advertised on the [Premier's Anzac Prize](#) website.

## The application checklist

<input type="checkbox"/>	Read the application information on the <a href="#">website</a>
<input type="checkbox"/>	Read this document carefully
<input type="checkbox"/>	Discuss your application with your parent(s)/guardian(s)
<input type="checkbox"/>	Discuss your application with a supporting teacher
<input type="checkbox"/>	Record a video (max 2 minutes) answering Question 1 and Question 2
<input type="checkbox"/>	Prepare a multimedia presentation (max 5 minutes) answering Question 3
<input type="checkbox"/>	Create a bibliography of the sources used in your multimedia presentation
<input type="checkbox"/>	Complete the online application form and upload: <ul style="list-style-type: none"> <li>- your photograph</li> <li>- signed "<i>Student applicant and parent/guardian declaration, acknowledgement and consent form</i>"</li> <li>- multimedia presentation bibliography</li> </ul>
<input type="checkbox"/>	Email your video and multimedia presentation to <a href="mailto:Applications.GlobalEngagement@qed.qld.gov.au">Applications.GlobalEngagement@qed.qld.gov.au</a>
<input type="checkbox"/>	Check that you receive a submission confirmation email (please allow 5 business days for this)

## I am thinking about applying. What should I do?

- Review the supporting documents on the [website](#) under the **Application** section.
- Discuss your application with your parent(s)/guardian(s).
- Discuss this opportunity with a supporting teacher. Noting, **if you are shortlisted for an interview**, your supporting teacher will be contacted to verify and endorse your application.

## What are the components of the application?

Step 1	Online Application Portal	<ul style="list-style-type: none"> <li>• <b>Add</b> your details and your school details.</li> <li>• <b>Upload</b> a portrait style photograph of yourself.</li> <li>• <b>Upload</b> the <i>Student applicant and parent/guardian declaration, acknowledgement and consent form</i>.</li> <li>• <b>Upload</b> your bibliography (multimedia presentation)</li> <li>• <b>Submit</b> your application.</li> </ul>
Step 2	Key questions about you (video)	<ul style="list-style-type: none"> <li>• <b>Record</b> your responses to the 2 questions as a simple video – up to 2 minutes in duration.</li> <li>• <b>Question 1:</b> <i>Tell us about yourself and explain the impact this once-in-a-lifetime opportunity would have on you personally, your family and school community.</i></li> <li>• <b>Question 2:</b> <i>How do you think immersing yourself in this experience and engaging with the Anzac Legacy internationally would shape your ability to act, communicate and contribute as an active citizen of the world?</i></li> </ul>
Step 3	Multimedia presentation	<ul style="list-style-type: none"> <li>• <b>Research</b> the question and <b>prepare</b> your multimedia presentation - up to 5 minutes in duration.</li> <li>• <b>Question 3:</b> <i>More than 100 years after Gallipoli, Australians' emotional connections to Anzac Day have evolved as the nation's experiences of war, loss and remembrance have changed. How and why have these emotional connections changed over time, and how do young people today continue to connect with Anzac Day? (more information provided on following pages)</i></li> </ul>
Step 4	Forward your video and multimedia presentation	<ul style="list-style-type: none"> <li>• <b>Email</b> to: <a href="mailto:Applications.GlobalEngagement@qed.qld.gov.au">Applications.GlobalEngagement@qed.qld.gov.au</a>.</li> </ul>
Step 5	Receive your acknowledgement email	<ul style="list-style-type: none"> <li>• <b>Allow 5 business days</b> for a Global Engagement Project Officer to send an email to you and your parent(s)/guardian(s) to confirm your submission has been received.</li> </ul>

## How does the selection process work?

- All applications will be **reviewed and assessed** by a selection panel.
- Applicants who are **not shortlisted** for an interview will be advised by email once initial assessments are complete.
- **Shortlisted applicants** will proceed to an **online panel interview**.
- The panel will select the successful recipients.
- Once the online interviews have concluded, **all shortlisted applicants** will be advised by email of the outcome of their application (successful or unsuccessful).
- The panel's decision is final – all applicants are acknowledged for their effort and participation.
- The selection process can take up to 6 weeks.

## What makes a strong application?

- Applications that respond to all parts of each key question, stay within the time duration and give us a clear sense of who you are as a unique person.
- Applications that are authentic and avoid generic answers (using AI, for instance, tends to make applications sound the same way). Consider your point of difference.
- Applications that demonstrate you can proudly represent yourself, your school, and Queensland as a student ambassador with maturity, leadership and a willingness to learn.
- Your video response (key questions about you) is an opportunity to demonstrate the necessary communication skills required to collaborate with other students and teacher chaperones in an overseas context.
- Your multimedia presentation is an opportunity demonstrate your research skills and how you connect personally with the Anzac Legacy today.

## How should I respond to the “Key questions about you (video)”?

- The key questions will help us learn more about you and understand your motivation for applying.
- The suggestions below are not a checklist to be completed, but are a guide if you would like a starting point.

**Question 1:** *Tell us about yourself and explain the impact this once-in-a-lifetime opportunity would have on you personally, your family and school community.*

- **Personal insight:** Share something authentic about yourself – your interests, values, local area, or achievements at school or in the wider community that show your character, curiosity, leadership and willingness to represent your school and Queensland.
- **Reflection on impact:** Explain how this experience would impact you, your family and your school community. For example:

- **Personally:** In what ways will this opportunity help you build confidence, deepen your understanding of the Anzac Legacy, develop global competence and strengthen your ability to act as a young ambassador for Queensland?
- **Family:** How might your involvement foster pride and greater connection?
- **School community:** How will you use what you learn to inspire others and contribute to respectful remembrance and historical understanding within your school community?

**Question 2:** How do you think immersing yourself in this experience and engaging with the Anzac Legacy internationally would shape your ability to act, communicate and contribute as an active citizen of the world?

- **Moments of learning:** Reflect on how experiencing the Anzac Legacy through the lens of another culture might challenge your assumptions, broaden your understanding or inspire new ways of thinking.
- **Interactions with others:** Think about how you might communicate and collaborate respectfully with people from different cultural backgrounds during this experience, and what you might learn from those interactions.
- **Reflection on impact:** Share ways this experience could influence how you contribute to your school, community or the wider world when you return home.

## How should I record my video?



**Video: Responding to the key questions**  
(Up to 2 minutes duration)

- **Record in portrait mode:** Hold your device upright while recording.
- **Keep it steady:** Make sure your device stays still for the whole recording.
- **Feature only you:** The video should show only you speaking – no other people, images or backgrounds. You are the star, and we want to see you talking directly to the camera.
- **State your name and the opportunity you are applying for:** Do this right at the beginning of your video.
- **Record in parts if needed:** If it is easier, record your answers in sections and edit them together before submitting.
- **Use brief notes:** You may use prompting notes, but do not read from a full script.
- **Wear your school uniform\*:** Represent yourself proudly in your video.  
*\* For students whose school does not have a school uniform, please wear smart casual attire.*
- **Name your video:** "LAST NAME, FIRST NAME – PROGRAM NAME"

## What criteria is used to assess my video (Key questions about you)?

Assessment criteria: Key questions about you (video)		
Phase	Descriptor	Indicators
<b>Capable</b>	Student demonstrates curiosity, enthusiasm and self-awareness when reflecting on personal growth and new opportunities through the Premier's Anzac Prize.	<ul style="list-style-type: none"> <li>• Shares authentic reflections demonstrating curiosity and willingness to represent their school and Queensland respectfully.</li> <li>• Describes how the opportunity may support personal growth and understanding of the Anzac Legacy.</li> <li>• Reflects on how experiencing the Anzac Legacy through another cultural perspective may broaden their understanding.</li> <li>• Demonstrates openness and readiness to communicate respectfully with people from different cultural backgrounds.</li> <li>• Identifies ways the experience could positively influence their school, family or community.</li> </ul>
<b>Proficient</b>	Student demonstrates thoughtful reflection, confidence and an ability to connect personal growth with the broader purpose of the Premier's Anzac Prize including the Anzac Legacy.	<ul style="list-style-type: none"> <li>• Provides clear reflections demonstrating readiness to represent their school and Queensland respectfully.</li> <li>• Explains how the opportunity could support personal development and deepen understanding of the Anzac Legacy.</li> <li>• Explains how engaging with the Anzac Legacy through another cultural perspective may broaden their understanding.</li> <li>• Demonstrates empathy and readiness to engage respectfully with people from different cultural backgrounds as an ambassador for their school and Queensland.</li> <li>• Explains how their participation could inspire positive contributions within their school, family or wider community.</li> </ul>

**Exemplary**

Student demonstrates deep reflection, insight and a strong sense of ambassadorial responsibility in representing their school, community and Queensland through engagement with the Premier's Anzac Prize and the Anzac Legacy.

- Offers insightful reflections demonstrating readiness to represent their school and Queensland as a student ambassador.
- Articulates how the opportunity would deepen understanding of the Anzac Legacy and influence personal growth.
- Demonstrates insight into how engaging with the Anzac Legacy through another cultural perspective may shape new ways of thinking about remembrance.
- Demonstrates strong intercultural awareness and communicates respectfully with people from diverse cultural backgrounds.
- Clearly articulates how the experience would inspire meaningful contributions within their school, family and community.

## How should I respond to the “Multimedia presentation”?

- You are required to submit a multimedia presentation (up to 5-minutes in duration) addressing the following question:

**Question 3:** *More than 100 years after Gallipoli, Australians’ emotional connections to Anzac Day have evolved as the nation’s experiences of war, loss and remembrance have changed. How and why have these emotional connections changed over time, and how do young people today continue to connect with Anzac Day?*

### What to include in your response:

- **Select** two different time periods in the history of Anzac Day:
  - One from the early years after Gallipoli, and
  - One from a later conflict or peacekeeping period (such as World War II, Vietnam, East Timor, or Afghanistan).
- **Explore** how Anzac Day was commemorated during each time period and describe the emotions Australians experienced, such as grief, loss, pride, respect and anger. Consider how historical events, political circumstances and social attitudes influenced these emotions.
- **Reflect** on how young people today, including yourself, connect with Anzac Day, and explain why the day remains meaningful even for those who have not experienced war. Identify examples from contemporary events and discuss how these continue to shape Australians’ emotional responses to Anzac Day.

Use primary and secondary sources to support your response, such as newspaper articles, photographs, diary entries, letters, songs, films, interviews with senior veterans – whether grandparents or members of a local RSL Sub Branch etc.

## Tips and conditions for preparing your multimedia presentation

### 1. Respond clearly to the question

- Your presentation must respond directly to the multimedia presentation question.
  - Develop a clear historical explanation or argument about how emotional connections to Anzac Day have changed over time and how young people today continue to connect with Anzac Day.
  - Return to this idea throughout your presentation.
  - Finish with a clear conclusion that summarises your response.

### 2. Use historical evidence

- Support your ideas using a range of primary and secondary sources as historical evidence.
  - Primary sources are created at the time of the events being studied.
  - Secondary sources are created later by historians or researchers.

- Use primary and secondary sources to support your response, such as:
  - newspaper articles
  - photographs
  - diary entries or letters
  - songs, film or audio recordings
  - interviews with senior veterans (for example grandparents or members of a local RSL Sub Branch).
- Use sources to support your explanation, illustrate different perspectives and provide evidence for your ideas.
- Where possible:
  - select relevant and reliable sources rather than including too many
  - use sources that reflect different experiences and viewpoints
  - refer directly to sources when explaining your ideas
  - ensure sources are historically accurate and appropriate to the time period.
- Your sources should help you explain how emotional connections to Anzac Day have evolved over time and how young people continue to connect with the Anzac Legacy today.

### 3. Evaluate historical sources

- Strong historical research involves evaluating sources as evidence.
- Evaluate important sources from your presentation by briefly explaining:
  - who created the source
  - when it was created
  - why it was created
  - whether it is reliable or useful for understanding the topic.
- When evaluating a source, you may consider:
  - whether the creator was an eyewitness or participant
  - whether the creator may have had a particular perspective or purpose
  - whether the source was created during the event or later
  - how the source helps you understand experiences, emotions or remembrance.
- Your evaluation should show that you can interpret historical evidence and consider its reliability and usefulness, not simply repeat information from the source.
- Where possible, integrate your evaluation naturally into your explanation so that it supports your argument without interrupting the flow of your presentation.

### 4. Use multimedia effectively

- Use the features of the multimedia format to communicate your ideas clearly and persuasively.
- Ensure images and clips support your argument.

- Avoid using images or film clips that are not referred to in your explanation. Images and clips should be used as historical evidence, not decoration.
- You must appear speaking in the video at some stage. We want to see and hear you presenting your ideas.
- Speak clearly and ensure audio is easy to hear.
- Ensure spelling, pronunciation and historical details are accurate.
- Dress appropriately for your video to demonstrate a strong level of respect for the subject matter.
- Be aware of background noise, lighting and other distractions when recording.

## 5. Original work and copyright

- Your multimedia presentation must be your own original work.
- The presentation must not be copied from another person.
- The presentation must not be developed or edited by anyone other than you.
- If you use another person's work (for example images, music, video or text):
  - you must have permission to use it, and/or
  - you must acknowledge the source.
- If another living person appears in your presentation (for example their image, voice or interview), you must have their permission to:
  - include them in your presentation
  - submit the presentation for the Prize
  - allow the presentation to be used as outlined in the *“Student applicant and parent/guardian declaration, acknowledgement and consent form”*.

## 6. Referencing

- All sources used in your presentation must be acknowledged.
- Include a bibliography of primary and secondary sources consulted.
- The bibliography must use a recognised referencing format used at your school.
- The bibliography must be uploaded to the online application portal as a Word document or PDF with your application.
- If you use an image, video clip or other media in your presentation, include a small caption that identifies the source.

## 7. Presentation format and time limit

- Your multimedia presentation must meet the following requirements:
  - The presentation must be submitted as a video file (.mov, .mp4 or .wmv).
  - The video must be no longer than 5 minutes.
  - Presentations longer than 5 minutes will not be considered.

## What criteria is used to assess my multimedia presentation?

Assessment criteria: Multimedia presentations		
Phase	Descriptor	Indicators
<b>Capable</b>	Student describes how emotional connections to Anzac Day have evolved over time and recognises the continuing relevance of the Anzac Legacy today.	<ul style="list-style-type: none"> <li>• Describes Anzac Day commemorations in the early years after Gallipoli and identifies associated emotions such as grief, loss, pride or respect.</li> <li>• Describes how emotional responses to Anzac Day have changed over time.</li> <li>• Explains how young people today continue to connect with Anzac Day.</li> <li>• Uses relevant primary and/or secondary sources to support ideas.</li> <li>• Communicates ideas clearly through the multimedia presentation.</li> <li>• Acknowledges sources and includes a bibliography using a recognised referencing format.</li> </ul>
<b>Proficient</b>	Student explains how emotional connections to Anzac Day have evolved across time and demonstrates understanding of the continuing relevance of the Anzac Legacy today.	<ul style="list-style-type: none"> <li>• Explains Anzac Day commemorations and emotional responses during different periods of Australian history.</li> <li>• Explains how and why emotional responses to Anzac Day have changed over time.</li> <li>• Explains how young people today connect with Anzac Day in contemporary contexts.</li> <li>• Demonstrates understanding of historical, social or cultural influences shaping remembrance.</li> <li>• Uses multiple well-chosen primary and/or secondary sources to support explanations.</li> <li>• Communicates ideas clearly and logically through the multimedia presentation.</li> <li>• Consistently acknowledges sources and provides a correctly formatted bibliography.</li> </ul>

**Exemplary**

Student analyses how emotional connections to Anzac Day have evolved across historical contexts and articulates the enduring significance of the Anzac Legacy in contemporary Australia.

- Analyses how emotional responses to Anzac Day have developed across different historical contexts.
- Demonstrates insight into the historical, social or cultural influences shaping remembrance.
- Offers thoughtful reflection on how young people today continue to connect with Anzac Day.
- Integrates multiple perspectives and highly relevant primary and secondary sources as historical evidence to support analysis.
- Communicates ideas persuasively and coherently through the multimedia presentation.
- Demonstrates strong academic integrity through accurate acknowledgement of sources and a well-presented bibliography using a recognised referencing system.

### How does the selection process work?

- All applications will be **reviewed and assessed** by a selection panel.
- Applicants who are **not shortlisted** for an interview will be advised by email once initial assessments are complete.
- **Shortlisted applicants** will proceed to an **online panel interview**.
- The panel will select the successful recipients.
- Once the online interviews have concluded, **all shortlisted applicants** will be advised by email of the outcome of their application (successful or unsuccessful).
- The panel's decision is final – all applicants are acknowledged for their effort and participation.
- The selection process can take up to 6 weeks.

### What happens if I am shortlisted for an interview?

- If you are shortlisted, a Global Engagement Project Officer will:
  - contact your supporting teacher, who will be requested to complete an endorsement form, verifying attributes including, but not limited to, maturity, initiative, leadership and intercultural awareness
  - invite you to attend an online interview with the selection panel
  - contact your school principal, who will be requested to complete an endorsement form, verifying attributes including, but not limited to, the ability to represent the school positively, reliability and enthusiasm for learning.

## What is the interview like?

- Each shortlisted applicant will have a 10-minute interview.
- We will ask for your permission to record the interview session.
- It is completely normal to feel nervous – most applicants do! The panel understands this, and nerves will not affect your interview outcome.

## What happens if I am successful following the interview?

- If you are successful following the panel interview, you will be contacted by email to share the exciting news.
- This process may take up to 10 business days as we await principal endorsement to support your selection.
- We ask that you keep this news confidential and share it only with close family until officially advised.
- Next steps: You will complete all necessary paperwork related to your participation in the program, and be invited to a series of online information sessions that outline the next steps before your departure.

## What happens if I am unsuccessful following the interview?

- If you are unsuccessful following the panel interview, you will be contacted by email.
- This process may take up to 10 business days as we await principal endorsements to support student selection.
- The application process is highly competitive and unfortunately, not all applicants can be successful. However, being shortlisted to participate in an interview is a significant achievement in itself.
- You will receive a **Highly Commended Certificate** to acknowledge your engagement in this process and the effort you have invested in your application.
- We encourage you to explore other opportunities on the [Global Engagement website](#), or reapply next year if you are eligible.

## What about my privacy?

- We take the collection of your personal information seriously.
- Below is a copy of the Privacy Statement that is included at the start of the Online Application Portal, before you fill out any information.

### Privacy statement:

The Department of Education (the department), through Global Engagement team, within the Department of Education International, is collecting your personal information, including your name, residential address, email address, date of birth, grade, school, teacher name, gender, photograph, mobile number, video image, parent's name, and parent's place of birth. Sensitive personal information collected includes race and ethnicity, if you identify as LGBTI+, and health information, such as disability and medical information.

The purpose of this collection is for the administration and management of the application process and subsequent provision of the Premier's Anzac Prize. If you do not provide your personal information, we will be unable to process or review your application to be eligible for the Premier's Anzac Prize.

Your personal and sensitive information will be shared with insurance organisations, airlines, travel companies, tour operators, accommodation providers, international partner organisations and other external parties involved in providing services as part of the Premier's Anzac Prize, located in Australia and overseas. Please note, this will only occur if your application is successfully selected for the Premier's Anzac Prize .

Your personal information will be managed in accordance with the Information Privacy Act 2009 and will not be used or disclosed for another purpose without your consent or unless authorised or required by law.

Information about how individuals can access and amend their personal information held by the department, together with information about how individuals can make a privacy complaint is available at <https://qed.qld.gov.au/privacy>.

### **What if I have questions?**

If you have any further questions, please contact the Global Engagement team at [global.engagement@qed.qld.gov.au](mailto:global.engagement@qed.qld.gov.au)