



**MAYFLOWER HIGH SCHOOL**

**Sixth Form**

**Higher Education (UCAS)**

**Information Booklet for Students**

**For September 2022 Entry**

## **Contents Page**

<b>Title / Section</b>	<b>Page(s)</b>
<b>Introduction: Why does it matter?</b>	<b>3</b>
<b>What are the 2020/2021 UCAS deadlines?</b>	<b>4</b>
<b>What do I do / what is the UCAS process?</b>	<b>5</b>
<b>Getting started: Researching universities</b>	<b>6 – 10</b>
<b>What is the UCAS Tariff System?</b>	<b>11</b>
<b>What is the Apply Online System?</b>	<b>12</b>
<b>How do I apply?</b>	<b>13</b>
<b>What are common mistakes?</b>	<b>14</b>
<b>A Level and BTEC Exam Board List</b>	<b>15</b>
<b>Personal Statement – What are your interests?</b>	<b>16 – 17</b>
<b>How do I write my Personal Statement?</b>	<b>18 – 19</b>
<b>Examples of Personal Statements</b>	<b>20 – 31</b>
<b>Sixth Form Office Submission Form</b>	<b>32</b>

## **Introduction – Why does my application matter?**

This booklet has been prepared to assist you in making your application to UCAS. Therefore, please read it carefully, follow the advice given and ***always*** ask for help when you need it.

An admissions tutor may have several hundred UCAS application forms to read through. Therefore, an application that is thoughtful and well-presented is more likely to impress an admissions tutor than one that is not.

The UCAS form is completed on-line and every section (except for the reference) must be completed by the student.

Personal Details – *completed by the student*

Choices – *completed by the student*

Education – *completed by the student*

Employment – *completed by the student*

Student Finance – *completed by the student*

Personal Statement – *completed by the student*

Reference and Predicted Grades – *completed by Tutor / Head of Year*

**There are important deadlines that you must try to meet.**

**These are on the following page...**

## **What are the important deadlines for 2021/2022?**

At Mayflower, we set early deadlines for your benefit. An early application to UCAS may mean that offers are finalised early and you can focus upon achieving the grades you need.

It also means that we are able to process a large number of applications in the time available.

### **Deadline dates to make a note of are as follows:**

Oxbridge applicants and students applying for Medicine, Dentistry and Veterinary Science must submit their UCAS forms to Mayflower High School by **Friday 17<sup>th</sup> September 2021**.

*{This will allow time for checking and processing as final applications must be sent on to universities by 15<sup>th</sup> October 2021}*

All other UCAS applicants must complete their UCAS forms and submit them to Mayflower High School by **Friday 22 October 2021**.

*{This will allow time for checking and processing as final applications must be sent on to universities by 26<sup>th</sup> January 2022}*

## What is the UCAS process?

*Suggestion: Tick off each of these actions ONLY once you have completed them in order.*

1. Think about what you enjoy, what you want to do in the future, and who you want to be – use this to visit university websites, study the courses available and check prospectuses
2. Carefully check entry requirements for courses in which you may be interested (<https://digital.ucas.com/search>)
3. Talk to your subject teachers and to Sixth Form tutors – they will help you
4. Telephone institutions with specific queries if you are unsure about anything
5. Visit the UCAS website ([www.ucas.ac.uk](http://www.ucas.ac.uk)) – create an application using the details in this booklet

*{Please keep your UCAS login details, password and UCAS ID safe and confidential}*

6. Work on your Personal Statement – your tutor can only provide feedback and assistance if you present them with drafts and engage in conversations
- 7. If you are applying for Medicine, Dentistry, Law, Teaching or Veterinary Science, please see Dr Fawell**
8. Once checked by your tutor, your application and personal statement will be submitted to Mayflower
9. Your tutor will submit a reference (*this cannot be done without your help! They need to know a lot about you!*)
10. Dr Fawell, Mr McSweeney or Mr Ekers will make final checks and add predicted grades before sending your completed application

## **How do I research universities and courses?**

The following pages have been made for you to make notes on key elements of making the right university choices...

### **1. What university are you thinking of applying to?**

- *Campus?*
- *One site or more than one site?*
- *Is the area suitable for your needs?*
- *Are study facilities good and varied?*
- *Security?*
- *Are there amenities available locally (shops, banks, post office, laundry etc)?*
- *Is there a well organised Students' Union (Clubs, Societies, Sport and recreation facilities)?*
- *What support facilities exist (for example, is there support with careers advice, student welfare or support for students with special needs)?*
- *What are the arrangements for registering with a doctor or dentist?*

## **Research Notes**

## **2. What type of course are you interested in?**

- *What does the course offer that others do not?*
- *What is the content of the course?*
- *How flexible is the course?*
- *How easy is it to change courses?*
- *What is the staff / student ratio?*
- *How many places are available?*
- *Are there different routes through the course?*
- *Is it a Bachelors / Masters degree?*
- *How is the course assessed?*
- *Does the prospectus say anything about sizes of groups?*
- *How is the course taught – lectures / seminars / tutorials / laboratory work / other?*
- *What type of work do graduates go onto?*
- *Has the course at your chosen university been given a favourable independent report?*
- *What is the reputation of your subject?*
- *Is the course accredited / appropriate for progression on to your chosen career?*

## **Research Notes**

### **3. How do I get on to my chosen course(s)?**

- *How many places are available each year?*
- *How many applications are received each year?*
- *What qualifications are needed? (GCSE/AS Level/A Level/BTEC, other)*
- *What qualities – personal and academic – are looked for in applicants? Look on UCAS entry profile.*
- *Is work experience a prerequisite?*
- *Is an interview a formal part of the selection procedure? What proportion of applicants is selected for interview? How many are not successful at interview? What can you do to prepare for interview if you are called?*
- *Does the department ask for examples of applicant's work?*
- *Is it an advantage/disadvantage to take a gap year?*

### **Research Notes**



#### **4. How important is my accommodation?**

- *Halls of residence/university flats/private accommodation*
- *Cost of accommodation?*
- *Distance from college? Are there bus routes? What are the travel costs?*
- *Extent of catering (bed and breakfast or full board)?*
- *Shared or single rooms?*
- *Can you keep a car/motorcycle/scooter/cycle? Can it be parked nearby?*

#### **Research Notes**

## **5. What about after I graduate?**

- *What proportion of graduates go on to find employment? Where? Doing what?*
- *What proportion go on to postgraduate study?*
- *Does the degree course give exemption from other professional qualifications?*

## **Research Notes**

## What is the UCAS Tariff System?

The UCAS Tariff is a 'scoring' system for entry into Higher Education. It is meant to 'standardise' university entry requirements and conditional offer arrangements across the UK. **Some universities will offer you a place based upon grades and others will be based upon points.** Under the UCAS Tariff system, grades at BTEC and A Level will be given 'scores'. These are as follows:

EPQ Grade	UCAS Tariff Score	A Level Grade	UCAS Tariff Score	Level 3 BTEC Diploma in Business	UCAS Tariff Score	Level 3 BTEC Subsidiary in Financial Studies / Health & Social Care / ICT / Applied Science / Sport	UCAS Tariff Score
<b>A*</b>	28	<b>A*</b>	56	<b>D*D*</b>	112	<b>D*</b>	56
<b>A</b>	24	<b>A</b>	48	<b>D*D</b>	104	<b>D</b>	48
<b>B</b>	20	<b>B</b>	40	<b>DD</b>	96	<b>M</b>	32
<b>C</b>	16	<b>C</b>	32	<b>DM</b>	80	<b>P</b>	16
<b>D</b>	12	<b>D</b>	24	<b>MM</b>	64		
<b>E</b>	8	<b>E</b>	16	<b>MP</b>	48		
				<b>PP</b>	32		

You can work out what grades you need to achieve certain points by using the UCAS points tool: <https://www.ucas.com/ucas/tariff-calculator>

Most universities will offer grades rather than points – but it depends you're your chosen courses and institutions.

Please don't worry about the UCAS Tariff, but be aware that you will see it being used in prospectuses and understand that you may hear it being spoken about when you go to Open Days.

## **What is the UCAS Apply Online System?**

Once you have completed your research and you know what you want to study and where – you can create and complete your application. All applications to UK Universities are made through the UCAS Apply Online System.

It is essential that you apply to courses for which you are suitable. Speak to your subject staff about what grades you may realistically expect to achieve. Subject staff will determine your predicted grades. Once set, it is very unlikely that these will be changed. It is essential that you speak to subject staff at this point if there are any problems or concerns. If your predicted grades are artificially inflated (too high), you will be made offers on unrealistic grades. Therefore, the chances of you achieving these grades is consequently lower and you risk not meeting your university offer.

**You should inform your tutor once you have finished your section of UCAS Apply by completing the submission and payment form at the back of this booklet (page 32)**

Once this has been done and your payment details are confirmed, the school will add your reference and try to submit your form within 3 weeks, provided that you have not made any mistakes. **You will be informed when your application and reference are ready to be sent.**

NOTE: We do not send off any forms until they comply with our very high standards. It is usual to have your form returned for corrections by the Sixth Form office.

## How do I apply to UCAS?

Mr Ekers has created a step-by-step video explanation of how to complete your application. This can be found by using the following link (Parts 1 and 2).

<https://www.loom.com/share/6b10cfdc22164574af9c614d13eb68da> (Part 1)

<https://www.loom.com/share/92636de792f8483ea48959fb2dbb1e36> (Part 2)

If you save your application – you can add to it and edit it as many times as you wish – before you send it to Mayflower for review.

If you would prefer not to watch the video above, a step-by-step guide is also detailed below.

Step 1 – Log onto [www.ucas.com](http://www.ucas.com)

Step 2 – Click on the sign in button (top right corner) and click students

Step 3 – Click Undergraduate – **2022 entry** apply (make sure you apply to 2022)

Step 4 – Click Register and fill in your details accurately and honestly

Step 5 – Link your application to Mayflower using the buzzword: **mayflower2022**

Step 6 – Follow the on-screen instructions and choose a password

Step 7 – Record your password somewhere safe

Step 8 – Start to create your application (save it regularly)

**Please read the common mistakes on UCAS applications on Page 14**

Step 9 – Create your personal statement in Word (47 lines – 4000 characters)

Step 10 – Print your application and your personal statement (even if unfinished) – take it to your tutor meetings to discuss your progress

Step 11 – Using feedback – return to your application and ensure it is accurate

Step 12 – When happy that your application is accurate and complete – click pay and send – this will send your application to Mayflower (NOT UCAS) so there is no need to panic if an error is later identified.

Step 13 – **Complete the white payment form on page 32 – without this – we won't know that you have finished**

## **What are the common mistakes we see every year?**

Please ensure that you have carefully filled in all of the sections for your UCAS application before paying and sending it to us. You should do this in conjunction with your tutor. Please be wary of the following mistakes that are particularly common and time-consuming to correct.

### **In the 'Personal Details' section**

1. Please list your preferred name only if different from your legal first name. e.g. 'Mike' rather than 'Michael'.
2. Only complete the 'Previous Surname at 16<sup>th</sup> birthday' **if you have changed your surname since you turned 16.**
3. Please choose your email address carefully and avoid novelty addresses.
4. Ensure that you complete Essex in both the 'Area of Permanent Residence' and 'Student Support Arrangements' section. Please seek the advice of your tutor if this is not the case.
5. In the 'Residential Category' section you should choose 'UK citizen or EU National'\* if you are a citizen of the UK or any other EU country and have been living here for the past 3 years. This applies to the vast majority of students. Follow the help guidance here if you are unsure. In the 'Area of permanent residence' section you should choose 'Essex'.
6. If you have lived in the UK or other EU country for the last 3 years and are a citizen of any country within these categories your Student Support fee code is **'02'**.
7. Please note that in the 'Occupational Background' section that you should insert the occupation of the parent, step parent or carer who earns the most money.

### **In the 'Education' section**

1. You must provide full details of all your qualifications to help universities and colleges consider your application.
2. Examinations you are sitting in the summer should have the future summer date in (e.g. June 2021) and the grade entered as 'pending'. This applies to all A Levels/BTECs.
3. You must include all qualifications for which you are currently studying or for which you are awaiting examination results.
4. Be very careful when entering exam grades. Universities have access to these and entering incorrect grades may invalidate your application.

### **Your Personal Statement**

1. Try not to 'waffle'. Focus upon what you have actually done and what you gained from this.
2. Check your spelling, punctuation and grammar; it makes a difference!
3. Ask the advice of your tutor. Look to provide a balanced account that reads well.

## **Current Examination Boards and Subject Codes**

### **A Level Subjects**

<b>Subject</b>	<b>Exam Board</b>	<b>Entry Code</b>
Art	AQA	7201
Biology	AQA	7402
Business Studies	AQA	7132
Chemistry	AQA	7405
Computer Science	WJEC	A500QS
Design & Technology	AQA	7552
Economics	OCR	H460
English Language & Literature	Edexcel	9EL0
English Literature	Edexcel	9ET0
French	Edexcel	9FR0
Geography	OCR	H481
History	Edexcel	9HI0
Law	AQA	7162
Mathematics	Edexcel	9MA0
PE	AQA	7582
Physics	AQA	7408A
Politics	Edexcel	9PL0
Psychology	AQA	7182
RS	OCR	H573
Sociology	AQA	7192
Spanish	Edexcel	9SP0

### **BTEC & Other Qualifications**

<b>Board</b>	<b>Qualification Title</b>	<b>Code</b>
AQA	Extended Project	7993
BTEC	Diploma in Business Level 3	TYK29
BTEC	National Ext Cert in Sport L3	UYN73
BTEC	National Ext Cert in Health & Social Care L3	UKH41
BTEC	National Ext Cert in Applied Science L3	CYCS4
OCR	Cambridge Technical Ext Cert in ICT	05839
WJEC	Diploma in Criminology L3	4543QC

## **What are your interests?**

**Student Name:** .....

**Tutor Group:** .....

Please give details below regardless of information given elsewhere. Your tutors will require this information to write as strong a reference as possible for you.

- a) List the school activities in which you have participated during the last three years.
  
  
  
  
  
  
  
  
  
  
- b) List any out-of-school activities in which you have participated during the last three years. (Including Community Service, Work Experience & University Taster courses – continue over page if necessary)
  
  
  
  
  
  
  
  
  
  
- c) Give details of your main hobbies, interests, sporting achievements and travel opportunities. What transferable skills do you believe that this activity has provided e.g. communication skills, team work, time management skills?
  
  
  
  
  
  
  
  
  
  
- d) Are there any health problems, special educational needs or other extenuating circumstances that you think should be mentioned in your reference?
  
  
  
  
  
  
  
  
  
  
- e) Is there any information that you would like us to mention in your reference that you think would be beneficial to your application?
  
  
  
  
  
  
  
  
  
  
- f) Are you considering taking a Gap Year? If so, what are your plans?



- g) Do you have a part-time job? If so, please give details (how long you have worked there, responsibilities etc.).
- h) Are you going to apply for sponsorship? If so, give details.
- i) Which type of course do you intend to apply for? Give details and information that is relevant to your application that your tutor may not know about.
- j) Why are you interested in taking your chosen course?
- k) Date of joining Mayflower High School?
- l) Number and name of subjects studied in Year 12.
- m) Number and name of subjects studied in Year 13.
- n) Are you studying EPQ in Year 13? If so, what topic area?  
Title:

## **How important is my Personal Statement?**

Your personal statement is crucial to your UCAS application. It is the admission tutor's initial – and perhaps only – 'contact' with you. The influence the personal statement has on an admissions tutor must not be underestimated. **At least 70% of what you write needs to be related to your chosen course of study.**

**The First Draft should be submitted to the tutor by Friday 3 July using Google Classroom.**

The following suggested structure may be helpful – but your statement must be personal to you.

1. General opening remarks should include what you want to study and why.
2. Next, say something about yourself as a learner/developing academic. This section should focus heavily on the skills you have gained from your subjects. You should relate these to your course and incorporate wider reading. Mention work experience, attendance at university summer schools, online tours or taster days and anything that has a direct bearing on your application. Have you watched any TED talks? Read any books around the subject? Show that you see yourself as a thoughtful, reflective, all-round student. **Aim to demonstrate that you have a passion for your subject / your chosen career and that you have tried to gain as much relevant experience as possible – even during lockdown!**
3. Say something about your wider contributions to school life. Show that you are someone who sees their whole learning environment as important and meaningful. Show too, that you're the kind of person who has made a contribution to that environment and are therefore likely to make a contribution at university (e.g. CHIPS, Peer Support, Educational Support, School Council, Sixth Form Revue etc.)
4. Say something about life outside school – including your outside interests and part time jobs. Avoid being vague, mention specific skills that you have gained from the interest. Try to state how your interests/job relates to your chosen course.
5. Make some brief concluding remarks which pull together points 1 to 4 above and which also indicate that you are ready for university life – academically and in other ways.

**Your tutor will accept only a high quality personal statement.** You might find it hard but it doesn't matter how many re-drafts you have to do as your personal statement must be the best it can be. It is very likely that you will have at least four to five drafts before it is ready to be sent to UCAS; this is normal and is to ensure that only the best statements get submitted. The Sixth Form Team are experts and will give you tremendous help. Listen to their advice!

**Some sample personal statements are given on the following pages – refer to these for guidance only. They are NOT all perfect. You need to think about what you like / dislike about the way they're written and create your own statement about you, your skills and your chosen course.**

**Please be aware that UCAS run personal statements through plagiarism software. Do not copy from anyone or any source as you run the risk of having your whole application cancelled.**

## How do I write my Personal Statement?

*It is vital that you share the following information with your tutor*

1. Which subject do you want to study?

2. Why?

3. Which of these words best describes your attitude towards this subject?

Motivated	Dedicated	Logical	Passionate
Analytical	Creative	Imaginative	

Now add your own .....  
(What proof do you have of this?)

4. What preparation have you made for Higher Education? e.g.  
Open Days, Taster Days, University Visits

Skills gained from these days?

5. What work experience do you have? What skills did this give you?

What skills have you developed through this?  
e.g. interpersonal skills, time management, team working skills, organisational skills

6. What evidence can you provide from your current studies that you are a keen and well-motivated student?

7. What contributions have you made to school life? How has this developed you as a person?

8. What skills have you developed from your outside interests?  
e.g. football – teamwork, musical instrument – dedication, youth leader – communication and organisation

## **SAMPLE PERSONAL STATEMENT 1 – ART**

I believe that art plays a vital role within society: from architecture to adverts in the media; and I strongly believe that it is vital to nurture our creative side as much as possible. Whilst studying for my GCSEs it soon became apparent to me that I had a true passion and enthusiasm for art and related subjects. My artistic skill level increased dramatically throughout my AS Level studies, and this has confirmed that I would love to enhance my artistic skills further at undergraduate level.

As well as Art, I am currently studying Physics, Biology and completing an EPQ. These subjects present a fascinating view of the world which often inspires me to create my artwork. Last year in Physics, I studied refraction and reflection of light, which inspired me to base one of my art projects around reflections in sunglasses and refracted light through a crystal ball. I learned the reason behind how polarisation filters on camera lenses work and how these can be used to adjust the brightness of the light passing through. EPQ has taught me how to manage my time efficiently and I have improved my research and analytical skills which are helping me with my current art project.

Since joining the Sixth Form I have volunteered to help in a Year 8 Art class and students have recently created African-style animal masks. This experience has taught me how to step back, analyse and think critically of ways to overcome artistic obstacles. I also discovered that if I look at a piece of artwork in a mirror, its defects become clearer, therefore enabling me to improve it. I enjoy the challenge of problem solving; I find it exciting trying to think of a method to overcome obstacles while creating an artefact. I enjoy creating artwork outside of school. I was recently hired to draw caricatures of people at a party; I found it very interesting to capture people's faces and enhance dominant features of the individual in a cartoon style. It made me realise that I can produce pieces of artwork at a very quick rate while maintaining a high quality. I also love how my enjoyment of producing pieces of art is shared with the model in the caricature when I hand them their portraits.

I have worked in a local music shop for almost two years, and was given the responsibility to design and create a competition leaflet for customers. I took the initial design brief and explored it, creating a digital piece of art which successfully represented the competition. I find it very inspiring to work from a simple brief, it allows me to fully explore the subject matter and how it relates to the target audience.

In my free time I enjoy karate. I have attended lessons for nine years and have achieved my black belt: I am very determined and do not give up. I have learnt many different key life skills with this sport like how to keep my mind focused on a single target while blocking everything else out that could potentially distract me and therefore prevent me from achieving my goals. Whenever I am out, from Costa Coffee with my friends to snowboarding with my family, I always take my camera with me because I know that I am guaranteed to spot something inspirational: I then use the images I capture in my art. Something as simple as the texture of a brick wall, or the shapes a cloud forms, causes my mind to explode with new ideas of what to base my next piece of artwork on. I have recently taken a photo of a dragonfly which at first glance appears to be a bottle green colour; as I studied this photo further, I noticed a whole spectrum of colours within its body and a cellular-like texture on its wings. I am excited about studying for a degree in Fine Art and look forward to learning new techniques and exploring new ideas with fellow students. I will make the most of every opportunity available and hope to be an asset to your university.

## **SAMPLE PERSONAL STATEMENT 2 - ECONOMICS**

Annual visits to Tanzania throughout my childhood and as a young adult initiated my interest in the economies of our world, and in particular the financial issues of developing countries. During my visits, I noticed the economic forces that can leave countries trapped in a cycle of poverty and corruption. I was intrigued to learn from the local people about the socialist policy of 'Ujamaa' and how it has made the country more self-reliant. Trips to India and Europe have compelled me to explore why the colossal gap between rich and poor still remains in countries such as India despite high economic growth. The current economic climate is a challenging time for economists, and it is the importance and relevance of economics in our lives which has inspired me to study Economics at degree level.

As a member of my school's Current Events Society, I enjoy discussing issues such as whether or not Great Britain should join the Euro and David Cameron's negotiations on the UK's budget contribution to the EU has stimulated my interest in Economics. Studying the subject at A Level has allowed me to consider different economic theories and their application to real life scenarios. The mix of my A Level subjects has provided me with skills that have complemented my study of Economics. History has aided my thinking processes through the analysis of a range of primary sources, and through Sociology I have learnt that society is greatly influenced by economic factors, whilst also learning that economic processes are largely determined by society.

I am constantly developing leadership, teamwork and communication skills, both in and out of school. I was chosen by my Sixth Form peers to be member of the council and was given the Princess Diana Award for my participation in 'Child Help Line in Partnership with Schools', in which I developed a working relationship with young people within the school and helped them deal with their daily problems. Both roles involved me taking on a great deal of responsibility. I have experienced the application of economics at a macroeconomic level through a period of work experience at the State Street Bank. Working on the Foreign Exchange Sales and Trading desks gave me an insight into the workings behind a big corporation and the fast-paced environment of the markets. I also sat with the Frontier Markets team and acquired a deeper understanding of the wider range of global markets and investment issues over different continents, especially those with unconventional policies and regulation structures which particularly interest me.

My fluency in Arabic, Gujarati, Hindi and Swahili has enabled me to travel the world and help others in different countries. Undertaking voluntary work with a charity called Sita Sita, involved organising a Tanzanian-themed sit-down dinner and dance, raising over £ 20,000 for schools in Tanzania. This required me to liaise with sponsors and suppliers in order to raise the money for the Tanzanian community. I was also involved in a campaign to report 'hate crime' for Essex County Council, working alongside the police to consider ways these crimes could be prevented. Reading periodicals such as 'The Economist' has helped me draw links between contemporary events and their relationship to emerging global economies. In a recent edition, I particularly enjoyed Mark Tully's article on India's rapid growth and associated modernisation. In Tim Harford's 'The Undercover Economist', I was fascinated how the author skillfully uses simple theories to justify everyday decisions, especially the structure of a drug foot soldier's income. At university I hope to have the opportunity to debate the impact of the Eurozone crisis and US slowdown on both western and emerging economies, and the need for greater guidelines in the free market as a result of the economic turmoil. I look forward to studying economics at university and the challenges university life will bring.

## **SAMPLE PERSONAL STATEMENT 3 – COMPUTER SCIENCE**

When I was ten years old, I was challenged to write a program to calculate the factorial of a number. This entailed solving two problems: learning what a factorial was, and then implementing this concept in code. This is what drew me to computing - for me, computer science involves solving a problem in the most elegant manner possible with the resources available. I have experimented with a variety of programming languages, particularly Visual Basic, and have enjoyed having creative freedom with a computer. One of the aspects of computer science that excites me is the potential for applying computing techniques to a different field of study - the use of distributed computing to study protein folding in the 'Folding@home' project, for example. Through careful algorithmic design the simulations can be run using spare CPU cycles on many thousands of machines, rather than requiring a single high-power supercomputer. This kind of creative approach to a seemingly impossible problem fascinates me and draws me deeper into further study.

The theoretical aspects of the subject also interest me greatly. Reading 'The New Turing Omnibus' by A.K. Dewdney opened my eyes to topics such as Boolean algebra and provided an excellent opportunity to further develop my understanding. It is incredible how even the most complex processors have only three basic logical processes at their heart. This then inspired further reading around the subject of formal logic, and I have found the work of E.J. Lemmon to be both enlightening and informative. The system of propositional calculus he teaches is accessible yet powerful. In his explanation of conditional proof, I was drawn to the huge potential of such an idea. Through further reading, I found how multiple conjectures throughout science can be linked through conditional proof; Wiles proved Fermat's Last Theorem this way.

Through teaching myself Further Mathematics, I have developed self-study skills that will be important in higher education. Making my way through a topic without teacher guidance is exciting, and it allows me to explore further aspects of the subject independently. Mathematical induction was one such concept, and I enjoyed reading the 'proof' that all horses are the same colour and understanding the fallacy for myself. I think it is similar to the concept of recursion in that a result of great significance can be obtained through the use of just a few logical steps.

During my work placement at Cognitran, I took part in the testing of software and also helped with web development. I saw how software is written 'in the real world', learning about source control and the importance of project management. I loved doing the work, and am now sure that I want to be a computer scientist. In my spare time, I play guitar, bass, drums and keyboard, three of which were self-taught. I also played rugby and football for several years, and I look forward to pursuing these interests at university.

I am a self-motivated and independent learner. I set myself high academic standards and rise to any challenge. I believe I will succeed on a computer science course; not only will I be devoted to learning the principles of the subject, but I will also be willing to apply this knowledge to other areas of scientific interest. Studying computer science would allow me to realise a deep-seated and long-lived dream, and would provide me with the tools necessary to work in an exciting and ever-changing field.

## **SAMPLE PERSONAL STATEMENT 4 – MEDICINE**

I want to study medicine because both the scientific and service opportunities excite me. My ambition has been recently reinforced by a fascinating internet project for a presentation to our school Medicine Society on the newly discovered potential of induced pluripotent stem (IPS) cells in medicine. These can be dedifferentiated by activating just four genes from a stem cell. A great variety of specialised cells can be produced and opens up the exciting area of regenerative medicine. The use of IPS cells is less ethically controversial than the use of human embryonic cells. In July I attended the UNIQ Summer School at Oxford University, which allowed me to explore in a variety of ways how to learn new information.

Following a stroke, my grandmother suffered a left sided paralysis. She now lives in a care home. During one visit to her, my attention was drawn to another lady who also has had a stroke, but she is unable to speak or understand instructions. I was puzzled because my grandmother is perfectly able to talk to us. I have researched this and now understand that this is because the other lady has damaged the left side of her brain (right sided paralysis) which controls her speech. I also read the book 'The Man Who Mistook His Wife for a Hat' by Oliver Sacks. Neuroscience will be fascinating to study further at university. In the meantime, I assist in events for the care home residents, and put into practice my musical skills, (grade 4 in piano, clarinet and singing). Experience with my grandmother has shown me that it would be a benefit for residents, if care homes were integrated further into the community, with more young volunteer visitors.

I am also a Saturday domestic volunteer assistant at a local hospice, assisting at events and I organise fund-raising in school. This is helping me gain valuable skills: commitment, patience and tolerance. To join the volunteers I had to undertake a training course that examined the requirement of dignity for the patient and also taught me about infection and hygiene in health care environments. I have also learnt the importance of accepting that sadly not all patients will recover, I understand about dealing with the patient's family's grief sensitively and about providing reassurance.

My love of running means I am very fit. This, combined with my close involvement with a local sports club and strong sense of leadership, allowed me to successfully complete the Gold Duke of Edinburgh Expedition. My ability to communicate and interact with people I had not known before has developed through being the Sixth Form Public Relations Manager. This has given me the confidence to contribute positive ideas to the team. My excellent team skills and enjoyment of scuba diving, allowed me to achieve a certificate in the Emergency First Responder Course while training to be a PADI Rescue Diver. I learnt how to administer oxygen and I became aware of the need to closely monitor a patient. It taught me how to act under pressure in difficult situations and the value of quick, accurate, problem solving in emergency medicine. I was made aware of the aspects of health care outside the hospital environment and the need to be ready for a variety of challenges that may arise unexpectedly.

Through my experience in health care and my experiences at UNIQ, I recognize the role of a doctor is not necessarily just a career but also a lifestyle. It may involve long hours and can be physically and mentally tiring. However, the achievements gained and the professional relationship formed between a doctor and a patient provides a motivation that overrides the inherent sacrifices. The preparation of this statement convinces me that I have chosen correctly a career which will allow me to advance knowledge and contribute to society.

## **SAMPLE PERSONAL STATEMENT 5 – LAW**

The necessity of justice has long been the cornerstone for a civil and progressive community. I see the law's ability to protect the marginalised as its most powerful, and perhaps most noble attribute. Indeed, what first prompted me to study law was Kim Longinotto's documentary 'Sisters in Law' in which two female judges in Cameroon used law as a tool against mistreatment, most notably achieving the first conviction for spousal abuse in 17 years. Moved by their ardent pursuit of women's rights with little precedent I became interested in exploring human rights on a broader scale. Reading Gearty's 'Can Human Rights Survive?' I was amazed to learn about the controversy surrounding rights and the challenges they face. Engaged by the book I visited a public lecture at LSE earlier this year. Gearty presented 'The DNA of Human Rights'. Touching on the liberties lost during the 'War on Terror', I will be interested to see if this trend continues in light of the riots seen across England this summer. The lecture complemented my understanding of his book and has led me to appreciate the conceptual aspects of the law within and indeed beyond human rights.

Another area I look forward to exploring is jurisprudence. While reading newspapers and periodicals my interest lies not only in the legal issues and controversies but the philosophy and progression behind them. Wacks' 'Philosophy of Law: A Very Short Introduction' has given me a taste for the subject and an understanding of its breadth. Attempting to develop rudimentary knowledge I also read Wacks' 'Understanding Jurisprudence' which has effectively introduced me to key ideas. Now I relish the opportunity to gain a greater depth of understanding by learning and interacting with the theories of prominent thinkers such as Hart and Kelsen.

Attending 'Exploring Law', a two day course in Nottingham University and the 'Prelaw Course' hosted by UCL enabled me to gain insight into different areas of law while affirming my dream to study it. This summer I shadowed an Employment Solicitor where I witnessed the new Equality Act being used on a case of unfair dismissal through indirect discrimination regarding the employee's accent. Nuances that the introduction of this act brought were instrumental in the client's case and have helped me to appreciate the constant progression of law.

During a Mini-Pupillage at Garden Court Chambers I shadowed defence Barristers in court for Crime, Housing and Immigration. The practical experience of legal aid advocacy left me excited for both mooting and pro bono opportunities at university. Hoping to increase my confidence for advocacy I undertook public speaking as a Senior Prefect. Liaising between pupils and teachers in this role saw me win a Diana Award for contribution to my community. On an ideological level the chambers moved me to question 'To What Extent Will the Legal Aid, Sentencing and Punishment of Offenders Bill breach Article 6 of the EU Convention on Human Rights?' for my EPQ title. My research has introduced me to areas of legal contention and conflicting opinions on the merit of certain cases. It has also been illuminating to gather opinions from organisations, such as Liberty and the Law Society, to contrast them with government claims regarding legal aid cuts and their impact on accessing a fair trial.

Currently I aim to take further steps to gaining a greater intellectual depth in my understanding of law. Not only am I ready for the new academic challenges of a law degree but look forward to bringing my fervour and drive to a diverse and active university experience.



## **SAMPLE PERSONAL STATEMENT 6 – MATHEMATICS**

Mathematicians resolve the truth or falsity of conjectures by mathematical proofs. The beauty of this, that a simple and elegant proof has an aesthetic quality, can be sufficient justification for studying maths. However when this is combined with the application of mathematical knowledge to other fields such as natural science and business, the argument becomes compelling. Mathematics can be unexpected and inevitable; frustrating and rewarding, but for me, it is always enjoyable and often fun. Choosing to study Maths was not difficult because I enjoy the subject and want to take it to a much higher level and although I am not sure what my career path will be following graduation, I am certain that it will involve using the extensive mathematical knowledge I will gain at university.

These are exciting times for mathematicians with more research being published in the last 20 years than the previous 200. Problems that have previously defeated us have been solved and there are more and more innovative mathematical applications in the fields of science, technology and business where mathematical concepts and logic are core. I have read with interest articles about how data from Internet search engines reveal patterns that can be interpreted to predict socio-economic events and how comments on social media sites can be analysed to identify the mood of the population and forecast market fluctuations. From these huge volumes of statistical data, highly reliable predictions can be made with obvious value to the business and economic world.

Mathematics is my strongest subject and I have gained a great deal of satisfaction from helping other students to understand mathematical concepts. In addition, being confident in maths certainly helps when studying my other subjects, whether calculating gene abundance using the Hardy-Weinberg principle in Biology, or deriving rate equations in chemistry; the skills developed through studying maths give a definite advantage. My ability to quickly grasp new ideas and concepts, I believe, stems from my aptitude for recognizing patterns, a vital skill for any mathematician. Studying maths fulfils my natural curiosity and stretches my problem solving skills.

Extra-curricular activities have always played an important part in my life. Participating in the Duke of Edinburgh Bronze, Silver and Gold awards demonstrated to me the importance of team work. My organisational and logistical skills proved invaluable on the expeditions, allowing our group to succeed and also to enjoy the experience. Volunteering at a charity shop, as part of the award, gave me the satisfaction of knowing I was helping people. Being a partner at Waitrose involves front line customer service and has developed my communication skills and confidence in dealing with unpredictable situations. It is interesting to witness the logistics of stock control and I try to maximise stock display efficiency by visualising various arrangements of the items in the space allocated for them. For many years I competed as an elite gymnast which required commitment and determination in a very competitive environment. I developed skills such as spatial awareness, accuracy and perseverance and how to stay calm and focused. I no longer compete in gymnastics but I have transferred the skills and taken up competitive trampolining. I also enjoy swimming, cycling and winter sports and hope to continue with these, while also discovering new activities at university.

I am genuinely excited about beginning university studies and making the most of all the opportunities available. I know it will be challenging but, as a determined and dedicated student, I feel I will be able to have a successful and productive four years.

## **SAMPLE PERSONAL STATEMENT 7 – VETERINARY SCIENCE**

My determination to study Veterinary Medicine at university began from a young age. My passion for treating animals which has since grown ever stronger, has led to my decision to study Veterinary Medicine at university. Knowing that the course is a competitive one, I have worked hard to gain all the experience and knowledge I can. I have undertaken two weeks' work experience in a veterinary practice which was fantastic and informative; sitting in on consultations and observing how the vet interacted with both the animals and their owners was inspiring, while being able to watch surgical procedures showed me a completely different side to veterinary medicine. I volunteer weekly at an animal sanctuary which has allowed me hands-on experience with a wide variety of animals, and it has been hugely rewarding to increase my understanding of caring for different species. In addition, I attended a lecture on pet first aid where I learned about lameness in horses, treating cuts in pets and also bandaging a horse's leg. I also conducted an ultrasound on a dog, learned how to create an interrupted suture and practiced lambing techniques on a simulator. Following this, I contacted a farmer in Rothbury who has offered me actual lambing experience in the Spring. To further expand my knowledge of medicine itself and improve my skills of communication, I spent one week in a doctor's surgery as well as a day in a hospital pharmacy. These experiences showed me more about how to listen and respond to someone who is distressed and also improved my skills of analysis

- knowing what to look for and being able to recognise telltale symptoms is essential in veterinary medicine.

It is incredibly important to be aware of the latest veterinary news if treatment is to be effective. To honour this I joined my school's MedSOC group, where we share recent news in the fields of medicine and veterinary science and discuss ethical issues. For outside reading, I joined the MCRVS website, where I can access the most recent research findings. An article on the myxoma virus being used as a treatment for canine cancer caught my eye, and has inspired me to take the EPQ. I am focusing the project on what impact this research, and other methods of virotherapy, could have on future cancer treatment. In A Level Biology, mechanisms within animals such as the cardiovascular and respiratory systems have fascinated me. During the course I have partaken in many different dissections including pig hearts, locusts and fish. These have further increased my understanding of how these mechanisms work and how they differ between species. Studying Chemistry has enhanced my understanding of biological processes within the body as I have a broader knowledge of why molecules act the way they do and the effects of this on the body. Furthermore, my skills of analysis and communication have been developed through studying A Level English and will aid in writing dissertations and reports for my degree.

I have contributed to my school through prefecting, Educational Support and being a writer of the 6th Form Revue. I have completed the Bronze and Silver Duke of Edinburgh awards and am working towards the Gold. Out of school I am a member of clubs for badminton and swimming and am a Young Leader at Guides. I also have a part-time job in Argos. All of these activities demand organisation, dedication and responsibility, as well as the ability to work under pressure and communicate with people with whom I am unfamiliar.

Throughout both my work experience and A Levels, I have gathered valuable knowledge and skills that will no doubt form an integral part of studying Veterinary Medicine at university. I am hardworking, motivated and passionate about my chosen course and the excitement that studying it will entail.

## **SAMPLE PERSONAL STATEMENT 8 – HISTORY**

Together, we are a product of all that has gone before us and I truly value the knowledge of how our world has been shaped. The ways in which ancient, medieval and modern societies have become entwined on social, economic and political levels fascinates me. The exploration and importance of how past cultures, specifically early modern Britain and modern despotism, have influenced our lives has heightened my curiosity. This is why I am passionate to read history at university. The reign of Charles I and the collapse of the English monarchy in early modern Britain is a topic that I am particularly keen on and one I would consider for a dissertation. I am currently researching Tsarist Russia for a project that is enabling me to form my own thesis on my chosen period, contrasting it with those of both Marxist and Western historians. I look forward to being part of an environment where the relevance of interpretations, historiography and sources, as well as the inevitability of key events, such as the First English Civil War, are argued, analysed and critically discussed by students together. History gives me the opportunity to actively voice my opinion in class discussions, which in doing so nurtures the skills I will need in life, motivating me to read around the subject. By actively researching, working and thinking independently, I enquire further into areas of particular interest. To further strengthen my understanding of how others view the world through language and increase my ability to write creatively and coherently, I have continued my study of English. I have visited some of the most influential places in history, such as Rome, where I saw the aftermath of Mussolini's efforts to replicate the success of the Roman Empire, further fuelling my fascination of this pivotal era in modern European history. As part of my enthusiasm for the language, history and culture of Spain I have explored Barcelona and enjoy reading Spanish literature.

My dedication to History resulted in recognition from my school when I achieved the award for Academic Excellence in History at both Key Stages 3 and 4. Through involvement in the school's Educational Support Programme, I help to mentor younger History students, aiming to inspire them with the same passion for History that I possess. I have won the award for Overall Academic Excellence, the Headteacher's Achievement Award (five years in a row) and Sportsman of the Year due to my active role in school life which included being captain of the football team and leading scorer for the basketball team. As one of ten senior school prefects, strong leadership and organisational skills were essential. This role, along with work experience in an investment bank, allowed me to participate and contribute effectively within a group. My communication and presentation skills were enhanced by giving speeches and liaising with students in assemblies with the aim of establishing the ethos of the school. I received strong, positive feedback for my participation in a Local Democracy Week and for the presentations I delivered at Student Voice conferences. I have constantly been involved in activities outside my studies and have managed my time well to meet all deadlines.

Outside school, I have composed songs, lyrics, and have performed in concerts and musicals on the piano and drums since the age of nine. Music allows me to be creative, work with others and has improved my performance skills. I have worked on a weekly basis with a volunteer agency, Interact, which has built on my interpersonal skills as it involves spending time with people who have a disability. I consider history to be more than a subject as it raises questions that can be answered in many ways; I have come to realise that there is rarely one definitive answer. I feel I am prepared for the challenges that university will bring and believe I am ready to contribute to the life and culture too. I know that History is the course for me.

## **EXAMPLE AND COMMENTS FROM ESSEX UNIVERSITY (S9)**

From an early age I have been fascinated by biology. I can clearly recall spending time in the garden with my Grandfather looking at bugs and creepy crawlies. As I grew up my affinity with the natural world developed and studying biology at university is the next step on my journey.

I have had the most amazing gap year experience protecting the Lora turtles of Costa Rica from human poachers and beach erosion. As a volunteer on the programme I was able to help with research and conservation work such as night patrolling, working in the hatcheries, collecting eggs, rescuing and tagging turtles and helping the baby turtles get to the sea! This opportunity has enabled me to grow as a person in many ways. It certainly has been the best preparation possible for university life, as I have acquired all kinds of skills that will be essential for a new life away from friends and family.

A-level Biology has certainly provided me with an excellent grounding and I am confident that I have a real aptitude for this challenging discipline. I have enjoyed all of the modules taken so far, especially ecosystems as we had to consider the dynamics of such systems and look into human activities that impact on them. I particularly like doing practical work and look forward to being able to gain experience with more developed pieces of apparatus at university. I have held several positions of responsibility. During my final year at school I was appointed to the position of Senior Prefect. This was a great honour and I learnt many new skills, including public speaking. At college I continued this type of responsibility by being nominated Student Voice Rep. This position required me to attend various meetings with different types of people including the Board of Governors. I was the voice for all 2,000 students at our college. I am an eager table tennis player and regularly compete at county level. I find it to be an excellent form of exercise for the body and mind! I am keen to try out different sports when I reach university because it will be the perfect way to make new friends and stay healthy. The Duke of Edinburgh Award Scheme is also something that I am involved in and I have completed bronze, silver and gold awards. I am hoping to be involved in promoting the award scheme to young people in the future as I have really benefited from it and would like to be able to share my experience with others.

### **Strengths**

- *It can be good to talk about past experiences that have sparked interest in the subject. However be careful not to go off on a tangent and write more than is necessary!*
- *The gap year experience is very relevant here and the student's enthusiasm is obvious; enthusiasm for a subject is very important.*

### **Weaknesses**

- *This statement has a strong beginning and middle but concludes far too abruptly; you should always finish your statement with an enthusiastic and memorable ending.*
- *This student ends by talking about his Duke of Edinburgh achievements, which though interesting probably isn't the main reason why they are applying to university. It is preferable to conclude your personal statement by talking about your chosen subject and/or your eagerness to go to university.*

## **EXAMPLE AND COMMENTS FROM ESSEX UNIVERSITY (S10)**

“Every secret of a writer's soul, every experience of his life, every quality of his mind is written large in his works.”

This quote by Virginia Woolf summarises why I believe literature to be so fascinating and why I have chosen English Literature as the subject I wish to study at university level. Through my studies of A-level English Language and Literature, and my own discoveries of authors such as Virginia Woolf, George Eliot and Charles Dickens, I have found that authors do more than just tell a story; they also convey their own personal thoughts and opinions, and often provide a fascinating social commentary. For example, *Middlemarch* gives a snapshot of nineteenth century provincial life, while Jane Austen's novels often reveal her own – sometimes sarcastic – views on social situations in the early nineteenth century. These are the reasons why I believe literature to be such a rich source of information and why I would really like to study English Literature in more depth at undergraduate level.

I spent my schools work experience week as an assistant in my local ‘Borders’ bookshop. I enjoyed working with the staff on book promotions and helping to organise a book signing which was taking place the following week. I was also asked to write reviews on books I had read which were then displayed on the shelves. As I have a passion for books and reading, I really enjoyed encouraging others – particularly children – who visited the shop to read more, or to discover authors they had perhaps not previously heard of. Although I am not longer convinced that working in retail is right for me, after university I would like to pursue a career involving books and literature, such as perhaps publishing or teaching English.

As well as reading, I also enjoy getting involved in my local community in my spare time. As part of my school's volunteering scheme, I work on Wednesday afternoons in a local charity shop. Through this work I have become friendly with some of the older ladies who work in the shop and now help them to write our village newsletter, which is distributed monthly. This is an interesting and satisfying task.

As I enjoy reading and discovering new writers and what they have to say about the world, I feel that English Literature is the right degree choice for me. I am looking forward to the opportunities I will have to discuss and write about texts, and the increased career prospects I am sure being a graduate will offer me.

### **Strengths**

- *Being able to compare and contrast texts in a concise way demonstrates passion and ability.*
- *It can be good to discuss books discovered outside the A-level syllabus because this shows real motivation to read.*

### **Weaknesses**

- *There are several spelling and grammar mistakes. Admissions tutors will note these.*
- *Try to avoid comments that could be perceived as negative. For example, this student did not need to say that working in retail is no longer right for her.*

## **EXAMPLE AND COMMENTS FROM ESSEX UNIVERSITY (S11)**

Mathematics is a subject that I have thoroughly enjoyed throughout my primary and secondary education. I enjoy the challenge of thinking in a logical way and am always attracted to mathematical problems, however difficult and regardless of the form in which they come. Having studied A-level Mathematics for a year, I have been able to have a taste of many different topics. Pure mathematics is my favourite area, particularly sequences and functions, and I look forward to learning more about these and other topics in much more depth. A Mathematics degree will provide me with the challenge that I am ready for. I always work hard at school and have a good level of concentration. I am efficient and make good use of the time from free periods to complete my homework. Deadlines are always met to the best of my ability and I make a real effort to present my work clearly. As a member of my school community, I believe that I have contributed greatly. Having been appointed to the position of Head Maths Prefect, I am now responsible for the Maths Department during lunchtimes and run a weekly maths club called *Pythagoras*. This club is for younger years and I set logic puzzles, help with homework and hold a quiz at the end of the session. Spending time with the younger pupils has made me realise that I might like to be a teacher. My enthusiasm for the subject resulted in me winning a maths prize, which was a great honour. Out of school I am a keen musician and play trumpet in a brass band. I have been a member for almost four years and would like to continue this interest at university. I am due to take my grade 8 exam this winter and intend to start teaching afterwards as I think this would be a valuable skill. Another passion of mine is comic art. John McLusky, who was the original artist of the James Bond 007 Strip Cartoon Series in the *Daily Express*, is my hero, and I enjoy visiting his exhibitions whenever I can. I am greatly looking forward to the transition from school to university because of the independence and opportunities that university life will offer. I will get involved in many different clubs and societies and try some new sports, like karate, that I am not able to do at school. I believe that the challenge of studying and developing my mathematical knowledge to a higher level is going to be one that I will thoroughly enjoy.

### **Strengths**

- *This student demonstrates real interest for the subject. Don't sell yourself short; if you are involved in clubs at school remember to talk about these.*
- *The student has given thought to the future: talking about hobbies they want to continue, others they would like to take up and a possible career as a teacher. It is always good to be forward-thinking in the personal statement.*

### **Weaknesses**

- *More detail could have been given on the maths prize, as this award is relevant.*
- *The student does not mention any of his other A-level subjects. Although not essential, an interest in other studies beyond Maths could be useful, especially if they complement your Maths studies (eg Further Maths, Physics).*

## **EXAMPLE AND COMMENTS FROM ESSEX UNIVERSITY (S12)**

For a number of years I have been keen to apply university as I believe having a degree will help me find better employment in later life. After much consideration, I have decided that Business Management is the right degree for me as I would like to learn the skills to help me become successful in business, and I am interested in finding out how businesses work. My father runs his own business and I have learned a lot from watching him work and hearing about the ups and downs of being a small businessman. I would now like to learn more about the theoretical side of business management.

I do not currently take AS-level Business Studies. This is not because of any lack of interest or motivation on my part, but because I suffered a major personality clash with the Business Studies teacher at my school. I am currently studying Maths, IT and History, I also took AS-level Further Maths but decided to not to continue it at A2 level, when I decided that although I enjoy Mathematics, I did not want to do a Maths degree at university. I enjoy all the A2 subjects I am taking as I believe they complement each other well, but they also differ. I really enjoy the class discussions, especially in History. I am quite a confident person so I like debating points and challenging the opinions of others in the class. It is a shame that there is not a debating club at my school as I would definitely have been an active member, but I look forward to perhaps getting involved with one at university.

Outside of the classroom I like to relax by playing football (I am a member of my school team and a local five-a-side team) and by boxing. I love boxing as it keeps me fit and helps me release my anger. I am also a keen supporter of Crystal Palace FC. I have supported them since I was five and have stuck with Crystal Palace through thick and thin, which I think displays my commitment and loyalty, qualities that I value very highly in a person. I also have a part-time job at my local Sainsbury's store. At times this can be very demanding as I work on the delicatessen and some customers can be very picky about how thickly you cut their ham or how well you wrap it, but I feel my part-time job has taught me valuable lessons in patience and also in dealing with members of the public.

I think my enthusiasm for going to university is perhaps displayed by the fact that I have carefully chosen which universities to apply to and researched each one thoroughly. I believe I have the motivation and commitment to be a good and successful student, and I hope that gaining a degree will help me reach my ultimate goal of running my own business.

### **Where did they go wrong?**

- a 'personality clash' with a teacher: NEVER mention a dislike of or lack of respect towards one of your teachers or employers;
- the part about not 'wanting' to study maths at university is negative and not relevant (also some business management degrees will have mathematical elements);
- it's good to talk about the benefits of certain hobbies but saying that boxing helps you release your anger makes this student sound a little scary!
- the comments about the lack of a debating club are also negative. Admissions tutors might wonder why the student could not start a debating club at the school by themselves;
- there is too much detail about the part-time job in Sainsbury's and again it paints a negative picture of the student.
- Overall this example shows how important it is to always be positive in the personal statement and to always to portray yourself in the best possible light. Even a flippant comment or observation might give a bad impression of you, however unintentional. The best way to avoid this is to get someone else to read your personal statement carefully and for you to be prepared to take others' advice and, possibly, change what you have written.



## UCAS SUBMISSION FORM 2021/22

You must sign and return this form only once you have completed your entire application (including personal statement). **You must attach a paper copy of your entire application so that your tutor can check you have completed every section.**

NAME: ..... TUTOR GROUP: .....

Please tick these boxes as the checks are made:-

Is the following section complete?	Student	Parent / Carer	Tutor
Personal Details			
Finances			
Course Choices			
GCSE Grades			
A Levels / BTECs			
Employment			
Personal Statement			

Signature of Student: .....

Date: .....

Signature of Parent/Carer: .....

Date: .....

Signature of Tutor: .....

Date: .....

Take this completed form to the Sixth Form Office. Your form will be sent to Dr Fawell / Mr McSweeney / Mr Ekers for final checks and to add your school reference. **It is your responsibility to check the plasma screen / Google Classroom.**

Date handed to Student Support Manager		Signed	
--	--	--------	--