

# News In My Neighbourhood Competition

## Years 10 – 12 (Upper Secondary) Learning Guidelines

### Overall learning objectives

The ‘News In My Neighbourhood’ Competition spotlights the multimedia content that primary and secondary students from across Australia create in response to a series of news, media and information challenges. The competition provides an avenue for students of all ages to express their perspectives and experiences about popular news and current affairs topics, whilst also developing their media literacy capabilities (such as by producing media, analysing news and identifying trustworthy sources of information).

**Students’ entries should convey their unique thoughts, experiences, identities, voices and ideas about the world around them; to show what matters to them, what they’re interested in, what they want others to know about and what they’re critical, curious or excited about.**

### Audiences and purpose

Students in Years 10 – 12 should reflect on their own positions as media consumers (such as their own likes/dislikes of different media content) and consider the interests and needs of various media audiences in different contexts (such as general readers of the ABC compared to their family, friends or other specific individuals and groups).

Students should think about how they can produce media in a range of forms, styles and genres to communicate experiences, perspectives and meaning and to achieve distinct outcomes and responses (such as the representation of various identities or in building empathy and understanding).

Students should be directed towards the [six foundational media arts concepts](#) as a core framework when creating their competition entries. The six concepts can assist students in crafting rich, considered and critical responses that reflect the competition’s media literacy purposes.

### Following safe media practices

Students must follow safe media practices. Students must avoid including personal or identifying details (such as addresses or full names) for themselves or others, and consent/permission must be sought from any individuals featured in students’ work

(such as friends or family members captured in photographs or interviewed as an expert source for a radio news story).

Students must also ensure their entry includes only material created by them, or material they have permission to use including, but not limited to, any use of footage, drawings, artworks, illustrations, photos, essays, articles, and scripts.

**It is recommended that students' entries be carefully reviewed prior to submission.**

## Curriculum links – Year 10

For students in Year 10, the four challenges of the 'News in My Neighbourhood' Competition align to various strands and dimensions of the [Media Arts](#) and [English](#) subjects in the Australian Curriculum (v9.0).

### YEAR 10

#### Media Arts

- Experiment with ways to construct representations that reflect ideas, perspectives and/or meaning, and/or use of media conventions, media languages and media technologies (AC9AMA10D01)
- Design and structure media arts works that examine and communicate ideas, perspectives and/or meaning (AC9AMA10C01)
- Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiences (AC9AMA10C02)
- Present media arts works to audiences and plan approaches for creating relationships with audiences if/when media arts works are distributed in selected personal, community and/or institutional contexts using responsible media practice (AC9AMA10P01)

#### English

- Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E10LY06)

## Curriculum links – Years 11 and 12

For students in Years 11 and 12 (senior secondary), the four challenges align with the learning objectives of the four units in the [English](#) and [Essential English](#) subjects (v8.4).

## YEARS 11 – 12

### English

- Using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (Unit 1, ACEEN011)
- Using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (Unit 2, ACEEN032)
- Drawing on a range of technologies in, for example, research, communication and representation of ideas (Unit 1, ACEEN012)
- Using and experimenting with text structures and language features related to specific genres for particular effects (Unit 3, ACEEN052)
- Combining visual, spoken and written elements where appropriate (Unit 1, ACEEN013)
- Using appropriate referencing, for example, footnotes, in-line citations and reference lists (Unit 4, ACEEN054)
- Using strategies for planning, drafting, editing and proofreading (Units 1-4)
- Using accurate spelling, punctuation, syntax and metalanguage (Units 1-4)

### Essential English

- Using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (Unit 1, ACEEE011)
- Using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (Unit 2, ACEEE025)
- Using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies (Unit 3, ACEEE039)
- Selecting text structures, language features and visual techniques to communicate and represent ideas and information (Unit 2, ACEEE026)
- Integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program (ACEEE054)
- Developing appropriate vocabulary and using accurate spelling, punctuation and grammar (Units 1-4)
- Using an effective editing processes and appropriate referencing in the presentation of work (Unit 4, ACEEE056)



**Education**

<https://www.abc.net.au/education>

## NEWS IN MY NEIGHBOURHOOD COMPETITION

### UPPER SECONDARY RUBRIC

Student entries for the four Upper Secondary Challenges will be assessed to the following criteria:

Achievement Demonstrated	Excellent	Proficient	Developing
<b>Perspective and purpose:</b> The entry is created from a clear point of view that showcases the student's unique voice, thoughts, experiences and perspectives about their chosen topic.			
<b>Audience:</b> The entry has been created for a specific audience but is also still accessible for a general public audience.			
<b>Languages and technique:</b> A range of production, reflection and evaluation, critical thinking and language skills appropriate to the student's year level are demonstrated in their entry.			
<b>Safe media practices:</b> The student demonstrates safe and responsible media practice by considering issues of privacy, consent, language, tone and copyright in the creation of their entry.			
<b>Guidelines:</b> The entry follows all challenge rules and guidelines including length, language use, permissions and the exclusion of copyright material.			