

Statement Examples Booklet

Contents Page

Personal Statement Examples

Aerospace Engineering	3
Architecture	4
Biology and Biological Sciences	5
Business Management	6
Computer Science	7
Criminology	8
Dentistry	9
Design	10
Engineering	11
English	12
Fashion	13
Film	14
Finance	15
Forensic Science	16
Geography	17
History	18
Law	19
Marketing	20
Mathematics	21
Media Studies	22
Medicine	23
Midwifery	24
Nursing	25
Pharmacy	26
Physics	27
Physiotherapy	28
Philosophy	29
Politics / International Relations	30
Psychology	31
Social Work (Social Sciences)	32
Sports Science	33

Oxbridge Examples

Computer Science	34
Engineering	35
History	36
Law	37
Mathematics and Physics	38

Apprenticeship Cover Letter Examples

Construction Project Management	39
Solicitor	40
Property Surveying	41

Aerospace Engineering

Man-made birds of the 21st century move through the air, enormous lumps of metal 200,000 times heavier than the seagulls that inspired the idea. How? It's all down to today's engineers who have developed the fundamental ideas of flight first put forward by the Wright Brothers in 1903. At the age of 13, RAF Air Cadets left me longing for the next lesson to find out how powered flight has led to the luxuries we have today; rapid international delivery, worldwide flights to holiday destinations, quick response emergency air services and of course, the use of flight in military defence. It is the impact of flight that fuelled my natural curiosity and desire to study aeronautics.

I jumped at the chance to spend a week at RAF Cosford in a residential work experience for the WISE campaign. I began to see the obvious lack of skilled workers in the engineering industry, and more specifically the amazing career opportunity that women are significantly missing out on. I went through the week in awe of the airmen and women working on site. This, coupled with my studies of various subjects at cadets like principle of flight, pistons and other engineering based lessons, quickly led me towards engineering into the RAF. This work experience inspired me to apply for an Arkwright scholarship. After being successful in this application and also being lucky enough to be sponsored by the RAF themselves, I gained the opportunity to spend a week of work experience at RAF Cranwell. Here is where I recognised that I wanted to take the officer route into the RAF using my management skills and aeronautical engineering systems knowledge to manage teams of people and oversee a larger scale project. Engineering is a combination of innovation and creativity, alongside precision and accuracy, meaning that my four A levels are a good platform to start me on my path.

Through wider research, I have uncovered the development of unmanned systems which are being integrated for the use in a variety of uses. NASA have completed two stages for this, firstly for flight management and planning, navigation and surveillance and later using drones beyond the visual line of sight. This opens huge potential for both military and commercial application, possibly leading to much larger unmanned aircraft. This would make travelling safer to minimise the risks of a repeat accidents.

As well as my studies, I work part time in Clarks Shoes in the Kids' department, which has greatly developed my interpersonal skills, both with colleagues and customers, as well as learning to reach targets and conform to rules. As a secondary part time job, I work as an AVON representative, running a local round in my area, as well as selling to family and friends. This involves me selling a variety of products including cosmetics, homeware, clothing and shoes and working on a commission basis. This has helped me work to target, meet deadlines, and take full responsibility myself.

When I'm not working or studying, I have a number of hobbies that I like to pursue. Firstly, since the age of 9, and getting my own Canon DSLR on my 11th birthday, I have had an active interest in photography, in a variety of forms. This includes areas such as long exposure, fashion/make up and motorsport as well as many others. I also enjoy reading fictional novels particularly by Irvine Welsh and Stephen King. Photography also sits well alongside my passion for motorsport. I regularly attend amateur rallies in Wales, and plan to attend next year's World Rally Championships, where I will both take photos and enjoy spectating. I am intrigued by the parallel between the aerodynamic design in rally cars which have to perform on a ground surface, and that of aircraft which have to perform in a variety of vertical trajectories. I think the experiences I have been through and the skills I have developed, along with my passion for aviation and engineering is what makes Aeronautical Engineering the ideal course for me.

Architecture

Having focused on my interest in art and design through my GCSE and A-Level choices, I have used my studies to explore the ever-evolving shape of architecture. For example, on a school trip to the V&A and Design Museums, I compared the architectural designs I had seen in the museums to the architecture used in and around London to see this evolution in person. Studying an architecture degree will further push me to think creatively in art and design, and to solve problems in innovative ways.

As part of my Product Design A-Level, I designed an activity building for children with severe physical disabilities. I researched typically appropriate activities focusing on an indoor activity area using ramps to support wheelchair and crutch users, and using glare-free lighting, colour, and texture which have been proven to develop sensory awareness. I interviewed families at a local children's hospice and used their feedback to include appropriately sized doors, and appropriately placed sinks for both the potential users and their families. Through careful organisation and commitment to the project, I was able to use my problem-solving skills and my interest in art and design to create a functional and appropriate design.

During my work experience in a local architectural firm, the architect showed me the projects she was working on and took me through her process. I was also fortunate enough to be part of a meeting with one of her clients, during which I learnt that there are a number of ways to interpret the same brief. This led me to read 'Why Brain Architecture Matters for Built Architecture', where I discovered the idea that humans form relationships with architectural features that speak to them, influencing their choices in homes and offices. The concept of emotive relationships with buildings is fascinating and one I wish to explore further in my studies at university.

To learn about eco and sustainable buildings, I attended the Totnes eco-friendly home fair and visited homes that have reduced their energy bills and environmental impact. Following this, I researched sustainable designers in Architecture Review magazine. It fascinated me to see how designers like Renzo Piano and Glenn Murcutt have incorporated nature into their designs, creating houses that work with the environment both aesthetically and practically. I had not considered nature as an inspiration for building design before and enjoyed learning about Piano's 'living roof' before exploring this topic further through Ma Yansong's TED Talk, and bringing my studies to an essay on product design for the future.

My independent research also led me to look at architectural designs across the world, and I have been inspired by both classic ancient features - like the arches at the entrance of Église Saint Jean - and more modern, scientific driven features - like the Globe of Science at the visitor centre at CERN. Having developed an inspiration board using these concepts, I used arches made of scraps from the technology rooms in an A-Level art piece to convey the dystopian concept of science overtaking art and free expression. I received an A for my conceptual design in this project.

I am completing the Gold DofE award and recently completed the residential placement with the Summer Camps Trust. I supported the campers and used my enthusiasm to encourage them to get involved in camp life. As an active, busy person, I got involved in other areas of camp including leading activities. I learnt how to use my logic and commitment to evaluate and improve each session to help the campers get the most out of their experience.

I am a keen sports person and have represented my school in the hockey and equestrian teams. I am also a member of my local pony club and I have competed in many events, including county wide tetrathlons. Pushing myself to complete these physical challenges has given me a determination and drive which I bring to all areas of life, including my academic studies.

Biology and Biological Sciences

I have always loved biology and chemistry, but it was when I began to appreciate the connections between them that I really found my interest. As I began to understand how biology works on a molecular scale, the connections to the organic reactions I had studied in chemistry became clear. This provided a fascinating insight into the function of living organisms.

The implications of this understanding excite me, not least in the field of cancer research, and writing an essay for a school competition on the biology of tumours allowed me to explore this further. I was interested to find out that the p53 gene is mutated in over 50% of human cancers. An understanding of the impact of genetics on our health is clearly vital and so I have been intrigued by the development of genetic technology, especially since reading an article on CRISPR gene editing in the New Scientist. I researched this further, writing an essay on the potential of genome editing for the Corpus Christi essay competition. I was struck by the possibilities that this technology might offer in dealing with issues such as the genetic mutations which lead to tumour growth.

I feel that one of my academic strengths lies in applying prior knowledge to unfamiliar situations. I was pleased therefore to be awarded a Roentgenium award in the Cambridge Chemistry Challenge C3L6 paper, placing me in the top 0.76% of over 7000 entrants. As a result, I was invited to a chemistry course held at St Catharine's, Cambridge, which was a fascinating opportunity to study more advanced chemistry, for example a further exploration of organic mechanisms, as well as an introduction to Schrödinger's Equation and electron orbitals. I had previously encountered the quantum mechanics that these concepts involve in Al-Khalili and McFadden's Life on the Edge, in which I was particularly fascinated to discover that quantum tunnelling of electrons during respiration is crucial to overcome otherwise insurmountable energy barriers in enzymes. I take pride in academic achievement and was proud to have averaged 98.3% UMS across the 6 AS maths modules I took at AS, as well as high A grades in Biology and Chemistry. Similarly, silver awards in both the Chemistry Olympiad and Senior Maths Challenge provided an opportunity to extend beyond the syllabus.

I enjoy music as well as biochemistry, and this has inspired me to do an EPQ on how dopamine release is involved in our body's response to music. I have been interested to learn about dopaminergic pathways in the brain, and was fascinated by studies showing that anticipation and prediction of peak musical moments is the main cause of dopamine release. This causes the pleasurable response that we all feel with music.

Whilst reading about others' research interests me, I also enjoy the practical applications of biochemistry, and I was fortunate to be able to experience this when I shadowed a senior Biology professor at Exeter University. In the lab, work was focused on the microtubule formation in cells during mitosis, and what happens when this is inhibited. It is possible that this research may lead to methods of impeding the abnormally rapid cell division seen in tumours. Similarly, I was part of a team which participated in the national final of the RSC Analysts' competition, having won the regional round. Although we were not placed in the top 3, I was really stimulated by practical science at a higher level.

Beyond academic work, my enjoyment of music has led me to achieve grade 8 on both clarinet and violin. I play in the school orchestra and big band, as well as singing in the choir. In addition to the teamwork inherent in this, I have developed co-operative skills further through sport, representing the school in both rugby and hockey. Managing 80 of my peers in the highly competitive school music competition also taught me a lot about leadership.

Biochemistry fascinates me and I am looking forward to advancing my understanding further at university.

Business Management

I have always been interested in the different ways' businesses are managed and the reasoning behind why some succeed and others are forced to close within the first year, even if their product or service is seemingly a good idea. My interests within Business have grown with my knowledge of the subject and I have a particular fervour for the Marketing modules in a Management course: I especially enjoy analysis of consumer behaviour.

It is both creative and technical aspects that appeal to me. Studying Business has fine-tuned my judgement skills when writing proposals on which solutions would be better for businesses, and to craft words into advertising slogans; aspects I particularly enjoy, especially as an English student. Analysing real case studies has provided an opportunity to interpret data and examine how likely it is the company will be able to succeed, therefore giving me an understanding of what it takes to manage a business.

Analysing data and statistics are also a major part of Psychology, not only allowing the use of the transferable skills between the two subjects, but also the opportunity to consolidate and perfect the skills in utilising them frequently. Links between the Psychology of the subliminal and subconscious, which can be manipulated very easily, and strategies used by corporations in their managerial schemes and advertising, fascinate me. I am particularly interested in understanding the way the brain reacts to manipulation, enabling me to discern how managers can effectively motivate their teams, which is vital in a predominantly competitive market. Indeed, my enthusiasm for Psychology and Business has led to research into personality types and in particular the way introverts can thrive in a business.

Studying English Language has highlighted how linguistic determinism can also manipulate a person's decisions. Through my coursework I have seen how linguistic features can be used in order to persuade someone to do something, even if subconsciously they think they are making an autonomous decision, I find this particularly interesting, especially when studying marketing. Also, Creative Writing enables me to deploy my words carefully, which is vital when composing advertisements.

I acted as MD within the Young Enterprise team and was delighted when the team were awarded best company at the regional heats and best stall in the regional finals. The most important lesson I learned from the whole process, was how hard managing a team of people can be, but also how rewarding it is when you are successful.

A part-time job at Boots has given me confidence as well as an understanding of the importance of good communication skills and punctuality. I am able to grasp the needs of customers and advise them accordingly; acting as a good listener is something I pride myself on. I have also been a member of a dance team for ten years, through which I have taken the opportunity to teach and help the younger dancers. This has developed leadership skills and proven my reliability.

Business Studies has a unique appeal for me. I would relish the opportunity of developing my skills through a Management undergraduate programme and satisfying my curiosity about this fascinating subject. My appreciation of the subject would make me an ideal candidate, since I would be truly committed and enthusiastic about every aspect of my learning and student life.

Computer Science

My fascination with technology was sparked when, as a child I thought it would be a great idea to take apart my Playstation console. Aware of the danger, I was still eager to see how it all worked inside. I find it intriguing how fast society has been shaped and continues to be, by the influence of Computer Science. A few years ago, if someone were to have claimed that cars would become autonomous, people would have doubted them. Now we are at a stage where nearly anything is possible and this is due to the relentless problem solving of computer scientists. The latest software update released by Tesla motors allows their cars to learn how to drive themselves, and is an example of artificial intelligence, a sector which I am most interested in. I want to study Computer Science because I want to gain the knowledge needed to be able to help find solutions to world problems, with the efficient use of computer technology. With the knowledge and skills, I will attain from this course, the creative ideas that I could bring into fruition would be endless. I hope to become one of the computer scientists who adapt technology to help the human race evolve. One possibility would be for artificially intelligent gadgets to recognise different people and adjust to their individual needs based on personal preferences. I have been teaching myself Objective-C syntax in my spare time and have completed online programming courses, which have allowed me to explore the endless possibilities that computer science can bring to the world. I have also learnt to create a simple iOS game using Apple's syntax called 'Swift', in XCode alongside Photoshop.

I understand that computer science is not just about programming and hardware but also about the ethics entailed in the process of a design as well as innovative thinking. Studying A-Level Philosophy and Ethics has given me an insight into many ethical situations that may arise around computer science such as the creation of artificial intelligence. This raises controversy of whether or not we should be trying to create artificial intelligence, as people have different beliefs and faiths. One example of such controversy was during the development of Honda's Asimo robot when engineers had to visit the Vatican to seek permission to continue the project due to how human-like the robot was developed to walk. During a week of volunteering on NCS I visited Wazoku, the creators of an idea-sharing software used by major corporations such as Waitrose and The BBC. I was given an insight into the working environment that I hope to join after completing my degree. I am applying for work experience at Wazoku, in order to learn about how the software industry can influence the progress of companies.

I am constantly seeking to learn new skills and gain experience from various activities. I have been a member of the RAF Air Cadets for four years, where I have learnt many valuable life skills such as discipline, leadership, charity and confidence. Alongside these life skills I have gained various qualifications such as The St. John's Ambulance Youth First Aid qualification and Leading Cadet qualification. Being a cadet also involved doing charity work such as raising money for the RAF Benevolence Fund and the Poppy Appeal. Through all these experiences I have learnt how to work with people from all walks of life, different backgrounds and people who have different beliefs and ideas to the ones I do. This has enabled me to adjust my approach to solving different problems and situations.

Technological advancements take place around us everyday, from the evolution of bulky antenna phones into smart phones to the introduction of smart virtual assistants such as Apple's Siri, Google Now and Windows' Cortana. I am inspired by the fact that computer science has become a fundamental element in the development of a better, smarter future for our world and my goal is to be part of that development process.

Criminology

As a way to explore my interest in criminology and related fields I have taken part in independent research. In order to see what it might be like to study criminology, I have taken part in two psychology studies. The first was a university research project on attentional disengagement from emotional stimuli in developing children and how this relates to symptoms of depression and anxiety. I enjoyed the process of examining photographs and submitting the data through computer input. The results for this study showed that the participants had faster disengagement from their mother, than to a stranger's face and to happy faces, rather than sad faces, and there was no significant difference between high and low depression and anxiety groups. Further to this, I was able to take part in another university study, this time on whether or not short-term memory depreciated during teenage years and again, I also submitted this data through computer input. Because I had the opportunity to take part in these studies, it has been interesting for me to be able to see how researchers work and the value ascribed to gathering data through case studies.

Similar to this, I have also taken part in a FutureLearn course on forensic psychology. Over 8 weeks I learned about; what can affect a witness' memory, inattention blindness, how to evaluate witness evidence, methods of facial recognition and the identification procedure. This online course was very valuable as it allowed me to look deeper into some of the factors of criminology and made me realise further how much I want to study this course. In the news recently, there has been many stories that feature elements of criminology. For example, if we look at the fire at Grenfell Tower in London, there's lots of controversy regarding criminal responsibility. The reason that the tower fire has caused so much uproar is that the residents of the fire blame the owner of the building because of the recent renovations, however, although the police are now considering manslaughter charges, it still isn't fully clear as to what they'll be charged with. In my opinion, this crime should be classed as corporate manslaughter rather than murder, as murders are premeditated whereas the fire was not. I believe this also because it is well known that the cause of the fire was the recently refurbished insulation which, despite not passing the health and safety checks, was installed because it was much cheaper than acceptable insulation.

Links to criminology can also be looked at through the recent bout of terrorism that has hit the UK. The attacks that hit Manchester and London not long ago have well and truly shook the country because, although we've shown a great level of resilience, it's also showing us as a nation that life shouldn't be taken for granted because these people that commit such heinous acts will stop at nothing to try and destroy us. As someone who has been a victim of crime myself, I think it's important to distinguish what is classed as criminal and when it crosses the line and becomes terrorism. The main way to separate the two is by looking at motives. Most crimes are carried out as a way of getting either money or power but terrorist attacks are done purely as a way to hurt people, they want people to be punished for not following their political, ideological or religious standpoint.

Dentistry

I view dentistry as being able to work respectfully and diligently, being able to take charge as a leader but also work within a team, in a paced environment. The profession is very appealing to me, as it not only combines my love of science paired with intricate manual dexterity, but you also have the chance to make a real improvement on the quality of life of your patients. After a total of 3 weeks at 5 dental practices, both private and NHS, I have learnt the importance of communication between patient and dentist and have gained a real appreciation for the hard-work and dedication required in such a demanding profession. I particularly enjoyed engaging with a wide range of people and I believe that my self-motivation and nurturing nature are a great foundation.

Last year, I spent 4 days at 2 private practices where I met an endodontist, prosthodontist and hygienist. I observed multiple root canals, learning how concentration and an eye for detail were essential for complex procedures. Whilst watching the prosthodontist, I observed veneer applications, composite fillings and crown preparations. I learnt about the need for adaptability and the importance of effective teamwork between dentist and dental nurse. I also was very intrigued by how the dental prostheses were made and arranged work experience in a dental laboratory, spending a day learning how porcelain crowns and veneers are made. This year, I arranged 2 weeks at 2 NHS practices, shadowing general dental practitioners and an oral surgeon. I observed amalgam fillings, denture fittings and wisdom tooth extractions, learning the importance of clear communication, being sensitive around nervous patients and fully explaining any treatments, as it means patients are more willing to be open and trusting towards you. I spent 2 days in another private practice, where a 'CEREC Omnicam' was used to take crown impressions. This taught me how new technologies are constantly being developed and how important it is to utilise them.

This Easter, I travelled to Botswana, spending 4 days volunteering at a local primary school. I taught English, maths, science and art lessons to a class of 40 children, who initially spoke little to no English, developing my planning, leadership, and communication skills. I also spent a day planting trees near the local care home, teaching locals basic IT skills and visited the 'Smiles' Dental Clinic. I raised £200 for the 'Elephants without Borders' charity by doing multiple bake sales, after attending a lecture on the preservation of elephants in Botswana. I volunteer at my local care home, building relationships with residents by acting in an approachable and friendly manner. Last year, I volunteered at a charity shop for a year, allowing me to interact with a wide range of people, improving my inter-personal skills and I also volunteer at my local animal sanctuary, walking dogs, as I enjoy using the time to relax after a busy week. I stay informed with latest dental news by reading dentistry.co.uk news articles and journals for my EPQ topic, about forensic odontology. Outside of school I am working towards my grade 6 Flute, which maintains my manual dexterity and is a source of relaxation. Having completed my silver Duke of Edinburgh, working towards Gold, I have learnt to be determined, adaptable and think on the spot. I ride horses and play tennis once a week to maintain a healthy lifestyle. All my extracurricular activities have allowed me to develop a wide range of skills, which will help shape me into a conscientious dentist.

I am a hard-working, enthusiastic and compassionate student with a huge desire to learn. I realise that a good dentist must be responsible, dedicated and ethical and believe that I am capable of that. Therefore, I will be able to fit into social and academic aspects of dental school.

Design

Graphic Design is always around us, and learning how to communicate in a visual manner has inspired me to learn more about the subject. The words 'create' and 'design' have always sparked a sense of enthusiasm and excitement within me. From an early age I have always had a creative characteristic which I feel is my most dominant. For many years I have enjoyed designing logos, packaging and coming up with creative campaign concepts. Since learning that Graphic Design is something that I'm driven towards I have gained an interest and spectrum of knowledge about graphic designers such as Milton Glaser, Herb Lubalin and Paul Rand. Their works have inspired me to develop my own skills and have given me an insight as to how to establish a creative mind-set.

Working within the Communications and PR, Film and Graphic Design Departments at Imperial College whilst on work experience, I was able to explore different ways of communicating through social media, film and print design. I thoroughly enjoyed my time with the Graphic Design team where I was able to see how various software's were used to develop banners for the university fair.

During my placement I learnt how fundamental research is and how it is conducted during the whole design process. After the placement I was more decisive about wanting to delve into the world of Graphic Design, hence I set about finding a work placement that solely focused on Graphic Design. My second placement was at Virgin Media, where I worked with graphic designers and UX designers and was introduced to the field of digital design. I attended meetings where briefs were being discussed and was able to follow the journey of the graphic designers to witness how they went about delivering the brief; and helping design assets for the website. The placement allowed me to comprehend what digital design consisted of and learn about the works of alternative designers such as UX designers. My enthusiasm for Graphic Design made me want to expand my knowledge, hence I took a Graphic Design course at Central Saint Martins. The course was completely different to my professional work placements. The course prohibited the use of computers and all artefacts were formulated from research trips and materials; making me realise the extent of graphic design. The manner in which I worked was refreshing from constantly collaborating with software. After the course I was able to understand that there are various methods of communicating which do not involve software. In my free time I self-teach myself Photoshop and Illustrator through tutorials. I also enjoy self-initiating briefs for myself, as well as briefs set by agencies such as D&AD, RSA and YCN which provide me with a creative challenge. For example I have 'restyled street style' for ASOS, which was a brief set by D&AD. I also voluntarily design logos for businesses, go to contemporary galleries, the Barbican Centre, research trips for my creative briefs and work on my briefs.

I also look forward to the annual London Design Week, where I have become educated about designers and new design processes and am able to draw inspiration upon. I have volunteered helping teach 6-9 year olds at my community art club, which I attended for 3 years. I have achieved the Bronze D of E, had a part time job for one year at a high end retail store and was part of my local netball club where I trained and competed. Completing these activities has enabled me develop a strong sense of co-operation, teamwork, good social skills and commitment which would greatly benefit me whilst studying a degree. I try to seek all possible opportunities to help me advance my skills in Graphic Design, and feel that having the opportunity to take my admiration of design to degree level would be extremely rewarding. I'm self-motivated and eager to start devoting my time and attention to Graphic Design, and am positive university will help me excel in what I like doing best.

Engineering

Engineers build societies. More specifically, mechanical engineers apply fundamental maths and physics laws to construct mechanical devices that we use every day, despite sometimes going unnoticed. For this reason, I would like to pursue a career in engineering, as it is such a key component in societies. It combines my fascination of how things work and the mechanics behind devices, with the ability to apply maths and physics concepts to real-life situations.

Studying Maths Mechanics at A-level has given me experience with calculus and more advanced mathematics, including differential equations, creating a firm grounding for the mathematics I should encounter at degree level. Physics has given me an understanding of fundamental notions and reinforced the mechanical aspects of maths, while through Chemistry I have gained hands-on practical experience through regular experiments. Economics at AS level allowed me to develop knowledge on economic practices, as I recognise that many engineers move on to positions involving management responsibilities.

Being invited to partake in the A2 British Physics Olympiad enabled me to gain a deeper understanding of physics principles including Newton's Laws of Motion and the Laws of Thermodynamics, especially those entwined into everyday tasks. Participation in the Physics Olympiad also provided me with the means to develop my critical thinking skills, as there are usually multiple paths which can be taken to reach the same answer. In addition to this, it required me to think logically about a problem while also being creative. Over the summer holidays, I had the opportunity to undertake masterclasses offered by the University of Liverpool, where I was able to enhance my practical problem-solving experience and apply familiar concepts to strange and unfamiliar problems. One of the masterclasses was engineering movers & shakers, where we engaged in a group structure building task and learnt about the levels of stress structures can withstand. To broaden my engineering knowledge, I conducted personal online research, with Youtube channels Engineering Explained and Learn Engineering, partnered with regularly assisting my dad in repairing and restoring old Land Rovers providing a wealth of knowledge. Here I have been able to develop awareness of underlying concepts within motorised vehicles, such as the differential which allows the wheels to rotate at different speeds while transferring power to both wheels through the use of the spider gear. Allowing for two different types of rotation and so creating variable power output to the wheels.

Last year, as part of the Welsh baccalaureate I volunteered at my old high school's maths department, where I tutored a group of year 11 students guiding them through the additional maths course. This was beneficial as it allowed me to develop my interpersonal skills, as I had to alter my teaching approach in order to convey the content as effectively as possible to suit each individual student. Completing the Bronze Duke of Edinburgh Award has meant I have gained valuable skills including teamwork, leadership and confidence, allowing me to work with a diverse range of people, this is useful as an engineer because you will encounter and have to work alongside various types of people to achieve common goals. In my spare time, I joined a rowing club for several months, demonstrating my commitment and organisation skills as we often trained multiple times per week including early mornings, together with communication skills as team cohesion is an important factor when being part of a crew.

Studying mechanical engineering will allow me to contribute to new life-changing technologies for numerous industries; including construction, transport, and health-care. My motivation and diligence along with my ability to study independently will make me as I believe it an asset to the course.

English

Whether learning about the struggles of modern-day teens through John Green's novels, or exploring the social landscape of Georgian England with iconic writers like Jane Austen, English Literature allows me to gain a new perspective on the world, explore cultures and time periods that would usually be out of reach, and to question my beliefs and understanding of the world.

Through my English studies, I found a keen interest in the theme of destructive love in literature, writing an essay comparing *The Great Gatsby* with *Wuthering Heights* and *Lolita* to explore how destructive love in different time periods and genres affects the perception of a character's redemption arc. For example, Gatsby's image of Daisy is too distorted for him to truly love her as she is, causing his own downfall, whereas Heathcliff's extreme love for Cathy presents him as a tragic hero, while Humbert's love for Dolores condemns him in the reader's eyes. As a result of this essay, I became interested in the role of male writers in the presentation of destructive love, taking a MOOC on 'Male writers and love', and watching 'Love Between the Covers' to gain a greater understanding of the relationship between the author and the theme of love. My independent research into this area outside of class led me to win the English prize for achievement.

I am also interested in the presentation of societal issues in literature. For example, the treatment of black women in *The Colour Purple*, and how many problems faced by the characters then still remain now, such as the glorification of light complexions. I watched 'The danger of a single story' and read *The Girls of Riyadh* to develop my understanding of feminism in literature in relation to non-white authors and characters, leading me to question what femininity is and the various ways it can be perverted. These topics shaped my EPQ, where I adapted and translated Chaucer's Wife of Bath character into a modern piece of feminist drama, largely inspired by hip hop music and culture. This project helped develop my research and interpretation skills while also giving me the chance to explore literature more creatively.

Last year, I took part in the UNIQ summer school where I was able to study Shakespeare in new ways, exploring *The Tempest* from a postcolonial perspective with Prospero representing the coloniser and Caliban as the native. This opened up a new theoretical branch of literature for me and I began listening to the 'Approaching Shakespeare' podcast to learn more about Shakespearean analysis. As a result, explored adaptations of Shakespeare's plays in popular films like *The Lion King* and *She's the Man*, and in books like *Hag-Seed* to further my understanding of the longevity of Shakespeare's plays. I could see that the characters and messages are still relevant to today's audiences even if the plot and language isn't; I'm keen to explore the world of literature adaptations further in my English degree to advance my interpretation skills.

Having explored *The Tempest* at UNIQ and through *Hag-Seed*, I saw that it was possible to view the play as metatheatre, depicting the creation and development of art. This connected with my work in English on Wordsworth's *The Prelude* and James Joyce's *Portrait of an Artist as a Young Man* as both texts also had themes revolving around the artist and what inspires their work. I particularly enjoyed the way Wordsworth developed nature into a maternal figure for himself throughout the poem. My time spent at the summer school helped me to further develop my essay writing, as well as allowing me the opportunity to engage in valuable discussion and debates.

I am an activities leader at my local youth club, and I volunteer at my local primary school where I help students with their literacy and numeracy. Both roles have helped me build my leadership and communication skills - skills I have used to apply for a summer camp counsellor role this summer to continue to support my local community.

Fashion

What we choose to wear mirrors how we wish to be perceived. Fashion is a continuation of personality; individuals can take the same item of clothing from a retailer and envision it completely differently, thus making it unique to them. Another aspect of fashion that I find interesting is its many forms of influence, such as culture. On their travels, buyers see something that inspires their trend board and feeds into the design process. This shows the power that buyers and merchandisers have in controlling what reaches consumers. The dynamic nature of the industry makes the risk taken rewarding when it's a success. It's this uncertainty that I think makes the roles of buyers and merchandisers so exciting.

To gain a better understanding of working for a fashion house, I completed a placement at Debenhams Head Office in the Men's Footwear Buying department. I gained valuable insight into how the buying sector functions and the production process from beginning to sign-off. Having this opportunity confirmed my career aspirations in fashion. It also introduced me to the importance of merchandising, showing me how closely both sides work together to finalise a range. I also spent time with a design team, going through stages of product development, from identifying a potential trend to production and distribution, which greatly widened my understanding. During this time at Debenhams, I realised the importance of having specialist knowledge of materials. This is why I believe that studying Buying and Merchandising will provide me with essential skills fundamental to working in fashion.

Being a sales consultant at Next, I have a good understanding of in-store operations. One task I carried out is comparing the best and worst data and applying this to the store's layout. This shows the importance of visual merchandising, how the placement of certain products enhances sales. Another aspect of working in-store that I love is witnessing the change in stock overtime, and observing customer's reactions to this first hand. What fascinates me is how a design concept initiated at Head Office is developed into a range that evolves over more than one season. Having a job has helped me to better my time-management, as well as improving my team-working skills. I utilised these skills when my family and I organised a Charity Dinner and Dance in aid of JDRF (Junior Diabetes Research Foundation), seating 135 guests. We raised £10,000, which motivated us to continue fundraising, planning our next event for 2018.

Studying Art has challenged me to take more risks in my work. It has also greatened my appreciation for different art forms, and has inspired me to visit more exhibitions. From engaging in the subject, I have good awareness of the formal elements, such as colour, texture and composition, which is essential when working in retail, from product design to marketing and branding. My decision to study Business has greatly broadened my understanding of commercial principles and practices, from regional to international scale. I have a good understanding of the functional areas and the influences of one on another, for instance, the effect of a business's financial performance on its marketing budget, or level of operations. Finally, from studying Psychology, I have learned how individuals often adapt their fashion choice in order to feel valuable within a group. This has greatened my appreciation for fashion as a way of expressing identity and its effects on confidence and self-worth.

I feel that my chosen A-Level subjects of Art, Business and Psychology, along with my work experience placement and job are providing me with a solid educational background and the practical experience necessary to gain further knowledge and understanding which I hope to continue to develop at your institution. The course that you provide will hopefully enable me to secure a successful career in Buying and Merchandising, the path I have chosen to pursue.

Film

Baz Luhrmann's works are what first inspired me to want to study Film at university. The first time I watched his 1996 adaption of Romeo and Juliet, I was completely entranced by his beautiful Mise-En-Scene and staggering attention to detail within his film. Indeed, I found the use of deep-rooted Shakespearian language crossed with a completely modern setting to be very thought-provoking. It seemed Luhrmann was trying to convey the theme of unconditional love - arguably the cornerstone of Romeo and Juliet - through the idea that, regardless of time gone by, the infatuation felt by the star crossed lovers remains ever strong, even when tested by the modern day.

My love of film led me to complete a MOOC titled: An Introduction to Screenwriting. From this, I learned about good story-writing practice. Most significantly, I was interested by the 3 part structure approach to screenwriting as, when writing stories for publishing, the structure does not have to adhere to this structure to be coherent, unlike in film. I am an enthusiast for page-to-screen adaptations, which I have consolidated through reading novels such as Adaptions: From Text to Screen, Screen to Text. This highlighted to me the many intricacies screenwriters have to take into consideration when adapting from page to screen; for example, a 400 page novel would on average be condensed into an 85-100 page screenplay. Eventually, I would love for my studies to support me in achieving my long-held dream of working on screenplays, whether that be adapting from books to film, or just creating stories.

My study of Film at A Level should provide a solid foundation for undergraduate study; my passion has been nurtured and grown extensively due to the many different films from around the globe to which I have been exposed, learning about the surrealist movement within film has opened my eyes to legendary formalists such as Louis Brūnel and Salvador Dali. 'Un Chien Andalou' was of course particularly prevalent as I found the idea of 'dream logic' within film very interesting. Following on from this, I have made two short films during the course that have really thrown me in at the deep end when it comes to practical film making. This allowed me to channel my new found love of surrealism into the pieces I created. Through this, I have reinforced my independent study and time management skills which I believe will be valuable for university study.

Beyond the curriculum, I have enjoyed reading another book on screenplay practice: Invisible Ink by Brian McDonald which detailed the ways in which a successful story is structured and converted into the screenplay format. As an aspiring screenwriter, I found McDonald's 'Seven Steps' template for devising a story profoundly useful. In my spare time, I am currently volunteering at my local art gallery and museum as a 'gallery invigilator' whereby I get to interact with customers who have come to view the media whilst also finding out more about film and art at the same time. I find this very rewarding in the sense that I get to share my own passions with others when they ask questions about the works whilst also letting me absorb an everlasting supply of art and film history that I can apply to my education through study of film noir. As many foreign tourists come and visit the galleries, I have been particularly interested to learn about their descriptions of the differences of Hollywood cinema compared to cinema of their country, particularly in East Asia.

More widely, mentoring a Year 8 student has developed my listening skills as well as being a major responsibility as the student felt he could confide in me. My job as a school kitchen assistant has helped me develop effective team work skills as I carefully plan events for the children with people I may have never met. I feel that this has given me essential communication skills I can transfer into the seminars I will attend at University.

Finance

Studying finance has always been a goal for me as it consists of elements which I believe pertains to my current skills. Dealing with finances interests me and I'm keen on finding ways to make money go further. Calculating profits and losses are important parts of finance on my course and I have enjoyed making sure this is done accurately. Originally, I took AS level subjects at college but due to extreme health conditions, I was unable to complete them. This didn't deter me from pursuing my educational aspirations, I transferred to BTEC Level 3 which was more structured towards my goals.

This course has several units which have helped me to realise that I want to study finance at a degree level, units such as unit 3 and unit 5. These units deal with personal finance and business finance on a national and international scale, they are very interesting to me and are easy to understand. Within unit 3, I particularly enjoyed: forecasting cash flows for businesses, learning about break even analysis, analysing statements of comprehensive income and financial positions. The creating and reviewing of these documents developed my enthusiasm for the topic and convinced me that finance was a field that I would want to be involved in. During my educational studies I have acquired important skills which would help me in higher education. For a lot of our presentations we had to work together to contribute to the final work. These skills are applicable to higher education as we will be presented with many group presentations and we will have to work together to be successful. Also for coursework subjects I have been provided with information I have had to evaluate and use to help me analyse a company's position and recommend improvements. This can be transferred to higher education as there will be considerable information I will come across and have to analyse independently.

This eagerness to study finance led me to carry out work experience in Barclays Bank PLC. As a supervisors assistant I was able to shadow the branch's head supervisor in his daily dealings such as: sorting out customers queries, transferring money from accounts, cashing up tills and several more things. From my time at Barclays, certain skills were taught to me and others were further developed. When dealing with customers we had to cater for their needs whilst following company regulations, this often required critical thinking as we had to analyse the issue in order to diagnose it. This skill will prepare me for the often demanding thought process which has to be applied when it comes to a degree in finance. I gained employment at Schuh kids at the beginning of the summer of 2017 and here I was thrown into a more independent role where there were financial targets set out for me to reach as an individual. I developed a numerous skills such as time management. As the store was very busy we had to make sure that we provide speedy service whilst still maintain quality service. This skill will be applicable on a degree level as a lot of work will be handed out so I will be able to keep on top of it and make sure it is of a good quality.

During my college experience, I was one of the dance leaders for the dance society and we were tasked with creating routines for the members to learn to perform at school events. This role instilled in me leadership and organisational skills as I had to make sure everyone was aware of the routines and comfortable with them. This skill can be transferred unto degree level as I will be able to take leadership in my studies and group activities, making sure all work is done successfully.

Forensic Science

The intricacy of the molecular mechanisms required in vital life processes, such as metabolism and DNA replication, really appeal to my inquisitive nature. It intrigues me how a vast amount of these natural processes occur in a single organism, and how mistakes are not made more often. Learning more about the biological systems created by natural selection would be a great way to build upon my interest in bioscience.

Having done work experience at a pharmacy, my curiosity was sparked towards pharmaceutical drugs and their interactions with the human body. I had a chance to improve upon skills such as time management and organisation, as well as building on my confidence by interacting with customers. I was encouraged to be independent, but to ask for help when I needed it. After really enjoying my time there I was offered a permanent job and now work at Sharmans every weekend. This heightened my appreciation for what is required in the workplace, and gave me the perseverance needed for pursuing a bioscience-related course. This in turn fuelled my interest for genetics since many drugs are used to alleviate genetic disorders.

I decided to further my knowledge about genetics by reading 'Genome' by Matt Ridley. One chapter that caught my attention was about the genes involved in the development of fruit flies. Generally genes are distributed randomly on chromosomes, with no set arrangement. However, developmental genes are ordered in the specific sequence of the body of the fruit fly, to ensure that the correct parts form in the correct places. This in itself is fascinating because it builds upon our understanding of human development and promises a discovery of those same genes within the human genome in the near future. For me, some other intriguing genes include those that code for bioluminescent proteins.

Bioluminescent organisms caught my eye because of the unusual nature of their biochemistry, which inspired me to learn about the reactions behind them. I researched this and found my answer, which was related to the reaction of oxygen with luciferin in the presence of the luciferase enzyme. This reaction releases photons of light that cause bioluminescence in certain organisms, creating the captivating visual phenomena that we love to see. The urge to act on my curiosity was influenced by my experience of the Duke of Edinburgh Award, which taught me how to keep moving forward in the things I do. Our group often had to compromise when faced with unexpected obstacles, but we always came up with effective solutions. As a result I have more patience and determination to pursue the topics that I enjoy, as I know that only hard work can bring the best results.

From DofE I also learnt how to work effectively as part of a team, which I frequently apply during lab-based activities. My role as a year leader, where I mentor a year 8 form group, and my running of Rubik's club have taught me how to plan sessions effectively so that the students benefit from them. I learnt to manage my workload more effectively due to the additional Russian homework that I was set, having attended Russian school until I was sixteen. This also helped me form more personal connections with others, as well as expanding my social circle. I tend to think of science as a jigsaw puzzle, complex but with a logical structure that can be determined through rationale and common sense. At the moment I do not have enough pieces of this jigsaw to satisfy my curiosity, but I know that a bioscience-related course will provide me with these pieces, and perhaps with them I will be able to create my own unique picture of the world.

Geography

I first developed an interest in geography while learning about tectonic plates and started to see a pattern emerging between geography, science, and history where changes in our physical world affect the lives of plants and animals, and the outcome of battles and changes in power. Geography encompasses such a diverse range of topics and areas that impact our daily lives; studying it at degree level will allow me to develop my data analysis skills, and my ability to create actionable solutions from data.

I recently visited FSC Flatford Mill with my school to study the cross profile of the River Brett, examining erosion and velocity to determine how the river and riverbed changed along its course. I used the Bradshaw model and GIS to present my data in an efficient way, improving both my data analysis skills and my graph skills. I was able to use these skills in my biology and economics courseworks as well, linking these subjects to see the impact both geography and biology have on the global economy and vice versa; I read a study on economic trade and how this varies in coastal, urban, and rural areas. This is especially valid in our current economic climate where Brexit and freight trade relations are changing the nature of exportation in Europe. Geography is such a wide reaching subject that impacts so many areas of life that it is vital to use it to create solutions to key global issues like conservation, economic globalisation, and sustainable energy.

This led me to watch BBC's *Metamorphosis* where I learnt that minute biogeographical changes can actually affect entire species. For example, in African clawed frogs, even the slightest distortion in depth or temperature of the body of water in which they live can seriously affect their growth, meaning frogs of the same species will be different sizes and have different growth rates. I had been studying the impact of human activity on ecosystems and noticed that in areas that are heavily inhabited by humans, there are more physical differences within a single species, defining our impact on the environment.

Sustainability and conservation is such an integral part of geography and I looked into this further in studying world cities. I came across Mexico City's new energy efficient buses which won the 2013 sustainable transport award. At the root of this project is an understanding of sustainable development which I've developed by studying the course 'Sustainability for Professionals', giving me further insight into how businesses and communities can create sustainable development strategies and allowing me to refine my evaluative and critical thinking skills. The sustainability of our world is a topic that shows constant international innovation is another part of geography that is so wide reaching and so beneficial in finding solutions to global issues.

Alongside my interest in biogeography and economic geography, I have also begun reading about geopolitics. For example, I read Louise Amoore's chapter in *Observant States* on the 'war on terror', finding her view on watchful visuality engaging. The idea to use images to create an algorithm that can be encoded so that deviations can be identified to minimise the war on terror is fascinating. The 'precautionary principle' is depicted throughout our lives, and is a critical asset to help minimise the war on terror and something I hope to take forward in political geography modules.

Having recently entered the RGS's Young Geographer of the Year Award with an essay on 'Why does Antarctica matter?', I used my independent research skills and desire to apply geographical enquiry to real world situations to create my entry. I have also undertaken my bronze DofE Award in Oxfordshire, using my cartography and leadership skills to steer my team. As a grade 4 drummer, I have honed my independent working and creativity skills, whilst also building my teamwork skills by supporting other musicians in the Christmas and Summer concerts.

History

Having family who fought on each side of both World Wars and family who grew up during the Irish troubles has put history into context for me in a way that sparked my interest in periods of past violence, injustice, and perceived persecution. I took the opportunity to visit the trenches in Ypres, the remains of the Berlin wall, and the site of the Battle of the Somme to immerse myself in European history and learn more about the role of individuals in history. Through these school trips and my own research, I have become more attuned to the place of historical events, how these have shaped our present, and how they can shape our future. In studying a degree in history, I hope to build my research, critical thinking, and evaluation skills.

Alongside European history, I have a particular interest in America which was prompted by studying the American Revolution last year. I read Howard Zinn's *A People's History of the United States*, finding his transparency and acceptance of his own motives refreshing. It was more convincing than Gordon Wood's work on the revolution, for instance, which fails to explore wider impacts on social distinctions. I was intrigued by Zinn's seemingly unbelievable chapter on the decline of Native Americans, so read *American Holocaust* by David Stannard to explore an area of history which gets relatively little mainstream coverage. Each of these works have given me a greater understanding of current American events and how marginalised some minority communities have become.

As a result, I began exploring other aspects of history that are not often talked about. I applied for and was selected to be an 'Lessons from Auschwitz' project, meeting a survivor of the camp and then visiting Auschwitz-Birkenau, where I learnt about aspects I hadn't previously considered, like the Nazis' huge backing from corporations and civilians. I reflected on *Making History* by Stephen Fry, which presents a reality in which Hitler is never born, but the Nazis rise nevertheless. It gave credence to Matt Ridley at the Chalke Valley History Festival, who argued that history places too much emphasis on individuals, and that achievements are products of circumstance. This appeals to me as I have often felt that historical figures are unduly lauded or condemned - for example, Churchill and Napoleon respectively. I am subsequently writing my A-Level coursework on the celebration and condemnation of key figures in history, exploring the concept that 'history is written by the winners'; I hope to highlight the danger of misrepresentation and its impact on our perception of the world.

On a similar note, I noticed a rise in 1920s and 30s references in pop culture following the remake of *The Great Gatsby*. Having studied the text in English and discovering an interest in the Prohibition era, I explored the impact of omitting the negative aspects of historical periods for the purpose of nostalgia. This was such an interesting topic that I chose to enter an essay about the glamorisation of the Prohibition era into the Julia Wood History Essay Prize. I used a combination of articles, films, and social media trends to support my claims and although I did not win the competition, I enjoyed researching the essay, using the work I had completed in both my English and history studies.

I have captained school and club football teams, and am a qualified referee. I regularly referee local under 10s matches and school team matches which has improved my ability to lead a team and perform under pressure. I have translated this to playing the drums for school bands and concerts, and to my role as Deputy Head Prefect. I have also taken on leadership responsibilities as a prefect organising school events, and being a buddy to younger students; my confidence and public speaking ability have noticeably improved. I hope to develop my skills and learn more about the world's political, social, and economic systems by linking the past to today's ever-changing society.

Law

Having lived in Singapore for nine years, my interest in studying law was originally sparked by the notorious legal system in the country. I read into their laws and policies on crime, safety, and racial quotas, and began exploring criminal law in different countries, comparing their laws and crime rates to see the impact of the legal system in different countries. Studying law will help me develop my research and analysis skills, and improve my ability to construct meaningful, well thought out arguments to support my ideas.

I used my interest in law to develop my understanding of key literature texts in my English studies, where I chose to write my coursework on Dickens' satirisation of the judiciary system in *Bleak House*. My studies in English highlighted a correlation between negative perception of the judicial system and increasing crime rates - a trend that can be epitomised by the Victorian era. I researched other Victorian novels to see how authors had used their everyday experiences with people to enable them to write a realistic depiction of the negative perception of law at the time. I was able to think critically about the role of the law in society, researching the Court of Chancery in order to find historical information to support and inform my extensive literary analysis. I also read *Learning the Law* by Glanville Williams which strengthened my historical understanding of the judicial system's dilapidation at the time.

Through my engagement in current affairs, I discovered an interest in the more human aspects of the law - for example, human rights violations and youth offending. Youth offending is a particular interest of mine and I have examined cases in the news through the lens of experts like Adam Foss in my EPQ on the value of juvenile prison in reducing crime. For this project I also used the University of Oxford's 'Tackling Adolescent to Parent Violence', considering how the law differs in the US and UK and how interventions other than prisons are being experimented with to prevent future crime. This opened up new areas of law for me, enabling me to use my research skills to explore a key legal debate that I would like to study further in a law degree.

I recently took a two-week law course at Oxford summer school where I learnt the importance of constructing legal arguments based on precedents and definitions, and was dissuaded from building my arguments too intuitively. We examined the effectiveness of intuition over evidence-based reasoning in 'hard cases', considering the value of professional experience in making decisions in a courtroom. What I understood from this experience was that legal reasoning can be based on intuition but only when that intuition is formed through long term experience of legal theory and precedents; I used this to develop my arguments in my law essays. I started listening to BBC Radio 4's 'Law in Action' and building a bank of notes to use in future essays, and began watching court sittings online to learn more about the way legal arguments are built for the courtroom - something that has helped me develop my debate and communication skills.

I have always been a highly active member of my school community and last year my efforts were rewarded when my peers elected me Student President. Campaigning for this position gave me the opportunity to develop my skills in forming persuasive and engaging arguments, and allowed me to recognise the importance of basing justifications in concrete fact. I was also able to identify key areas for development in the school to make informed and realistic promises for improvement without overpromising.

Marketing

Advertising and marketisation can be found almost everywhere today. From the glowing Times Square to a five second ad before a Youtube video. However more recently, there has been an introduction of a much more personal market where advertisements fit the criteria of what an individual may want based on their related internet searches. The idea of being part of such a fast developing industry has intrigued me throughout my education.

I have a keen interest in the digital media side of the course. I thoroughly enjoyed aspects of my ICT course where I studied how current and future technologies are able to convey information to people such as through social media, newspapers and the future development of virtual reality. Within this course I was also able to show off my creative skills by designing posters, PowerPoints, leaflets and video advertisements for an estate agency through desktop publishing and graphic application software.

I also have a great interest in the marketing and general management aspects of the course, and have a large interest in key sociological and consumer behaviour theories covered within the course. Here I will be able to transfer some of my own knowledge and skills I have gained from studying sociology at A-level such as Thorstein Veblen's theory of conspicuous consumption where an individual spends money on luxuries to display their economic control along with developing new theories and ideas presented to me.

In secondary education I put myself forward as a candidate for house captain. This meant I had to use my persuasive skills and explore ways to market myself through giving speeches, creating propaganda and maintaining a respectful image. Winning the house captaincy helped me to become a good team leader, by ensuring everyone within my house was happy and involved. These teamwork skills are essential in the marketing industry as in any business working together as a team is necessary to ensure tasks are done promptly and in great quality.

Singing has always been a hobby of mine which is why I joined the school choir. Reaching the final of a national competition and performing in front of large sums of people has significantly improved my confidence and communication skills, which I believe are crucial in marketing as constant communication is essential to ensure a good understanding of the consumer is built in addition to the wants of the client, as well as then being able to transform the needs of the client into a successful marketing campaign.

Since a young age I've been involved in various eco-conservative groups, this has helped me understand various people's perspectives on issues affecting the world and appreciate listening to what people have to say. I believe this is very important in marketing as it is vital to understand what consumers want, as well as having the skills to adapt brand images to new markets.

My experience of working at an accountancy firm has given me numerous skills such as managing a budget efficiently which is essential in marketing and business. Payroll had to be done on time to avoid fines, which meant working towards strict deadlines which will be crucial at university to ensure that I stay on top of all work and meet all deadlines required.

Outside of work I enjoy keeping up to date with the world of marketing through business papers such as the Financial Times. I feel this has broadened my knowledge on contemporary issues and debates. I take an active role within my own community, and have even voiced my own views on the Bay radio and the Evening Mail. More recently I have spent my time volunteering at local festivals and events such as the Victorian and Dickensian festival. I often enjoy socialising with my friends, whether it be during football training, or going out and enjoying nightlife. I am able to achieve a good balance whilst ensuring that neither interferes with my studies.

Mathematics

Mathematics at times can be the most frustrating subject, the best feeling in maths for me is when I get the right answer to a very problematic question. Every mathematical problem is like a puzzle, at times it can be hard work but all you need is the right jigsaw pieces to fit the puzzle. In the words of Stefan Banach, it has made me realise that 'Mathematics is the most beautiful and most powerful creation of the human spirit.' This caught my attention because mathematics shows a solution to every problem for example, in my A level further mathematics studies I came across to a topic called 'Proof by induction' which has been the most alluring thing in my mathematics studies so far. Proof by induction is a challenging topic but the beauty about it has intrigued my love for mathematics even more. I have enjoyed all my modules for mathematics. My favourite area is Pure Mathematics because it focuses on thought processes and problem solving. Differentiation and integration is my favourite part of Pure Mathematics.

A level Chemistry is helping me strengthen my knowledge in mathematics because there are a lot of calculations you have to do for example: chemical equations, calculating molarity and speed of atoms. Studying Chemistry demands that I grip onto concepts and the application of mathematics helps me gain general solutions to problems. I have enjoyed studying my AS modules for Further Mathematics and it has given me a huge understanding which I will take forward to A2.

Studying mathematics continues to be extraordinarily enjoying and the difficult task of trying to solve questions presented in a strange way is very pleasing. For Further Mathematics I had to teach myself decision 1 in the few months leading up to the June examination and now during the summer holidays I am self-teaching Core 3. I enjoy working independently and pushing myself to achieve. I particularly enjoy trigonometry especially questions where you have to prove the left or right-hand side of the equation, it's almost like problem solving and trying new ways of approaching the question as there are more solutions.

I love working with young people because I take the opportunity of inspiring them to take interest in something that will be beneficial for them. Whilst on my work experience at Yew Tree Primary School I was a teaching assistant helping children out with their subjects, in particular mathematics. Throughout my work experience I gained confidence talking to others, problem solving for example tackling questions that students wanted help on and the teachers.

I took part in the National Citizen Service challenge. At the start of the challenge I set goals which were to build more confidence and communication. My NCS experience has been amazing and I think by participating it has made me better as a person also improve skills such as communication. In the first week I was a team leader where I had to provide information to the team and the plan for the day. For the second week I worked in a centre where there was people with mental disorders. I planned a session for the people at the centre which had to be sport-related. We had a pitch day where my team presented our social action project to a panel of Dragons. I was part of the finance team where I had to use my mathematical skills and problem-solving skills for the social action project. The social action project was to raise awareness about visual impairment, by doing this it made me a better public speaker.

Sports has always animated my competitive nature and I've always wanted to strive to become better, be it mentally or physically. I enjoy playing for my local cricket club where in my first season I won an award for all round performance. I like to acknowledge the game of cricket, be it on-field or off-field.

I believe that university education will not only expand my knowledge in mathematics but let me experience a lot of new things and meet people who have various interests.

Media Studies

I have chosen this course as a pathway to my future career in Media; the next step on my platform. With this ever-changing world of technology, us young adults need to be ahead of the game, we need to constantly be updated with new equipment, with the news around us and with this know how to help make a difference to the world.

I've always been interested in technology, how it has developed throughout even my time and how it has evolved over the years. My current college courses at Henley College have given me the opportunity to explore my future career options, I am studying Use of Maths, Biology and Media; three very vast courses, but all with the chance to explore, create and develop my knowledge. Media has been the subject that has opened my eyes to a new way of exploring, not only through media, but by looking into the background of it and how it is used in our everyday life. I have always been interested in how other people view things and how they like to work.

I currently work part-time as a dispenser at a pharmacy, even though this job is not related to the course I want to study at university, I believe that it has taught me many valuable skills that I use within my everyday life. These skills include working in a set time scale, communication and teamwork. As I have developed these skills my confidence has also grown which has helped me flourish as an individual. In my opinion, these skills will help me immensely within my chosen course as if I cannot work within a team and use communication skills then I will never progress in my chosen field of work and within the course. Confidence is also incredibly important in media as if you do not have confidence you will not be able to put forward your ideas and make contributions to the course.

I am a firm believer that media controls most things in the modern-day world. If one day all media disappeared from our lives how would we survive? From celebrity culture to politics: media has a front place in influencing consumers opinions and does so very effectively. This is what intrigues me the most about media, the theory side has always captivated my attention as I constantly want to learn more about how we as a society have let 'media' imprison us.

Another passion of mine is music, I have played the drums for six years, during this time I have obtained my grade 1 drumming qualification, for me this was a great achievement as I worked extremely hard to gain the qualification, this shows I have a high level of commitment and love to be creative, which are another two skills that come in very useful within a university media course and daily life. Every day I strive to be the best person I can possibly be as I work to the highest standard I possibly can to achieve my goals.

I hope my true personality, enthusiasm for the course and my potential has been portrayed by my personal statement as I truly believe I will be an asset to your course and I hope you believe so too.

Medicine

In my role as an emergency medic with an event ambulance company, I have seen the importance of a calm, scientific approach, relying on knowledge of clinical skills - especially trauma management - as well as learning from advice from my seniors. Whilst assisting a paramedic move a patient with an incomplete injury of the lumbar spine, I realised just how important that clinical knowledge is, having to rely on it in emergency situations to correctly diagnose a patient and use equipment accurately. It is also clear to me the wide range of skills needed to treat physiological problems in emergency and non-emergency situations.

When I shadowed a GP on call with the local ambulance trust, it became obvious how diverse a doctor's skill set must be to rapidly gain control of an emergency situation and lead the team. Watching the crew deal with a cardiac arrest, the importance of teamwork was clear as each member carried out their roles instinctively, communicating correctly for the best outcome of the patient. The urgency of this setting contrasted to a GP surgery where a doctor employs a more holistic approach due to a relationship built up over time. This led me to read *This is Going to Hurt* by Adam Kay to explore more long term experiences of being a doctor. Kay's humour showed me the importance of managing your own mental health and resilience as a doctor; something I didn't see in person during my work shadowing.

I also took part in a voluntary placement in a care home. I had taken a MOOC in geriatric care and used that with my findings with the ambulance trust, to make a concerted effort to build an empathetic relationship with the residents. I had learned that this was a key skill when working with an aging population and was amazed by how much of a difference simply talking to the residents made to them. I had also learned about the complexities of managing pain - both physical and psychosomatic - and talked with the medical staff at the care home about their aims for patients and how they were going to achieve them, and the more complex procedures they were performing. These experiences exposed me to some of the difficult realities of medicine especially when there is little to be done to help a patient.

At school, I have taken part in Biology and Physics Olympiads in which I gained gold and silver. I am also a member of the Science Society where I have engaged younger students by talking in assemblies about upcoming trips to local science museums. I also co-founded the school's Medical Society, inviting a GP and the Executive MD of SWAST to talk to Year 9s-12s interested in studying medicine.

Outside the curriculum, I am a keen musician, playing piano at grade 6 and singing in two school choirs. I also enjoy sports, particularly swimming and playing rugby, having represented Devon at U16 level. Performing sport and music both as a solo and in a team has helped me find the balance between being independent and being a strong team member. I am much more confident on the rugby pitch as a result of being solely in control of my success as a swimmer. As a monitor and Deputy Head of House, I have developed my leadership skills, and my responsibilities require me to relate empathetically to help younger children with their problems. I would like to continue to play sport and be involved in other activities at university to further develop my skills and interests.

Midwifery

Something that has always enthralled me about becoming a midwife is the emotional fulfilment that the role presents. I was further encouraged to pursue my studies by the midwives that delivered my niece in 2015. The support that was given by these professionals inspired me in my desire to deliver the same high standard of care to future mothers, ensuring that each individual woman will feel as comfortable and secure as possible during their pregnancy. The role of a midwife is much more than delivering babies, and I look forward to providing attention and guidance to women in both antenatal and postnatal scenarios. The structure of the course attracts me as I will learn a lot from the intensity of the workload, as well as my attendance at placements in both hospital environments and community settings.

I am currently studying an Access to Nursing and Healthcare course, which is providing me with a great basis for my education. I particularly enjoy Biology, as I love learning to understand the way that the body works. Before my Access course, I completed A-Levels in Psychology, English Literature and Business Studies. Studying Psychology has aided my education as I have learned of the mental illnesses that can easily affect mothers during pregnancy and beyond, such as depression and bipolar affective disorder. Studying English Literature has encouraged me to explore the effects of postnatal depression, which was stimulated by my reading of 'The Yellow Wallpaper' by Charlotte Perkins Gilman. I am especially interested in the care of mothers after birth, in order to try and prevent or reduce any feelings of depression.

In my spare time, I volunteer at Derriford hospital on a maternity ward. Whilst there, I help midwives and other healthcare professionals to care for mothers and their babies. I am based in Transitional Care, which has shown me the struggle that midwives can face as they look after women who have experienced problems before, during or after the birth of their child. This has prepared me for the variety of subjects and aspects that I will be taught about on my degree course as I have encountered several different aspects of what midwives do on a daily basis. My sense of empathy has also been demonstrated, as the ward can be an emotionally difficult place to be.

When I am not volunteering, I have a part-time job in retail, in which I have met and engaged with a wide range of people from different backgrounds. This has enriched my communication skills, something that will definitely be of use in my studies and in my career. I work as part of a large team and I highly value my ability to work well with other people, as well as independently.

I enjoy keeping myself updated with recent happenings in midwifery, in addition to other forms of nursing, as I find it invigorating to learn about what current professionals are experiencing. I subscribe to several newspapers and sites, such as The Nursing Times, which also provides me with insight into the lives of current healthcare students, helping to prepare me for what to expect at university.

If accepted onto the course, I would be able to develop my knowledge and gain expertise on home birthing, which I hope to encourage women in the future to consider as there has been such a huge decline in home births over the last 15 years, with a shockingly low 1 in 50 babies being born at home in 2016.

I believe I will be able to overcome any obstacles I may face in my studies as I know how to manage my time effectively and prioritise work, which I have shown in previous education by submitting coursework before deadlines, alongside part-time work and my volunteer placement. I believe that the degree will prepare me well for my career, as well as any further education upon completion. I know that I can succeed in studying Midwifery at university as I believe I possess the potential to be a strong student, fully committed to my professional study.

Nursing

"The grace of a fulfilled dream is phenomenal." There is great wisdom in these words by Lailah Gifty Akita, as nothing is more gracefully fulfilling, than finally seeing the light of when your baby is born. To be a part of this process and provide the competent care that is essential during pregnancy, labour and the postpartum period would be an honourable job in itself. Midwifery has been a field that I have longed to pursue a career in, coming from a large family my fascination with pregnancy, labour and the postpartum period, started at a very young age which has now developed into me passionately aspiring to pursue the career. The step into parenthood may be terrifying for many, through my previous experiences in working in a Health and Social Care environment such as during my youth work and working in a nursery, I am able to deliver the same level of individual care to every mother, baby and family.

I have been involved with the procedures of child birth, as I was lucky enough to be present for the birth process of my younger three sisters. I experienced first-hand what a midwife can do for women and their families during such a crucial stage of their lives such as; the intensive care that is provided to the mother to ensure the mother, baby and also the families well-being even after labour ranging from, antenatal education all the way to the postpartum stage and the support given to families with specific crucial details such as how to breast-feed. I have picked up on a lot of the approaches the midwives had towards delivering the care correctly to my parents such as transposing complex and technical information into a format that my parents would be able to understand. I have applied similar methods during my work experience at St. Basils Youth Centre and Small Heath Youth Centre in which I delivered a sexual health workshop called 'umbrella' to present methods to the youth to promote protected sex. This has been the greatest learning curve for me, as I learnt how to work with young people and teenage pregnancy issues such as financial issues and domestic abuse, I have learnt that this does not only happen in teenage pregnancy, but is also common in adult pregnancy. This will be helpful for me when studying the course Midwifery as I am well prepared for the high risk and low risk births that I expect to come across during my clinical placements.

I have previously studied Health and Social Care level 2, in which I learnt how to interact with the public and how the NHS works to maintain privacy and dignity. This led to me realise that I have a personality best suited for Midwifery as I can maintain confidentiality and be a responsible and accountable professional. My current job in retail has allowed me to gain skills such as, modifying my behaviour to suit different situations and behave accordingly; this is a transferable skill to midwifery as there may be complications during birth which require instant attention and detection to help resolve the issue immediately in a collected manner. Academically, I would relish the prospect of writing well-researched essays as I am an English literature student and love to write poems and short stories. I would also enjoy the practical aspect of clinical based placements and practical assessments at University as I have the balance of being a hands-on learner as well as being a well-written learner.

I am a dedicated independent individual and I rely on positivity and optimism to excel in life. My talents include singing, song writing, and dance. I have worked with many businesses such as youth centres and nurseries this boosted my social interaction skills, which will be convenient when I am talking to families and advising them on the different agencies that are there to support them throughout the pregnancy I perform at my school events and have received awards to celebrate my talents. I look forward to studying Midwifery and further enhancing my experiences and knowledge.

Pharmacy

Having had family experience of the devastating effects of both Alzheimer's and breast cancer I am hugely motivated to pursue a career where I can make a difference in ameliorating these effects to improve quality of life.

I believe Pharmacists will become increasingly important in achieving these goals, particularly as hospitals and general practices look to extend the scope of the Pharmacist's role. They are critical to ensuring the safe prescribing, supply and use of medication and have a key responsibility in supervising the public regarding a huge variety of health issues. The fact that I would be entering such a dynamic, patient-facing profession once qualified is particularly attractive to me.

Attending a Pharmacy workshop further developed my desire to become a Pharmacist. Although this was only an introduction to the work Pharmacists do, it was interesting to carry out the procedure for making up 100ml of "Simple Linctus BP". I learnt about labelling medications and saw how an x-ray powder diffractometer and calorimeter can be used to identify an unknown substance; in this case, Aspirin.

The "Good Brain, Bad Brain: Drug Origins" online course provided me with fascinating insight into how medicines interact with the body's own chemicals, often resulting in different uses for the same drug. For example, Sildenafil, originally branded Revatio, was originally used to help improve the exercise capacity of those with pulmonary arterial hypertension, but is now more commonly known as Viagra and used to treat erectile dysfunction. The pharmaceutical companies marketed the same drug under two different brand names and each brand has a different licensed use. The course also introduced me to the phases of drug development. In our aging society, finding and developing treatments for 'old-age' diseases is particularly crucial. I have found recent research into dementia captivating, particularly the discovery of LMTX, which has been found to slow mental decline in 1 out of 7 sufferers.

I have also been following the progress of the clinical trial of Aducanumab, which targets amyloid- β plaques using immunotherapy to clear neurotoxic clots and which may combat the early stages of Alzheimer's. This is of huge interest to me, particularly as it is furthering knowledge gained in A-level Biology about the use of antibodies to treat disease. Similar approaches have been used in cancer treatments; for example, 'Durvalumab' to treat glioblastoma. While extending my understanding of cancer therapies, I was taken by the concept of cells "committing suicide" at a Cancer Biology lecture. One example of this is the use of nitrobenzaldehyde as a non-invasive treatment for tumours which causes cancer cells to kill themselves by increasing their acidity.

As Head of House and now Deputy Head Girl I have gained valuable experience advising, supporting, and guiding younger pupils. I have learnt team working and resilience by participating in the Duke of Edinburgh award scheme, and built my organisational skills through events preparation as head of the Biology Society. As head of the Charity Committee I helped raise over £22,000 for numerous charities, through leading various fundraising events. Work experience at a Barristers Chambers in London has helped me gain a good understanding of the discipline, timekeeping and collaboration expected of employees in a professional setting.

I am excited by the prospect of building upon the theoretical knowledge and practical skills that I am learning in Biology and Chemistry A level, and looking forward to applying them in a clinical setting. I believe that this degree will allow me to pursue a career that combines my academic interest in Biology and Chemistry with work in a patient facing role within a multidisciplinary clinical team.

Physics

To me, learning is all about asking questions. My interest in Physics began with my GCSE teacher, who spent so much of his time in our lessons going off on a tangent talking about phenomena which occur in the world and universe that, although not relevant to our GCSE course, absolutely fascinated me. He had given us a peek at the incredible world of Physics beyond the simple equations and facts that we had to memorise for our exams. Unfortunately, that was all he gave us, a peek, because every time I would ask him a question that would be too complicated to explain to a 15-year-old, he'd tell us to wait until A level where everything would become clearer. Halfway into my Physics A level course and I still feel like I am on the tip of the iceberg. I have so many unanswered questions about the nature of the universe, which is why I want to study Physics at university. To find out more about the mind-boggling idea of a 4-dimensional spacetime; how photons can behave like waves or particles depending on whether you choose to observe them or not; and how the universe seems to depend on the speed of light, the cosmic speed limit.

What I've found is the more I learn new information, either from attending lunchtime Physics or Chemistry societies at my school or attending weekly lectures at UCL or even just from reading articles online, the more questions I seem to have. In an attempt to answer some of my questions I have read books such as "Why does $e=mc^2$ " by Brian Cox and Jeff Forshaw and "In search of Schrodinger's cat" by John Gribbin. Something that was very interesting to me was the disordered process in which the quantum theory was developed. It took a lot of collaboration from many scientists and I hope to one day be a part of the next amazing scientific breakthrough.

In this day and age conducting research requires teamwork and communication. I'm currently in the process of doing my gold Duke of Edinburgh award, having passed the expedition this summer, which demanded our team talk to each other and work together for four days to make sure the weather, terrain and fatigue didn't get to us, and indeed it was a very memorable and fun experience.

Other activities I do which have required communication would be the peer mentoring service I am a part of and also the academic mentoring service. Academic mentoring is interesting because in order to explain something to a 12-year-old I have had to change my way of thinking for some very simple concepts, and I believe it benefits me as well.

I was also part of a three-man team that made it to the final of the National Schools Aerospace Challenge 2016 which involved spending a week at Cranfield University to attend lectures and workshops. In order to get there my team had to work together to produce a 5-page document outlining the design of our aircraft and during the week we also had to present our aircraft to a panel of judges, it was a great experience.

Also try to maintain the initial enthusiasm of the first paragraph throughout the PS, use positive language and show that you enjoyed all the extracurriculars you participated in.

"Logic will get you from A to B, imagination will take you everywhere" is a quote from Einstein that resonated with me when I first read it. It is imagination and creativity that is essential to make the next step in modern Physics. What I hope to achieve by learning Physics at university is to gain the tools necessary to get from A to B, and then my imagination will take me even further, and I look forward to every step of the journey.

Physiotherapy

Physiotherapy is vital for the re-establishment of a patient's quality of life; I have personally had life-long support from physiotherapists. Growing up I had physiotherapy to re-align my hips and feet after having a breach birth. This was a lengthy, but worthwhile experience; which has lead me to be passionate about studying physiotherapy.

Studying PE, Psychology and Business at A-level, has given me the foundation knowledge to study Physiotherapy. Psychology prepares me for the neurology and mental health modules of the course, whilst PE covers the musculoskeletal, cardiovascular respiratory, anatomy and physiology sections. Alongside my academic subjects, I have completed a community sports leadership qualification (CSLA) which required leading voluntary sports sessions for younger students. I am aware of the demands of physiotherapy within the NHS, and I am ready to take the challenge of continuous learning and progression.

During a week of work experience on musculoskeletal outpatients at a community hospital I observed physiotherapists and ESP's carry out new patient referrals, follow ups, steroid injections and ultrasound treatments. I attended an osteoarthritis clinic where I learned about different treatments. I was able to talk to patients and listen to how each patient perceives their pain, enabling the physiotherapist to make an appropriate treatment plan for each patient. I have also observed physiotherapists in an acute hospital trust, working in various different wards; a stroke unit, musculoskeletal outpatients and orthopaedics (including trauma). I witnessed a wide range of people with injuries from common to trauma and learnt new techniques such as hydrotherapy and how to interact with people both in pain and with speech impairments. I met the multidisciplinary team who worked together during an emergency cardiac arrest call. My time here made me excited at the thought of studying physiotherapy.

Being involved in competitive swimming from a young age I have experienced leadership and teamwork in different situations, therefore I can adapt to different circumstances. The high physical demands of swimming means injuries are a regular occurrence, so I have experienced rehabilitation myself and through the experiences of my team mates. I understand the importance of Physiotherapy, how muscle strengthening can prevent injury and how healthcare professionals need to work as part of a larger team. Competing in swimming since I was eight, training nine hours a week involves commitment and dedication. I have competed for Cambridgeshire and qualified for the East Regionals. I have been club captain for the past two years, as I am a positive role model to younger swimmers. I also volunteer to coach younger swimmers, passing on my experience. This has increased my confidence, improved verbal communication skills and the ability to lead whilst passing on my experience and knowledge within the sport.

My part time job as a pool lifeguard requires responsibility, acting quickly under pressure and allows me to gain a good rapport with members of the public. This also involves me partaking in monthly training to keep up to date with the latest technology and techniques. Good time management skills are something I had to develop: balancing studying, training, a part time job and social time, has given me transferable skills for my future roles.

I realise the importance of rehabilitation and seeing how someone's quality of life can improve due to small changes in their lifestyle recommended by physiotherapists and healthcare professionals. I have reached the point in my personal development where I know Physiotherapy is the career I want to pursue. I am enthusiastic about my future, physiotherapy is an important career in the care for patients, and to be involved is an honour.

Philosophy

Plato said that 'wonder is very much the affection of a philosopher, for there is no other beginning of philosophy than this' – which I believe to be very true. I think that most philosophy students would say that they had a curiosity within them to know more about the meaning of life, justice, morals, religion and so on. It is because of this curiosity, this 'love of wisdom', that philosophy ever came about.

After leaving college in 2013, I decided to take some time to think about what I truly wanted to do with my life. I worked full time, first in a coffee shop and then in a call centre. I found these jobs very mundane – I felt as though my life had no meaning, and throughout this time I would ask myself more philosophical questions than I ever had before. I felt as though I needed to know more, I wanted to look for answers and take in as much knowledge as I can.

My mother started practicing yoga when I was very young, and later grew to teach a course that involved the philosophy of yoga. She would talk to me about Eastern philosophy and through this, I grew thirstier for answers and knowledge. I think that my mother's beliefs and open mindedness helped me to discover my passion for all aspects of philosophy, and thus I decided to study it as an A Level.

In college, I studied fine art and photography, which I also used to explore and express my love for philosophy. I entered a competition with the Bluecoat gallery in Liverpool, surrounding the theme of 'identity'. My work was selected and displayed at the gallery as apart of an exhibition surrounding this theme. At the time of the competition, I was studying the mind and the soul as a part of my philosophy A Level. I think that this really tied into my artwork and gave me an advantage over others. I was able to think about the theme 'identity' from a different perspective and relate it to philosophy in a unique way.

During my A Levels I have learnt many key skills, which have helped my study in philosophy. In all of the subjects, including the arts, I had to study independently and conduct a lot of personal research. In my first year of A Level philosophy I studied Plato's debate of the mind and body – whether we have a soul – as a part of my personal investigation. Studying and researching this subject individually was very rewarding, it made me feel a close connection to Plato's ideology. I can see many aspects of his theory of 'the cave' in my life and interests, for example human rights, justice, feminism, society and the government. I am able to spot the 'shadows' and 'puppeteers' that Plato describes in all of these things.

Studying philosophy has helped me to analyse situations, it has given me a sense of logic but also broadened my mind and ideas. It's helped me to see things from all perspectives, as we have studied theories that involve strong religious beliefs and claims, and also ideologies that completely rule out any sort of deity. Considering all of these arguments during my studies has helped me to enquire and to think critically. I learned to think with a clear, rational but open mind, which I believe is key to being able to fully embrace the study of philosophy. I am very passionate for this subject and believe that this passion would only evolve with my knowledge, or 'wisdom' as I study.

I hope that I can develop all of the attributes I already have through studying philosophy in university, and that I can learn, write, discover and think about as much as I can in the short life I have. As Socrates famously said, "The unexamined life is not worth living".

Politics / IR

Coming from a developing country to an advanced world at fifteen made a big impact on how I see the world. My attention was drawn to dissimilarities of welfare, social peace and economic growth. I read once how Mexico is happier even though it has a lower GDP than the UK, and this contrast has made me want to understand more about the correlation of soft measures like satisfaction with hard measures like wealth. I find it fascinating how such factors can diverge, producing unpredictable and, indeed, volatile outcomes. This has encouraged me to look for solutions to the many economic problems we currently face.

My A-Level choices have proved to be very rewarding, especially Economics as it has not only taught me how economies function but also how the world is governed. I find it fascinating how it is applicable and relatable to everything from prehistoric societies to our own. Spanish has taken my learning to another dimension as part of the course relates to key topics in my other subjects such as immigration, as most financial disputes these days are related to it. It has also developed a range and sophistication in my arguments and ideas.

Taking Business Studies for A-Level was a natural decision for me. Watching the American version of 'The Apprentice' every week at the age of 9 provoked my interest. Something about Donald Trump's ambition to create an empire to my young eyes gave a first insight as to how some industries might succeed and how others might fail depending on not only strategy but passion and determination.

But having the opportunity to travel to Asia, Europe and America was what gave me an insight into the reality of countries and not merely how the media portrays them. The contrasts I perceived between Europe and Latin America compelled me to explore the different factors that drive both economies. This broadened my perspective on culture, and in particular the way economies evolve and the role business and politics play in that change. This was reflected while I was at school debates such as TECMUN (Tec Model United Nations) as we analysed differences between conditions in developing countries and long established economies.

After I moved to England, I realised how corrupt societies could be as I was able to comprehend the practices in business and politics that comply legally but fall short of moral ideals. I began to read 'The Economist' but it was 'Nudge' by Richard Thaler and Cass Sunstein that revealed the barrage of corporate influence steering consumer choice – how we are all unconsciously 'Nudged'. The link to politics was now clear: the Private Sector and the Government incentivise us indirectly and directly by using small factors. Societies are different, and it makes me interested in finding a way of helping people, communities and societies to become stable and sustainable.

During the summer I gained valuable experience by working in a business-coaching firm as a marketing assistant. This involved many tasks such as generating leads and attracting consumers and key knowledge I had gained in business studies I now saw work successfully.

In my spare time I compete in triathlons, which I not only enjoy, but give me strength and confidence in my daily life. These competitions have also given me greater self-motivation and discipline. I also enjoy reading books such as 'The Undercover Economist', 'Velocity' and 'The Goal'. These introduced me to a new perception of daily life and reasoning. But what left me perplexed was 'Start With Why' by Simon Sinek as it triggered my passion as it gave answers to my questions but also showed me how to ask the right ones. This threw me into a spiral of why's and how's and I look forward to finding an answer in my further study at university.

Psychology

I became interested in the relationship between human behaviour and the brain after a member of my family was diagnosed with dementia. Having noticed the relationships between the deteriorating condition and abnormal behaviour, I began to question how the brain affects memory and behaviour. My growing interest in the link between the biology of a person and their behaviour was what originally drove me to study Psychology A-Level. Studying Psychology at university will allow me to develop my research and problem-solving skills as well as my interest in the mind and behaviour.

One of the topics I found most interesting during my A-Level course was Psychopathology. This topic led me to research the inner workings of the atypical mind, particularly the mind of a criminal in *Psychopath Whisperer* by Kent Kiehl. The most engaging aspect of the book was a case study into a repeat offending paedophile. Despite all rehabilitation efforts failing, further investigation found a large tumour in his frontal lobe which, when removed, stopped all deviant behaviours. I find the relationship between psychology and criminology fascinating and looked into this further starting with Jim Fallon's TED Talk 'Exploring the mind of a killer' where I learnt about the thought processes behind the crime, why criminals commit a crime, and whether they have free will. I used this research to help develop my understanding of my module on abnormal behaviour and would like to study this further.

Studying both Biology and Chemistry has helped me to develop my skills in conducting experiments, particularly my hypothesis writing and my ability to analyse experimental data. For example, in my Biology A-Level coursework, I studied the effect of caffeine on the breakdown of protein, hypothesising that protein breakdown would be faster after caffeine intake. I plotted my data on a variety of graphs and used them to identify the rate of the reaction. I explored my hypothesis further in psychology, looking into the effect of caffeine on mental conditions, including addiction. Using my in class research, I linked this to genetics and gene mutations as part of the nature vs nurture debate to bring in my interest in criminals as this is a key element of the study of criminal minds.

Recently, I attended a lecture by Dr Guy Sutton, a Professor in Neuroscience at Nottingham University. He discussed dissection, brain function and - most interestingly - the neuropathology of Schizophrenia. This led me to research the relationship between this mental illness and criminal behaviour. I was fascinated to find that, where previously it was thought that Schizophrenia drove people to violence, evidence has been uncovered to suggest that criminality is not a symptom of this condition, and the correlation between Schizophrenia and crime is due to the homelessness, poverty, or drug abuse that so often accompanies this illness. My research impressed upon me the importance of studying the mind; this new evidence changed both the way Schizophrenics are treated in society, and how mentally ill criminals are sentenced.

I enjoy art where I love to explore the inner workings of the mind from a creative perspective. I entered a sculpture which represented motor neurone disease into a competition; I explored the conflict between the minds of both humans and animals, and my entry was exhibited in the Saatchi Gallery where I was asked to film a short video explaining my thought process behind the piece. I am also a bowler for both my District and County cricket teams where I was awarded 'best bowler' for three seasons for my hard work, dedication, and drive to improve. As a result of my improving teamwork and leadership skills, I am a Level 1 coach and have begun working towards my level two coaching certificate. I have recently been given the responsibility of running my own team where I hope to inspire the next generation of cricketers.

Social Work (Social Sciences)

Human behaviour is complex and constantly evolving. Since studying A level Psychology, my fascination with human nature and the way we behave, both in a group or as individuals has grown. The study of group behaviour led to my interest in sociology as I enjoy exploring the way society has the ability to affect our behaviour. Each of the subjects varies greatly in approach, but it is that variation that I relish. I want to be able to understand how and why individuals behave the way they do and I am eager to develop my understanding of the two disciplines at university.

What intrigues me about psychology is the idea that one answer is not always possible, each theory adds a piece to the puzzle. I am captivated by Milgram's work on obedience and the idea that individuals gave up their autonomy in order to carry out immoral acts. I am interested in studying various aspects of individuals in order to understand why phenomena such as the atrocities of the Second World War occur. The fluidity in the discipline allows for various theories to be explored in order to understand and prevent such things from occurring again. I enjoy studying Psychology with such passion because of the way it helps people to understand themselves; Psychology helped me to cope with my difficult childhood experiences. Facing those challenges with a greater understanding of myself allowed me to overcome them and reach my goals. Most of all, it offered me an insight into other people and allowed me to help them face difficult periods.

I have increasingly noticed how society also is a major source of influence on an individual's behaviour. Having recently started studying sociology, I find it extremely interesting. It has changed my way of thinking about society through making me reflect on the way people's lives are affected by the social structures around them. Mike Savage's work on the fragmentation of social class highlighted for me the different levels of discrimination, and to a certain degree, oppression, present within our society. The Marxist explanation of how capitalism seems to be the root of evil and inequality is a view I had not thought of. Each perspective has allowed me to gain a deeper understanding of social problems and what is necessary in order to help prevent such inequalities. It has also encouraged me to think more carefully about the importance of politics and social policy; I now have a greater comprehension of how the subject disciplines of Sociology and Law link up in the implementation of social policies.

In 2013 I was awarded a black belt in karate. It is not just about being physically active, it is about pushing the limits as well as committing time and effort to classes. Karate is about being patient with the grading process, showing respect and having a good understanding of the strong mental attitude needed for success. Being a language prefect in my sixth form offered me the opportunity to develop my communication and organisation skills as well as assisting those who required extra support in the French department. I developed these skills further in the summer of 2013 when I volunteered for a week in Morocco feeding the homeless and providing them with activities. It allowed me to gain an insight into how culture affects norms and values. Until the age of 11, I lived in Switzerland and looking back now, I notice the differences within the different social systems and people's attitudes. My experiences in both countries made me realise the extent to which people's life chances are affected by where in a country, or the world, they are born. I never fully understood social contemporary problems until I began studying sociology and I find it fascinating. Studying psychology and sociology has offered me the opportunity to gain a profound understanding of the society I am part of and I hope to continue to explore these captivating disciplines at university.

Sports Science

I have always immersed myself fully in the world of sport, whether that be through playing it myself or keeping up to date with developments, results and inquests through news articles. The sporting world is an exciting yet demanding aspect of today's society, with the ability to unite nations by providing a global language which everyone can understand, regardless of nationality, ethnicity or religious beliefs. Its importance can be appreciated through observing its valuable contribution to communities and the economy, as well as to the individuals who participate. Sports science has the capacity to push an athlete's body to the limit both physically and through the use of technology.

My interest in the science of sport started at a young age when I became intrigued by how the body works during exercise. My A-Level subjects of Biology, Physical Education and Business Studies have further fuelled my interest in this area, allowing me to extend my scientific understanding of how body systems operate, as well as introducing me to the commercialisation involved, and the relationship between the media and sport.

Studying PE has allowed me to develop a deep understanding of the theoretical underpinning of sport, ranging from sports psychology, to the biomechanics of musculoskeletal movement. Biology has allowed me to become more confident with practical laboratory work and mathematical skills, as I have gained experience of devising and carrying out investigations and using statistical analysis to assess the significance of my results. Many of the areas covered over both of these courses intertwine with one another, meaning I've been able to reinforce my knowledge in areas such as the anatomy of the human body and physiological processes, such as those involved in the cardiovascular and respiratory systems. In particular I enjoyed investigating ways in which the human body responds to exercise and ways in which injuries can be prevented or rehabilitated.

I have been involved in a host of sporting activities ranging from an inter-school downhill skiing event, club football, and school rugby matches, which I have played competitively for 5 years. After studying the muscular system at A Level, I took up weight training to aid my performance in my main sports, which are rugby and football. I am determined to pursue them further in the future and I am looking forward to playing sport at a higher level at university. I have always believed sport to be a positive challenge and a chance to socialise and meet new people as well as the chance to be part of a team. With rugby being my chosen sport in PE, I have been involved in a volunteering programme at my school. This has allowed me to work alongside teachers to enthuse and encourage young children in the hope that they too will share the same passion for sport. This experience has developed my leadership skills and I am often required to demonstrate the correct technique for certain movements.

I have assisted in developing a programme in order progressively to build on their confidence when performing and to educate them on the rules of rugby. This has allowed me to advance my communication skills and understand the importance of simplifying key ideas into smaller components to aid understanding. I have developed my teamwork skills through decision making and problem-solving in group situations. With this in mind, I feel I can positively contribute to lab work and discussions surrounding sport. I am also a self-motivated person with an ability to persevere without necessarily needing encouragement from others. The way the Olympics has united countries and their motto- 'citius, altius, fortius' or 'faster, higher, stronger'- has encouraged people to strive for their full potential. I look forward to studying and researching ways to drive athletes to achieve their maximum performance.

Examples of Oxbridge

Computer Science

My first experiences with mathematics throughout school were always enjoyable but not inspiring. While I loved working with maths, and enjoyed representing our school in both the UKMT and Hans Woyda team competitions, I felt that maths could not be the end-in-itself the school syllabus presented it as. As I progressed through secondary education, however, I began to really see it as the powerful tool to understand and structure reality that it is.

The first time I saw that my interpretation of the use of maths had some substance was during a work experience placement I organised at IMSO (International Mobile Satellite Organization). There I encountered some examples of the mathematical and computing problems involved in working with satellites: from the difference between the Euclidean geometry on a map and the Elliptical geometry on a globe, to the logistics of moving satellites around to meet demand while keeping them in orbit. These were problems that demanded much more than mere number crunching, and being exposed to this gave me a taste of what maths beyond school might involve. A second work experience spell at Siemens provided me a much more in-depth view of the important role that communication systems play in keeping a company running efficiently and effectively.

My passion for mathematics and computing was further extended while reading 'The Magical Maze' by Ian Stewart. The description of maths as the exploration of a maze of our own creation had an incredibly profound effect on my understanding of what research in mathematics involves. What interested me especially was the visual part of resolving problems, so that they did not rely completely on resolving long calculations. This was close to how I like to understand and explain my ideas in mathematics.

Douglas Hofstadter's 'Gödel, Escher, Bach' gave me a much deeper understanding of the axiomatic systems that make up maths and how parallels can be drawn between different subjects to gain a further understanding of them all. Connected by the theme of Gödel's Incompleteness Theorem, the author passes through seemingly unrelated topics, such as the problem of consciousness and the mathematics of Zen principles, to explain the theorem. Although not the focus of the book, I have also enjoyed reading the links that are presented between maths and computing; it seems to me that maths is not just related to computing – computing is the physical manifestation of mathematics.

Maths and computing are about describing mental processes in a precise, logical way. The rigour required for mathematical proof leaves little room for subjectivity: something can be proven, disproven or unproven, but this depends completely on the validity of your logic. The idea of being able to extract order from apparent chaos, working through concepts until they click is what I love about these subjects, and what has attracted me to take those as an integral part of my further education.

However passionate I am about my academic studies, I also enjoy being involved in extracurricular activities. As head of mentoring and a prefect, I have improved my organizational abilities working with staff and mentors in developing study programmes for those students requiring extra help. Completing the Duke of Edinburgh bronze award – now working on the silver award – has allowed me to practice and develop my leadership and teamwork skills.

In my spare time I enjoy playing tennis, skiing and swimming; the latter I practice at competition level. I also love travelling, as having spent my childhood in Denmark, Egypt, United Kingdom and Spain has given me a hunger for mixing with different cultures. I like to unwind by playing the piano – I find that the pleasure one derives from making a piece your own is one that few activities can match. I am thrilled about the prospect of further study in these subjects with some of the leading professors in the fields, and look forward to participating in university life.

Engineering

As a child being driven over London's Albert Bridge I was intrigued by the sign saying somewhat cryptically 'all ranks must break step'. Years later at school next to the Millennium Bridge I wanted to understand what had caused the bridge to be closed just after it was opened and discovered the connection. The same principle applies to both situations. I observed the side to side motion of pedestrians on the reopened bridge and understood how the engineers designing it had not accounted for these lateral forces that were acting at the bridge's natural frequency, half that of the downward forces. The designers of the older and more rigid bridge had relied on written instructions to avoid the downward forces from soldiers walking in step synchronising with the bridge's natural frequency. In 2001 the unforeseen problem was resolved using dampers and stiffening against lateral deflection. These bridges and their weaknesses opened my eyes to engineering.

I take pleasure in the challenge of solving problems that require more than just knowledge of how to use an equation and instead necessitate logical thought to work out how the problem can be approached. This includes applying maths to resolve a physical situation, an area which I enjoy very much. I have spent time following up differential equation (simple harmonic motion) and mechanics questions (projectiles) which are also relevant to engineering. My coursework presentation on Kevlar instigated an interest in materials, by understanding how its chemical properties, notably the aromatic bond, combined to make such a strong, flexible and low-density material with uses in many areas of engineering from bikes to bullet proof vests.

During work experience at Halcrow Yolles I witnessed engineering in action in Structural, Mechanical and Facade engineering. In the building services department I partook in a competition for an eco-friendly building in a hot climate by researching ways to achieve HVAC efficiency by designing structures which encourage the stack effect to improve ventilation and using window film to filter out UV rays, reducing the need for air conditioning. My findings were then discussed with my team. I relished my involvement and have since kept up my interest in environmental engineering, particularly geo-engineering, which is likely to become an important field as a last resort to counteract climate change. I would be interested to pursue this as a graduate. This placement introduced me to the analytical, mathematical and problem-solving skills involved in the processes of engineering which I feel well suited to.

Engineering at a top university will provide a challenge that I will enjoy confronting. I have a desire to gain an understanding of the principles that govern our world and how we manipulate them for our own uses as well as enjoying a balance between applied mathematics and the physical aspects of engineering. I will defer entry to university to give myself experience in both the mathematical and practical side of engineering by spending a year in industry. I am looking for a placement in the automotive industry with SEAT to enhance my Spanish. The experience will help me conceptualise the more theoretical aspects of engineering courses. I will allow time to get back up to speed with maths before university begins.

As a senior prefect who mentors Year 9s in maths and takes part in CCF and CSO I have developed my teamwork and organisational skills. Determination and focusing on my targets help me fulfill my objectives. I devised, organised, and encouraged others to train for and join in a 300 mile cycle ride from London to Paris, raising GBP 6000 for our school charity. I enjoy sports, playing football for school in my free time, but also ensure that I complete work efficiently and to a high standard.

History

My passion for history can best be explained by discussing the period of German Unification, which displays the most engrossing virtues of studying the subject. Firstly there is great scope for debate and exploration of the interlocking causations, examining the relative importance of Bismarck's own role against the military strengthening of Prussia or the shifting international relations. But most interestingly it is a defining period in the shaping of modern Europe and the way in which it links the past to the present is most fascinating. Studying this period reveals how international relations progressed after the Napoleonic era leading to the way in which Germany was unified through war and thus became a country built around war. It is therefore arguable that this era created the state which would then trigger the two wars which have shaped the modern world. This period shows how history can give us a more rounded understanding of the world we live in, linking our mysterious and intriguing past to our all too familiar present surroundings. It is partly this, which motivates me to study history as in doing so I gain immense satisfaction from learning how our world has evolved.

An understanding of history also provides a fundamental backdrop for any other areas of study. I have found this through my other A-Level subjects, for example historical knowledge of politics in Britain was essential to AS politics, particularly when studying the political situation in Ireland. An understanding of past conflicts is indispensable when it comes to managing contemporary politics. Furthermore, whilst taking French the study of *Un Sac De Billes* by Joseph Joffo unearthed experiences of living under Vichy France. To learn a language fully it is important to immerse oneself in the culture and history of the country in order to develop a more rounded understanding of the people who live there. Thus it seems that history is inescapable; it not only provides vital background knowledge but also helps bring to life every other academic subject, which is why in my opinion, it is the most important.

During my A Level history course, the Napoleonic era particularly fascinated me and I pursued my interest through further reading, looking specifically at Napoleon's downfall, an area I found most compelling as it offers the greatest exposition of the psychology of this exceptional man. I read Digby Smith's 'The Decline and Fall of Napoleon's Empire' as well as Zamoyski's '1812'. I picked up on several themes throughout Zamoyski's book and developed my own opinions such as sympathetic stances towards General Barclay and the Tsar, but was particularly intrigued by how Napoleon let his ego drive his pre-war diplomacy and how Napoleon's own role in the breakdown of the Treaty of Tilsit perhaps triggered his eventual downfall. The fact that I was so gripped by so many different themes within an historical study of one war also reveals another aspect of history that is so appealing to me. It offers vast numbers of different avenues to pursue in one's research, whether it is Napoleon's diplomacy or the fallibility of the Russian command.

Outside of my academic studies, I am a dedicated sportsman but have particularly flourished musically as a cellist, obtaining a grade 8 standard in year 11 and am a committed member of various ensembles. Music has coloured my historical studies, for example, I played various Shostakovich symphonies coinciding with my study of Stalinist Russia at GCSE, each with a very different feel depending upon his relationship with Stalin, but perhaps most moving was playing his 10th symphony, a purely self-indulgent expression of relief after the death of the dictator. It is impossible to appreciate this great work without its historical context, which transforms the piece into something personal, attaching the listener emotionally. History is not only fascinating in itself, but it enriches our appreciation of all other interests.

Law

Law is a set of rules and guidelines imposed upon a society which reflect its moral consciousness, guided and guarded by the judiciary. I believe everyone has the right to be judged objectively by their own laws. I am fascinated by the process of examining legal arguments, by how the outcome of a case hinges on presentation of the evidence and by the law's status as the ultimate arbiter of 'justice.' It is this desire to study the analytical process and underlying principles of jurisprudence that motivates me to study law academically.

Preparing for my extended project, I studied Plato's Republic and how his analyses of different societies are relevant to modern Britain. Examining the common flaws between our own society and those depicted in Republic made me appreciate the subtlety of the law in its present-day form: many of Plato's proposed solutions to these flaws undermined what are viewed today as personal rights. This led me to reflect on how laws protect us, and also how their intricacies create a doctrine to which people adhere, both complying and incorporating it in their own morality.

Investigating Plato's ideal political system, I considered the contrast between how his laws were devised and their status in our own society. Plato's 'Guardians' (not unlike our own judiciary) were relied on both to codify and interpret the law. While their decisions were considered to be benevolent, society was expected to conform to laws dictated by a separate class. The situation in the UK is quite different: statute law, as well as case law, often reflects current popular opinion. Sarah's law (the parents' right to check the criminal record of any carer for their child) was the direct result of a popular campaign. Whether it is better to have a system of laws that evolve with society or one that is dictated by a separate body is just one example of the ethical questions behind the law that intrigue me.

Seeking experience in the area of law that first attracted me, I assisted a criminal barrister in a Bristol chambers, including client interviews for petty offences and note taking in Crown Court, where we were prosecuting an alleged serial attempted rapist. The defendant's decision to dismiss his lawyers to defend himself brought home the need for a professional intermediary to ensure fair interaction of the individual with the protocol of the law. Examining case files while shadowing a Queen's Counsel specialising in public and taxation law, I was struck by how even the most powerful individual or company is still bound to observe the law. I sought exposure to corporate and commercial law with a local solicitor, where I worked through a practical example of employment law to determine whether a client had a case. This close reading of legal documents was a rewarding and stimulating experience, confirming my commitment to study law.

Captaining rugby teams at school (now 1st XV), club and county level, I have learned how to listen and how to lead; understanding and incorporating others' opinions or feelings in my interaction was key to encouraging progress for the individual or group, to motivate them and help them achieve their own potential. I developed these skills further mentoring in French and as a Sports Ambassador for local primary schools.

Rugby is like society: there are fixed laws that define the game and how it is played, but they are constantly tested by the flair of the players. As a result, the referee must both interpret and enforce the application of those laws; in Plato's terms, he is both guardian and auxiliary. The application of the law to dynamic situations and how different outcomes might be achieved depending upon points of interpretation has fascinated me for years.

I am strongly motivated to study the law's mechanics and with this passion, combined with the necessary determination and underlying skills, I will relish the task of appreciating and mastering law as an intellectual discipline in its own right.

Mathematics and Physics

Since childhood, I've always loved complex puzzles, logical problems and challenges. Later on I discovered mathematics and physics which offered a lot of interesting problems and I enjoyed spending time on them. I loved the fact that real-life events, such as throwing a ball, could be described by a virtual language created by humans. However the most impressive fact for me was when I discovered that mathematicians and physicists can predict events just by solving equations. That's is when I decided that maths and physics are what I want to do in life to contribute to the world.

Even though my passion in mathematics started very early, I have struggled to get to where I am now. When I got into Bratislava's best gymnasium in mathematics I found myself at a position I had never been before. That was the first time I wasn't the best in mathematics in our class, in fact I was one of the weaker students in this field. However over time I made my way to the top, but I still couldn't surpass my classmates. When I got to the 5th grade, I realized why I didn't succeed. That year we got a new mathematics teacher and she opened my eyes and showed me the beauty of maths. The most important thing that happened that year however was when I won the regional mathematics Olympiad and they invited me to KMS which is a camp for people interested in mathematics. There I realized that the school mathematics is just a fraction of the possibilities in this area. However the thing that I believe helped me in mathematics is that I started enjoying it. Rather than solving a Sudoku or crossword puzzle I was solving geometry problems. Since then I have won many prizes including bronze medals from the Middle European Mathematical Olympiad and the International Mathematical Olympiad.

Besides maths and physics I also love playing the piano and practicing Kung Fu. I have played the piano for 13 years and my personal favourites are Chopin's Nocturnes. I may not be great at it, but playing the piano helps me relax and forget about my worries for a while. I practice Kung Fu mainly for health. My favourite style is Bagua. I learned that Kung Fu is not only a martial art, but a way of living. Besides Kung Fu and the piano, I also enjoy teaching kids interesting facts or problems in mathematics. During school, I teach a mathematics club and I want to teach the kids that mathematics isn't just numbers.

Every summer I help organize a mathematics day camp for children. Mathematics may be the subject which I'm best at, but I don't want to be 'just a mathematician' in the future. Since I was little, I've always wanted to do something great like solving global issues or inventing something useful, however I realize that it is very hard to achieve this with pure mathematics. People advised me to go study economics and financial mathematics so I could have a good job and earn money, but that is not what I want to achieve in life. My goal is to shape the world and make it a better place for future generations. This is the reason I want to study physics or engineering. I started doing physics two years ago and since then I participated and won some competitions including the Regional Physics Olympiad. To be better at physics I started reading Feynman's lectures which helped me a lot, but also taught me that there is much to learn out there about the world. The reason why I want to study in the UK is because there are many opportunities compared to Slovakia. I have many friends who study there and heard from them that it's an amazing experience. The most important fact, though, is that in the UK I can study and work with people who are ambitious. I know what I want to achieve in life, and even though I don't yet know exactly how to get there or where 'there' will be, I believe that a UK university education will steer me in the right direction.

Examples of Cover Letters

I am determined to achieve a degree level Construction Project Management apprenticeship so that I can continue to combine theoretical study with practical hands-on experience, as I believe learning is best consolidated when applying knowledge to real-work projects. From studying A levels whilst managing a part-time job, I have developed key skills that Buro Four will value. Meeting every deadline and completing school work set to the best of my ability, along with arriving to every shift at work on time and covering for staff at short notice, I demonstrate reliability and pride in everything I do. I have become a confident and independent learner from having to research independently, communicate ideas clearly and consider other perspectives to complete my A levels. I am competent in all Microsoft packages and confident using IT, so I can adapt to specific packages quickly.

I possess problem-solving skills from studying Product Design A level. Experiencing the whole design process, from working to specifications, creating plans and models, selecting appropriate materials, considering costs, I can anticipate problems and offer effective solutions before they arise. I feel my fundamental knowledge of design principles will help me to understand how my role as an apprentice Project Manager fits into the wider aims of the business to deliver affordable and cost-effective projects. I can not only offer the company problem-solving skills but also creativity. For example, I had to design and produce a sweet dispenser that worked efficiently as well as looked aesthetically pleasing; I had to carefully select materials and think creatively about how both functions could be served whilst still looking like a product someone would want to buy.

Studying for a Chartered Surveyor degree during the apprenticeship will provide me with the most up-to-date knowledge in all aspects of costings and calculations that are essential for projects to be viable. The degree apprenticeship with Buro Four would enable me to combine academic learning with an opportunity to apply what I learn every day in a working environment. I feel this is the best way to gain the experience required to become a successful Chartered Surveyor and Project Manager. I am excited by the prospect of learning from experienced staff within the company as well as from leading experts at the University, which will develop both my knowledge and skills required in a future career with the company. By gaining insight into the wider aims of the organisation during the degree apprenticeship, I will be better equipped to develop my career within the company as it will give me an understanding of the different roles and responsibilities of different divisions.

Working for a hospitality company that caters for large corporate events, I have developed highly effective communication skills as I have to speak to people at all levels and work in a team to deliver an efficient service. Therefore, I am able to work in a fast-paced environment and will be able to work with internal and external stakeholders confidently. It has also definitely given me insight into how team work and communication is integral within the working environment, as this is the only way customer needs can be completely met. I enjoy working in a team in a fast-paced environment, and it gives me a great sense of satisfaction when the events I work on have been successful and customer leave feeling happy. It also demonstrates my reliability and a can-do attitude in all I do.

In short, I am striving for a challenging yet brilliant career in construction, and I am confident my experiences so far will prepare me for the next steps involved in achieving this.

I am driven to pursue a career within the legal sector as I want a career that is challenging, requires paying close attention to detail, and allows me to use my communication skills by working with many different people. My passion for debating and challenging ideas stemmed from frequently spending time with my grandparents; I recognised how their societal ideas differed to mine, which led me to discuss and challenge viewpoints. From then on, I became more interested in the idea of pursuing a career in law due to my advocacy skills and an innate desire to better society.

After studying A level Business, I became aware of the complex legal frameworks that businesses and organisations have to navigate, and was fascinated to learn how many organisations are at risk by not properly protecting themselves. This led me to completing some online legal activities via MOOC where I learnt more about the wide range of specialist legal services offered by law firms from property, immigration, probate and marketing. As I realised that law involves working in a wide range of sectors, and I am someone who is always eager to learn and challenge themselves, I feel law will provide me with a varied, interesting and fulfilling career.

Furthermore, I believe my personal qualities of being able to work effectively with others, research independently, and pay close attention to detail, are essential to being successful within the law sector as I will be working with different clients who all have different needs and interests. Having studied Business A level, my understanding of different business functions will also provide me with the contextual awareness that should prove useful in my career within law. In short, a career in law will allow me to capitalise on the knowledge and qualities I already possess, in a varied and interesting context I will thrive in.

Extracurricular experiences have also moulded me into a person suitable for a solicitor apprenticeship at Browne Jacobson. Being a member of the head student team for my sixth form has developed my communication skills, as it involves listening to student concerns and demonstrating empathy towards them, advocating successfully on their behalf, and negotiating with the school senior leadership team. I am proud of being able to negotiate whole school improvements, such as securing a supply of free female products in all female toilet facilities, through this role. I also have a part-time job within the hospitality sector. This demands both organisation and communication skills as I have to ensure orders are placed in advance for the right quantities, liaise with the general manager for staffing and table requirements, and discuss menu options with the chef. I therefore believe I have the necessary academic and personal attributes to become a successful solicitor.

I am eager to secure an apprenticeship within the Property Surveying industry due to my interest in business and the prospect of being involved in a project from conception to development. My family have experience of property development and this sparked my initial fascination with how the industry works from a young age. Being able to start and progress my career with Savills would be a fantastic opportunity as I recognise that it is a company that values the development of its staff as well as its business strategies. Therefore, I feel I would benefit from the best standard of training in the sector and as someone who strives to be the best they can be, and this is something I would value. I also feel excited by Savills entrepreneurial approach to business as I see a potential opportunity to be involved in generating and developing new ideas and approaches to property development.

Studying business, applied law and sociology at A level has given me some understanding of the main issues surrounding the property business sector, and I feel this would prepare me for the academic aspect of the apprenticeship programme. I strongly believe a degree apprenticeship is the most effective way to become a surveyor within the property development industry as it combines learning on the job from people who have professional expertise, with learning in an academic environment where underlying principles can be understood and issues can be discussed.

As well as gaining the relevant academic skills that will help prepare me for this apprenticeship from school, I have gained transferrable skills from outside activities. From working as a waitress in a busy fast-paced environment, I am used to working under pressure and within a team. This has also developed my communication skills as I have experience of dealing with people at all levels from a range of different backgrounds. Therefore, I have become a confident young person who feels able to present information clearly to others and deal with all levels of people within or outside of the company. I also recognise the importance of working as a team to achieve specific business aims, which is something I feel would be important to succeed in this industry, especially as there will be specific targets and timescales to meet when working on different projects.

Having to divide my time between school studies and part time work has instilled in me the importance of responsibility and effective time management. I have learnt how to organise and balance my time so that my academic achievements and performance at work were both successful. I have always been on time for both school and work, have excellent attendance records and results. Therefore, I have learned time management is central for success and feel well equipped to juggle the demands of the degree course and day-to-day duties required by the job. As I have worked for some time now, I have a strong work ethic and am willing to participate in any training or development opportunities that will allow me to continue to progress within the company. I am also willing to travel and experience working in other aspects of the business if required. In fact, one of reason why I am so eager to complete an apprenticeship with Savills is due to the scope of the company with its different strands of expertise.

I feel I would bring enthusiasm, a willingness to learn, and a commitment to hard work to this position. Therefore, I feel I would also fit the friendly, fun and community culture Savills promotes, should I be given the opportunity.