

Global Engagement

Department of Education International

Students: Multimedia Presentation Resource

Premier's Anzac Prize

The Premier's
Anzac Prize



Introduction:

The student application is comprised of **two** parts.

1. Online application form
2. Multimedia presentation on a USB

Please refer to the supporting resource [Students: Important Information for your Premier's Anzac Prize application](#) that contains information about the online application process.

The following pages contain essential information about the multimedia presentation application process.

This document gives you the opportunity to:

- Review the supporting documents for both parts of your application.
- Discuss your application with your parent(s)/guardian(s).
- Discuss this opportunity with a supporting teacher.
- **Note:** If you are shortlisted for an interview your supporting teacher will be contacted to verify and endorse your application via the **Supporting Teacher's Endorsement of Application** form.
- **Note:** Your application must adhere to the highest standards of academic honesty, demonstrating careful attention to plagiarism and the responsible use of AI-generated content.

In this document you will find:

- Screenshots of the Online Application Portal.
- The four key questions you will need to answer for your application.
- [Students: Eligibility Requirements for the Premier's Anzac Prize](#).
- [Students: Conditions of Entry, Program Rules and Privacy Statement](#).
- Sample of [Applicant and Parent/Guardian Declaration, Acknowledgement and Consent Form](#) that will be emailed to you and your parent(s)/guardian(s) **after** you have completed your online application.
- Sample of [Supporting Teacher's Endorsement of Application](#) form that will be emailed to supporting teachers of applicants who have been **shortlisted for an interview**.

Important tips for your multimedia submission:

- Once you finished, test your presentation on another computer.
- We advise you complete this application with the support of your parent(s)/guardian(s).

Multimedia submission

How to submit your multimedia submission

You are required to submit a multimedia presentation addressing the following question:

The legacy of the Anzacs extends beyond the battlefield, and shaped lasting societal change and technological advancements. With this in mind, in what ways does the legacy of the Anzacs continue to shape life in your local area today?

Applicants will need to:

- *Explore the contribution of a serviceperson from World War I (optional: reference to a second conflict or peacekeeping mission)*
- *Include local stories and personal research to ensure unique, research-based responses.*

To get you started with your research you may wish to consider some of the following suggestions. Or you are welcome to develop your own ideas.

- *the concept of 'legacy' in various forms and/or the concept of 'legacy' beyond commemoration*
- *the role of remembrance in shaping identity*
- *the importance of continuity and intergenerational storytelling including the role of family histories, local commemorative traditions, and community awareness in stories history alive*
- *the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers*
- *innovations that have influenced modern medicine, technology, and social systems*
- *the contributions of returned service personnel to their communities (work, family, civic involvement)*
- *the contributions of Australian service personnel in diverse roles (medical, military, intelligence, communications).*

Conditions for multimedia presentation:

- The presentation must not be copied from another person.
- The presentation must not be developed or edited by any person other than the applicant.
- A bibliography is a recognised referencing format of the primary and secondary sources consulted and must be submitted in a Word document or PDF with the presentation. The bibliography does not need to appear in the presentation.
- Students must ensure that their entries do not infringe another's copyright and/or other intellectual property rights. Where an applicant uses someone else's work in their entry, they must ensure they have permission to include the work, have the presentation submitted as an entry for the Prize, and subsequently used as stipulated by the consent form.
- If a presentation features another living person (e.g., by including them, their picture/image or talking about them), then the applicant must have that person's permission to:
 - Include the person in the presentation
 - Submit the presentation as an entry for the Prize
 - Use the presentation as stipulated in the consent form
- The presentation must be:
 - A video in .mov, .mp4 or .wmv format – other formats, including PowerPoint, will not be accepted
 - No larger than 100MB
 - No more than five minutes. Entries over five minutes will not be considered for judging.
- If students need to reduce the size of the file to be less than 100MB, consider using a software program that enables reduction of the file size (e.g., Xilisoft Video Converter or Camtasia).
- Test access to the presentation and other files on the USB on a computer other than the one they were prepared on.

Entries that do not include all of the below components, or include files in the incorrect format, will not be considered.

Electronic documents – students must submit a USB which includes:

- An electronic copy of the multimedia presentation
- An electronic copy of the bibliography
- An electronic copy of your contact information

Copies received after the due date will not be accepted. Please ensure you allow ample time for postal delivery times. Students must post these to:

ATTN: The Premier's Anzac Prize

Global Engagement

Department of Education International, Department of Education

PO Box 15050, CITY EAST QLD 4002

Addendum

1. Tips for student applicants for the 2026 Premier's Anzac Prize

This information is provided to assist students preparing their entry for the 2026 Premier's Anzac Prize.

- Ensure your school is aware of your intention to apply
- If you have any questions regarding the application, or if there is anything you do not understand, please email Global Engagement at premiersanzacprize@qed.qld.gov.au before submitting your application.
- Ensure you have read and fully completed the application package available at <https://education.qld.gov.au/about-us/budgets-funding-grants/scholarships/premiers-anzac-prize>.
- Explore the resources available on the Premier's Anzac Prize homepage through the Resources link and note that Queensland state schools can access more learning and teaching resources on the Learning Place website at the Anzac Day edStudio.
- Read the question and judging criteria carefully. The criteria are included below with tips about each criterion. You must present a historical argument in response to the question asked.

Criteria	Tips
Addresses the question fully, by referring to a diverse range of stories, and which remains responsive to this question throughout the multimedia presentation.	<ul style="list-style-type: none">• Your response to the question (your central argument or theme) should be developed throughout the presentation and be referred to in a strong and persuasive conclusion.• Your response should provide a clear definition/explanation of the Anzac spirit.• Your response should include diverse stories throughout your presentation that illustrate the concepts of overwhelming odds and sacrifice (consider gender, changing roles, branches of the defence forces, culturally and linguistically diverse backgrounds, military success and challenges, changes in technology; family history, disasters).
Uses a range of historical sources (both primary and secondary) and evidence from these sources to support key points in the multimedia presentation.	<ul style="list-style-type: none">• Your presentation needs to be consistently supported by reference to primary and secondary sources.• These sources can be text, images, film, video, interviews and audio/music.• Use primary and secondary sources to show different viewpoints and perspectives.• If you are claiming that an image shows a WWI aspect then ensure it is WWI. WWII images may look like images from WWI. If referring to Australian soldiers ensure they are images of Australian service people (Check the uniform and/or reference) Your sources must be correctly acknowledged.• Where possible, use examples from Queensland.• Use a judicious selection of sources and powerful quotes. For

	<p>example: 'Anzacs gave their tomorrow for our today' — correctly referenced.</p>
Evaluates key historical sources (up to 3) in the presentation by considering their reliability and usefulness to the inquiry.	<ul style="list-style-type: none"> • Check the accompanying document to find out how to evaluate sources. • While you are only required to evaluate up to 3 sources in your presentation, you should apply the evaluation process to all of your sources to ensure you have selected the right sources, and in the right context, for your presentation. • You can evaluate primary and secondary sources including text, images, film, video, interviews and audio/music.
Uses evidence to support arguments about the legacy of the Anzacs.	<ul style="list-style-type: none"> • Use events (evidence) from today, or recent times, to show how the Anzac legacy shaped and continues to shape life in your local area today. • Refer to both change and challenges. • Where possible, use examples from Queensland.
Uses the features of the multimodal medium to effectively communicate by selecting appropriate/relevant visuals, sound and text. The multi-modal content is historically accurate and has correct pronunciation.	<ul style="list-style-type: none"> • A clear connection between audio, visual, and/or text is essential. • Special effects and imagery should support your 'story' - not distract from it. • All images or film clips must be relevant to your central argument. Avoid having images or film clips in the background or moving across the screen if you are not referring to them to support your argument. Images and film clips are sources to be used and evaluated, they are not for decoration. • If you intend to appear in your video, dress appropriately, avoid reading from notes or signs – your eyes and the way you speak give you away. Memorise your points and say it with passion and conviction. • Talking to the camera for your entire video does not meet the criteria for the competition. • Ensure your backgrounds are appropriate if you are conducting an interview or if you are appearing as a narrator. • Be aware of external elements such as background noise created by wind, people talking, traffic and the effects of light. • Avoid placing yourself in front of a screen showing images while expecting the viewer to be able to see the images. Let the images speak for themselves. • Audio must be clear and easily heard. • Speak clearly. • Ensure your pronunciation of places, names and events is accurate – do your research. • Ensure you have correct spelling, grammar and punctuation. • Interviews should be short and edited for greater effect (ten secs maximum). • Choose fonts and colours carefully and avoid mixing up your font size and type. You may consider changing font colours to make them more visible – try to stick to black or white.

Includes a bibliography of the primary and secondary sources consulted, which accords with a recognised referencing system. The bibliography is submitted in a word or PDF document, with the presentation. Where appropriate, sources are acknowledged in the multimedia presentation and appear in the bibliography.	<ul style="list-style-type: none"> • Your list of references must be submitted as a separate Word or PDF document. • The bibliography must list all those sources referred to in the presentation and may include other references used in the research for the presentation • All texts, images, film clips, videos, interviews and books you have consulted to shape your ideas, must be listed in this bibliography. • You must use a recognised referencing system. • Check the accompanying document to find out how to reference sources during your presentation and in your bibliography.
Adheres to the set time limit up to five minutes. Entries over five minutes are ineligible for judging.	<ul style="list-style-type: none"> • Ensure you do not exceed five minutes by even one second. • Use your five minutes to respond to the competition question to the depth required.

2. Evaluating historical sources

Simply using sources is not sufficient to support a historical argument. Key primary or secondary sources in your presentation need to be evaluated (up to three). This means making decisions about the reliability and usefulness of the sources.

NOTE: While you are only required to evaluate up to three sources in your presentation, you should apply the following processes to all of your sources to ensure you have selected the right sources, and in the right context, for your presentation.

Judging the **reliability** and **usefulness** of a source means deciding whether it can provide trustworthy evidence about the historical topic you are investigating. How can you do this?

You need to find information about the origin of the source.

- Who created this source?
- When was it created?
- Was this person an eye-witness to the events referred to in the source or in a position to know about these events?
- Did this person have a particular position or vested interest that could have affected the source they created?

You also need to decide what the person's **purpose** was in creating the source.

- Did the creator of the source have a particular intention; did the creator want to

- produce a particular effect?
- Could that purpose have affected the accuracy and honesty of the source?

An example of an evaluation of a key source

If you were using Charles Bean as a source for World War I, you would need to find some background information on him to help you evaluate the reliability and usefulness of what he wrote.

You could search for information on the internet. One site which has information about Charles Bean is the Australian War Memorial site. You'll find out that Bean was a highly educated man with several university degrees, who had experience as a journalist. Bean was made the Australian Government's official war correspondent, a position his fellow journalists supported. He travelled to Gallipoli and the Western Front to witness the experiences of Australian soldiers first hand. From this information you might decide that Bean's writing is useful and reliable when studying World War 1. He was an experienced journalist, he seems to have been respected by his fellow journalist and by the Australian Government, and he was an eye-witness to the events he writes about.

So far, so good!

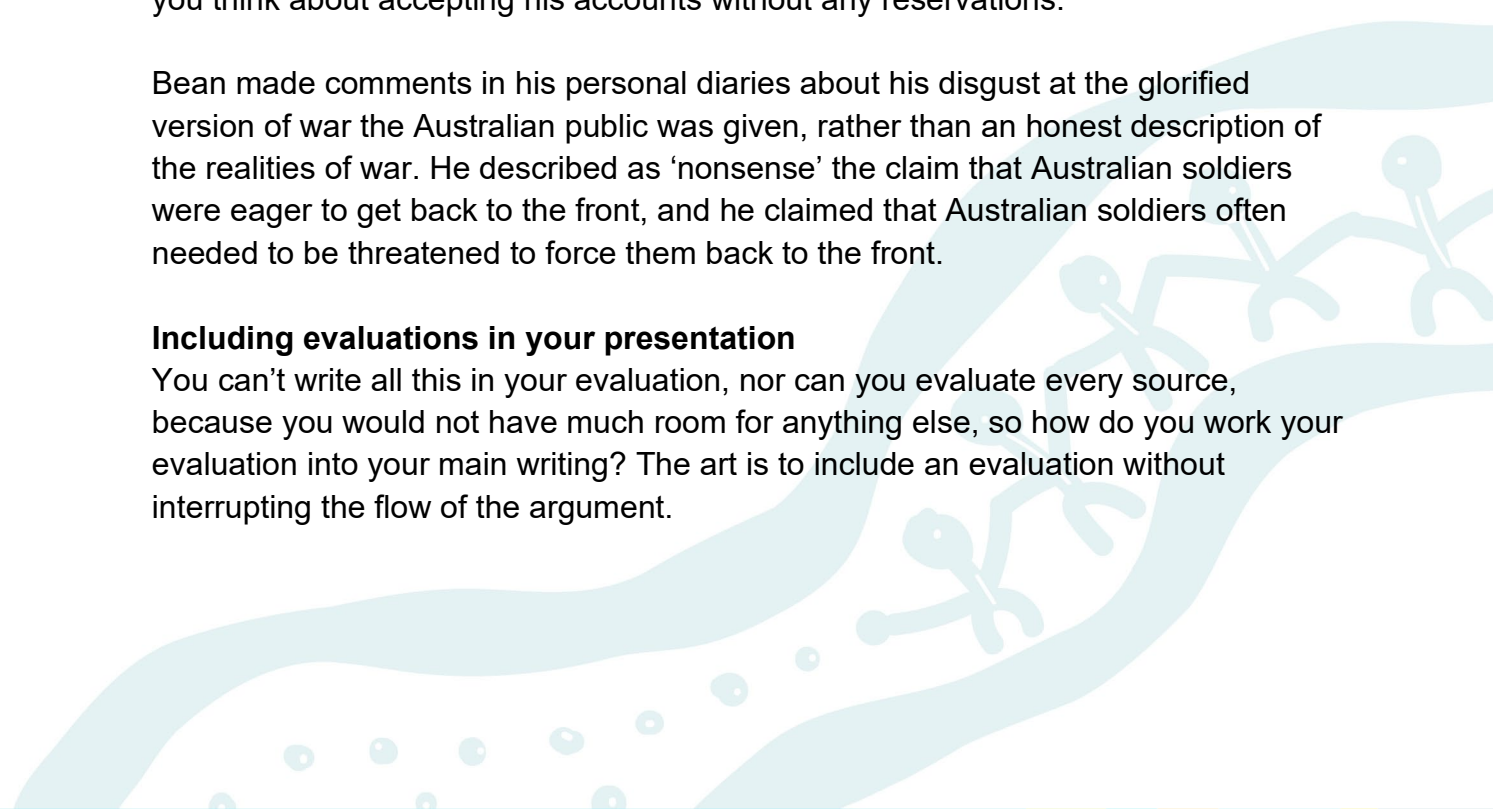
Bean sent home articles to be published in Australian newspapers during the war. He was renowned for getting as much information as he could, at times even checking German sources. However, it was wartime and there was strict censorship, so Bean had to be careful about what he wrote. He could not always reveal everything about an incident.

This raises some questions about Bean's official account of the war. It should make you think about accepting his accounts without any reservations.

Bean made comments in his personal diaries about his disgust at the glorified version of war the Australian public was given, rather than an honest description of the realities of war. He described as 'nonsense' the claim that Australian soldiers were eager to get back to the front, and he claimed that Australian soldiers often needed to be threatened to force them back to the front.

Including evaluations in your presentation

You can't write all this in your evaluation, nor can you evaluate every source, because you would not have much room for anything else, so how do you work your evaluation into your main writing? The art is to include an evaluation without interrupting the flow of the argument.



For example: *Charles Bean, a highly respected journalist and the Australian Government's official war correspondent, who was present at Gallipoli, describes the landing (then include your quote). However, there are serious doubts, particularly about Bean's honesty in describing the Anzacs' experiences at Gallipoli. Apart from official censorship, there was Bean's intention to send a positive message about Gallipoli to the Australian public.*

What about secondary sources? You will need to do some research on these writers too. You might find that a writer has written several books on the topic, or that they are recognised in the academic world as an expert on the topic. This might add weight to the point you are making.

How do I evaluate visual sources?

These are evaluated in a similar way. You need to look for background information on the photographer/painter/sculptor and determine the purpose of the art work.

One well-known photograph, supposedly showing Australian soldiers charging the enemy at Gallipoli, was actually staged and was taken on an island off the coast (perhaps Imbros or Lemnos), where a photographer rounded up soldiers to act as if they were charging.

Another famous photograph, *Over the top* by Frank Hurley, is also controversial. It is actually a composite photograph meant to show the horrors of the Western Front by combining a series of different photographs to make one photograph. Not everyone considered this an acceptable approach.

3. Essential information on referencing your multi-media presentation (MMP)

Referring to sources in your presentation is essential, but all sources must be correctly referenced. A bibliography of the books, journals, internet sites, and any other material you consulted must be submitted in a Word or PDF document with the presentation. The bibliography does not need to appear in your presentation. Where appropriate, sources should be acknowledged in your presentation and appear in your bibliography. An example of correct referencing within your presentation is:

Australian soldiers were shocked by the harsh realities of war. One soldier, Major W.G.M. Claridge, described his experiences on the Western Front as 'Hell itself' and 'Death grinning at you from all around' (Gammage, 2010).

The phrase, 'Hell itself' is a direct quote from Major Claridge, as is 'Death grinning at you from all around'. These quotes must be referenced. The example above uses

the surname of the author and the date of publication. It is acknowledged that your school may have instructed you on a different style of referencing. You are allowed to use a recognised style you are familiar with. If you are using the quotes from Major Claridge in the spoken part of your presentation and they are not actually written on a slide, you must still reference them. You can do this by saying something like:

In his book about the experiences of Australian soldiers, *Bill Gammage* uses the words of Major W.G.M. Claridge who described war as, '*Hell itself*' and '*Death grinning at you from all around*'.

You should follow the style guidelines for a bibliography provided by your school. For example, the book from which your quotes from Major Claridge came would be listed as:

Gammage, Bill, 2010. The Broken Years; Australian Soldiers in the Great War, Carlton, Melbourne University Publishing.



This is the end of the **‘Students: Multimedia Presentation Resource’** document.

Please contact us if you require any further information or assistance with completing your online application.

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