

Starting To Think About University - A Checklist

	<i>Below is a simple checklist to work your way through. How many could you tick?</i>
	Do you have a REAL passion for your subject? Do you always think about it? Do you often talk about it to others?
	Are you going to achieve the relevant grades to get into the university of your choice?
	Do you know what you're looking for in a university?
	Do you want to completely dedicate 3/4 years of your life to this subject?
	Are you reading more about your subject? Do you read related books for pleasure? Do you dive straight for relevant articles in the newspaper? Do you go to talks, exhibitions, debates etc?
	Do you have your own views on key aspects of the subject?
	Have you done relevant work experience? It should have happened and not be planned! Can you reflect on past experiences – what did you learn?
	Is going straight to work a better option for you? What about a relevant gap year?
	Are you a dedicated person or are you a bit 'flighty'? Have you got any evidence of something you have spent a lot of time doing to show you are persistent in your efforts?

There are a few months left before applications go (Oxbridge and Medics in October, the rest in November/December). How are you going to address some of the above issues before you apply? Have a look at some exemplar Personal Statements – how far could you get with one now? What is your plan of action to plug the gaps this term and over the summer (self-evaluation questionnaire also attached)?

Natural Sciences

I have chosen to study Natural Sciences at university because I want to explore the biological sciences in a way that bridges conventional subject divides. The natural world excites me and I am drawn to understand the core processes that shape our existence. I aspire to work alongside experts in the field at the forefront of development.

I am fascinated in particular by the concept of evolution - the notion that a single self-replicating molecule, the creation of which was so improbable, could have been the origin of all life on earth. Natural selection is compelling in its algorithmic simplicity and power to create so many complex, diverse organisms. When reading Richard Dawkins's *The Ancestor's Tale*, I was struck by the importance of mathematical analysis in tracing our evolutionary history, using methods such as likelihood analysis to determine the most probable evolutionary trees from DNA comparisons. Having read a feature in the *New Scientist*, I was inspired by the creativity of scientists to apply an explanation for the evolutionary origins of metamorphosis to the mystery of the Cambrian explosion, presenting a fairly strong case for hybridisation in our earliest ancestors.

A residential Chemistry conference at Nottingham University first introduced me to the scope and demands of a science course. I relish any opportunity to participate in research and a week of work experience at BRE provided an exciting insight into a possible future career choice. At the Battle of Ideas Conference in 2010 it was discussed whether universities should be asked to focus on 'useful' research, or be valued in terms of knowledge itself? It inspired me to write an EPQ exploring that question. I found the independence I was given in undertaking the project hugely refreshing. The practice of branching away from my scientific work to tackle a related ethical problem was completely new and I feel I gained a lot, learning to write analytically and work independently. As a result of my interest in research, I have shortlisted universities with strong research facilities.

Choosing scientific A-Levels was instinctive; I had a strong desire to learn about the subjects in greater depth and observe nature from a scientist's perspective. I always enjoy the practical features and this term I'm looking forward to carrying out experimentally-based coursework in Chemistry. Maths has always come naturally to me and I have found the more demanding A-Level course to be incredibly gratifying. Maths feels most purposeful when it can provide a means to quantify scientific concepts and generally enhance my analysis; using Simpson's diversity index, for example, to express biodiversity. In addition, my French AS Level has given me great confidence in my presentation skills and I feel it opens up a range of opportunities for the future.

This summer I spent doing charity work in Tanzania, a trip funded by my own efforts. It was humbling and taught me a lot about learning new skills in a close group whilst adapting to a very different way of life. The experience, I hope, will stand me in good stead for starting university. Having been a loyal member of my school's CCF, I am now second-in-command of the army section and captain of the school shooting team. I believe my training has made me a confident leader and taught me how to thrive in pressurised situations. The adventurous training has made me self-disciplined and determined to work hard. I am also a school prefect and enjoy the responsibility of setting an example to younger students. This term I am starting up an after-school science club in my local primary school to contribute to the community and at the same time express my passion for science. I hope I can inspire the children to take the subject further.

My own interest in science was first encouraged by an aptitude for the subject at school. My learning since then has captivated me and I am committed to a future studying the world around me.

English Literature

As an enthusiastic student of English Literature, I have always read avidly. Throughout my reading I have been captivated by literature's ability to challenge the status quo, as well as its role as a vehicle for change within society. Perhaps this is why the issues raised in Harper Lee's *To Kill a Mockingbird* made such an impact on me when I first studied it at GCSE. I found the confrontation of so many accepted social conventions, ranging from racial injustice to gender roles, inspiring. Before this point I had never had the opportunity to analyse any text closely, and from the huge amount of meaning we drew from the novel in class my eyes were opened to what it really means to study English. Fuelled by the curiosity the novel instilled in me, I discovered varying opinions on what I thought were unambiguous elements of the book. Being convinced of the narrator's thorough condemnation of racism, I was shocked when I read critics describing Lee's black characters as 'unexplored' and 'stereotyped', and the novel as 'demoralizing' for groups of black students. Learning to appreciate these interpretations enlightened me to the world of literary criticism. Now I find people taking different stances on a text exciting, giving it more dimensions and me an assortment of angles to look at it from. I was inspired further by Hardy's *Tess of the d'Urbervilles* and *Jude the Obscure* angrily addressing the morals of late nineteenth century society and introducing me to feminist criticism for the first time.

Different narrative styles enthral me throughout my reading; I love the feeling of being drawn to an author and connecting with their work. Recently I have found myself absorbed by Ian McEwan's tragic novels, and specifically the ideas concerning fate he explores in them. Here I find my studies in classical literature instrumental to me recognising traits of the genre and the parallels between Sophoclean tragedies and McEwan's contemporary texts. The approach Calvino brings to writing in *If on a winter's night a traveller* gripped me, being totally unlike any book I had ever read. I found the narrative playful and inventive and was intrigued by the question of what makes authorial originality. As well as being engrossed in the work of novelists, over the past few years I have found myself absorbed in poetry. My enthusiasm for verse form has taken me from Shakespearian sonnets, to the Romantic ideals of William Wordsworth and to the more colloquial tone of Philip Larkin. More recently I have discovered the work of John Cooper Clarke and the world of performance poetry through attending several poetry workshops. In order to broaden my knowledge on the subject, I am writing my Extended Project Qualification on the development of performance poetry over the years.

My involvement with English Literature is a major part of my life. I hold the role of English Prefect, have set up a book club for the Sixth Form, and am heavily involved in helping younger years. Throughout my school career I have been in debating, mock trial and public speaking teams, which have all developed my ability to use language effectively. During my time at Cranbrook I have thrown myself into every aspect of school life whether it is academic, the arts, or the sports field. Playing school hockey and progressing to sergeant within the cadets has taught me excellent teamwork and leadership qualities. I am also proud to have been selected as a Supervisor, Student Listener and Pastoral Mentor. Over the past year I worked to fund my trip volunteering on a development project in Tanzania. After having work experience editing, obtaining a proof-reading qualification, and being fortunate enough to have spent a week at *The Times* newspaper, I am keen to embark on a career in journalism after graduation. The opportunity to learn from some of the best minds in the field would be invaluable to me, and I can think of no better way to spend the next three years of my life.

Modern Languages

In order to pursue an education, my mother had to estrange herself from her family and assimilate herself into an alien, Western culture. Without learning the English language, she would have become another of many women in the world who have no opportunity to obtain the most basic literacy skills. I rejoice that I am now in the enviable position of being able to apply for undergraduate study. This knowledge has rooted in me an appreciation for language, an acknowledgement of its power. It has sparked my interest in foreign languages and cultures; in one generation, I have come to speak a different language from my grandmother and live, in more than just the physical sense, a world away from her home in the Northwest Frontier. Learning French has fuelled my interest in other countries, opening up the culturally diverse, linguistically complex world in which we live.

My interest in the way people speak and communicate along with the desire to investigate the mechanisms of language in France and around the world, is wholly connected to my interest in French Literature. For me, literature is undeniably an extension of language, providing an aperture into a nation's mindset. They are fundamental aspects of human society and I believe that immersing myself in both would allow me to obtain a deeper understanding of a part of the world which interests me greatly.

Indeed, the insight into other cultures that classic novels such as *Madame Bovary* and *Therese Raquin* provide, along with plays such as *The Misanthrope* or the more modern *Suite Francaise*, has spurred in me the desire to discover more. They present the conventions of an alternative, patriarchal society in the past and the building blocks of France today. For the past too 'is a foreign country' and for me, the historical aspect of literature is also a window to another world, entailing the same cultural enrichment as studying a modern language: one of the many ways in which the two are connected. Studying French, therefore, defines my joy in learning. My interest in French language and literature extends into many other aspects of my life. Through my participation in mock trial and debating competitions, my ability to analyse and argue a case has developed. Finding these skills to be useful in all areas of academic study, I have channelled them into my specific subject area and interests, going on to organize debates myself, including those on French society and those undertaken entirely in the French language. I have also set up a book club to which I am introducing French literature. These opportunities to present subjects which interest me to others, have enabled me to contemplate alternative viewpoints, and allow them to influence or strengthen my own understanding. Volunteering to assist a younger student in English lessons over the past year and mentoring students with special educational needs has furthered my appreciation for the way others interpret concepts and language. This experience has spurred me to set up a similar program for younger students in French and I also intend to assist students from surrounding primary schools in their learning of modern languages. Having enjoyed an exchange with a French school, I have organised individual visits to France in order to further my understanding of the country's language and culture.

As a sports captain and firm believer in '*mens sana in corpore sano*,' I have relished being selected to play three years of first team hockey, tennis, lacrosse, athletics and netball. These activities, along with my ardour for music, drama and roles as supervisor, student listener and member of the CCF, have demonstrated to me the importance of communication, an awareness of those around us and the language, literature and culture in which they immerse themselves. These are ideas which the opportunity to study French at university would surely enhance and are reasons why I eagerly await the chance to explore this subject further.

Medicine

One of my greatest inspirations to join the field of medicine has been my father. The victim of a hit and run, excellent surgical and medical treatment over several years saved his life and mobility, and though now disabled as an amputee he has fortunately been able to live a full life. To be a daily witness to the wonder of what medicine can do for a person and a family has had a profound effect on me, and as I gain experience I see these miracles reflected everywhere, and am increasingly driven in my desire to be a doctor.

My school studies have always been a source of enjoyment, and this has been enhanced in sixth form. I have been particularly interested in learning about the biological theory behind well-known diseases such as the demyelination of neurones and MS, as well as the structure of proteins and enzymes, and how this affects the composition of drugs. In chemistry the development of new medicines has fascinated me and informed my interest in the news of a potential vaccine for Alzheimer's and novel treatments for mental illness. These subjects have given me a solid scientific base and increased my thirst for knowledge in this area.

I have been fortunate enough to obtain 3 weeks work experience in the last two years. In 2010 my placement in the QEQM Margate Hospital was interesting and eye-opening. I spent one week in the orthopaedic clinic, where I not only observed consultations but experienced all aspects of a hospital network. The week in A&E was fascinating enabling me to glimpse medical situations as varied as trauma amputation to cardiac arrest, and observe the prioritising and rapid treatment of many patients at once. Being on the front line of the NHS enthused me and further convinced me that medicine was the career for me.

In April 2011 I was privileged to have another hospital placement in the neonatal ward of the Queen Elizabeth Hospital in Hong Kong. This provided me with a different insight, seeing the meticulous side of medicine and many procedures such as surfactant replacement in pre-term infants. I was able to observe not only the differences in medicine between two countries and specialties, but the difference between treating actual disease or injury compared with treating weakness or deformation, as in neonatal care. In December 2010 I attended the Medlink conference at Nottingham University. This allowed me to better understand the variety within medicine and different styles of practice between specialties, and to talk to doctors and medical students about their experiences, which was informative and exciting.

My interest in the welfare of the community and the Church has led to regular volunteering in my local MHA care home, in which I have gained an insight into geriatric and palliative care and have the wonderful opportunity to interact with the elderly and often disabled residents in need of care and help with events which brighten their lives.

After two years fundraising and administration for the Charity FUM I spent 5 weeks in Tanzania in 2011, refurbishing an FDC and a school. It was an inspiring trip, and the chance to change people's lives was invigorating. It also gave me the opportunity to see clinics and medical care in a developing country, and talk to locals and medical officers about the impact of high infection rate diseases such as malaria and HIV/AIDS, and child care in a country where water is scarce and medicine expensive.

I am a supervisor, an English prefect and an NCO in the CCF; these roles have taught me much about responsibility, teamwork and leadership. In addition I run the junior debate society and am a member of the senior debate team, which has increased my breadth of knowledge and understanding of ethical issues. I sing in the choir and have performed in and directed school productions, making me articulate and confident.

I would revel in the challenges that being a doctor would bring, and look forward to making my first step into the world of medicine.

Geography

It has always been our natural instinct to study our physical surroundings to achieve comfort and security, and to advance our health and prosperity. Conventionally Geography is perhaps understood as the study of how humanity seeks to dominate the environment, yet Ellen Semple's interpretation of the subject resonates with me. Geography is actually the study of 'how environment apparently controls human behaviour'. It is a subject which is therefore vital, topical, outward-looking and fascinatingly diverse, and these attributes motivate me to study it further.

During my lifetime there have been a substantial number of natural disasters, and these events and their devastating impact have deepened my interest in Geography. I consider that the Pakistani Floods, the Haitian Earthquake, and the eruption of the Icelandic volcano confirm the notion that these disasters are growing in size, frequency and devastation. My Extended Project Qualification is entitled 'How effective is the British Government's response to natural disaster?' My research involved reading absorbing texts such as *The White Man's Burden* and *Dead Aid* and culminated in a two-week internship this summer at the Department for International Development. I was placed with the Conflict, Humanitarian Assistance and Security Department, where I was able to attend emergency meetings with major NGOs concerning Libya, and witness the Department's responses to Hurricane Irene. I gained a rewarding insight into the practical relevance of Geography in the field of humanitarian assistance - a field in which I would be interested in working. I also recently attended a policy seminar at the Royal Geographical Society entitled 'A "Perfect Storm" ahead? Geographical perspectives on food, water and energy security to 2030'. Geographers, politicians and businessmen alike warned about impending commodity shortages, and the potential for worldwide destabilisation. Although alarming, this was also another intriguing demonstration of the practical relevance of Geography.

The introductory courses appeal to me because I will be immersed in a wide range of fields, each of which has great importance. Although I have undertaken some personal reading in such diverse topics as the potential of nuclear energy, the power of globalisation and the problems with international development, and found this both rewarding and unsettling, I would like to pursue these and other topics in greater depth. Publications such as *National Geographic* and *The Economist* keep me up to date with issues relevant to Geography, such as those that arise due to the adverse relationship between mankind and the natural environment.

My A Level subjects complement Geography well. Economics and Geography are inextricably interlinked, powerfully demonstrated by the text I recently read entitled *Prosperity without Growth*, and I can converse effectively in French. My high mark in English Literature AS Level reflects my ability to express myself clearly, a skill strengthened by my active involvement in debating and public speaking at competition level. I have recently been appointed Head Girl, which requires me to show strong character, and confidence, whether I am addressing large crowds or individuals; I have relished the challenge of trying to earn the respect of the other 800 students. I am a dedicated, fully committed member of many sports teams at school and club level - I enjoy combining academic studies with the stimulation that team sports provide. This summer I also undertook a week's voluntary work taking handicapped or severely disadvantaged individuals to Lourdes, and this has shifted my perspectives on so many aspects of life.

There is no subject which I would prefer to study at university than Geography: it is relevant, multi-faceted, and dynamic, and I hope it will lead me to a career in which I can make a material contribution.

Classics

As I embarked on my studies of the classical world I soon became aware of the parallels between our culture and the Greco- Roman civilisations. This fosters my deep understanding that their cultures still resonate within the modern world. I would immerse myself in the study of Archaeology and Ancient History as I agree that "...a society that loses its grip on the past is in danger." (Trevor J. Saunders).

Archaeology and Ancient History go hand in hand. Visits to Cirencester and Lullingstone have shown me that pottery fragments and tools we recover provide clues to another age. Relics let us reveal the civilisations that evolved to produce our own. For this reason I see archaeology as the method by which I can interact with the past. The recent discoveries of Roman coins at Powys and Colchester have potential to tell us more about Roman life of the 2nd and 3rd Centuries and leaves me questioning what more we can discover about our predecessors.

Although intrigued by all aspects of the classical world, it is the lives of the women that particularly interested me. I find the moral debates introduced in the tragedies of Medea and Agamemnon remarkable and I wanted to develop my knowledge beyond the curriculum by discovering more about the gender confictions. Therefore I have explored additional material and gained a greater insight through texts such as, *Tragic Ways of Killing a Woman* by Nicole Loraux. I valued the discussion of the methods which women in tragedy would commit suicide as it is interesting to learn about women who continued their femininity through their death through hanging and women who chose a more liberal, masculine approach of the sword.

My Extended Project Qualification has enabled me to develop independent study skills by researching the influence of the Romans and Greeks on our society. I have written in depth about the cultures and explored particular aspects like the political influence of the Athenian democracy and the Romans' ideas on the law and constitution and how it has affected our system of government. I have found the process an enriching one as my title has allowed me to delve more thoroughly into the civilisations. There are valuable cross-curricular links between my subjects. I have found classical influences in English Literature as Greek and Roman texts are essentially the origin of ours through their development of tragedy, comedy and poetry. Collectively I feel that my A 'Level courses have taught me the importance and relevance of researching the context of texts. My understanding of *The Aeneid* was heightened once I had studied the complexities, origins and demise of the Trojan War. I have learnt to support argument and discussion with related examples, useful skills when studying History. I believe that my extracurricular activities, both sport and academic, have made me a more reliable and capable student. As an English Prefect and spelling mentor I value reading widely, particularly in my role running the school Book Club, suggesting a variety of literature to other students and promoting in-depth discussions. Being a member of my school's Mock Trial Team, I have spoken publically on given topics with insight and confidence; qualities I hope to employ with my chosen subject at degree level. I joined the Student Council to contribute to other aspects of school life and have the opportunity to debate and assess different situations. Also, I have accepted voluntary work experience at Maidstone Museum, working with primary sources from the Greco-Roman era.

A Classical Archaeology and Ancient History degree would expand my enthusiasm for the subject and take it in new directions. To study artefacts in the context of the civilisations that produced them is a prospect that greatly excites me. I am an inquisitive student who would

fully embrace the opportunity to expand my knowledge in this distinguished subject with other students who share my appreciation of antiquity.

History

History is a natural passion of mine; it has always been my favourite subject at school. I am fascinated by how our society has been shaped over the centuries and how other societies have developed in such different ways. I am also very interested in how historical documents can be interpreted in completely unique ways by different historians. I have a strong commitment to study, in that I love researching and writing about history as well as visiting places.

My desire to study history has been fuelled by many family holidays and school trips where I have visited sites of historical significance. I've been to various ancient sites, for example the Colosseum in Rome and also the Colosseum in El Jem, the remains of Pompeii and Herculaneum, the cities of Tunis and Marrakesh and the ruins of Carthage. I have also been to the battlefields of the Second World War in Belgium and France which both shocked and fascinated me, as did Sachsenhausen concentration camp, just outside Berlin. My most recent family holiday was to Berlin, where I learnt a lot about the Berlin Wall and the divided Germany which really interests me as it is so recent.

I am drawn towards Russia in the 20th century, with the October revolution in 1917 leading on to Stalin's Russia and then the Cold War. Having studied it so much in school, it was great to see a city which was so much on the forefront of the Cold War. That said, I would relish the opportunity to learn more about different eras of history, which I have not had the chance to explore. I enjoy researching a narrow topic and writing an essay in which I can interpret events in my own way. The process of historiography has improved my power of analysis and interpretation. Studying history would develop my research and writing skills as well as satisfy my interests. Studying Politics and Business Studies at A level, as well as English Language at AS have helped with my research, analysis and writing skills.

Outside the classroom, I enjoy playing sport and going to sporting events, in particular, Charlton Athletic, where I've had a season ticket for three years. Occasionally, I also play football and have represented my school. Following my team, Charlton, has taught me a lot about commitment and loyalty, having had many highs and lows throughout the seasons. My real sporting passion though, is cricket, and I have played for a local village from the age of 11 and now play for them every Sunday, alongside representing my school. My enjoyment of cricket is passive as well as active - I love watching cricket and have been to many international matches at The Oval and Lord's, and have watched Kent play at Canterbury numerous times. Unfortunately, these activities cost money, and I have always had a desire to work and earn money. When I was 13, I got a paper round and delivered newspapers to around 20 houses, six mornings a week. I had that job for three years and last summer I worked in the kitchen at school while it was let out as a summer school. I currently have a part-time job washing dishes in a local pub. Working, in all three of my jobs has taught me plenty; getting up early in the morning six days a week for three years was not easy, but in my mind I knew it was worth it. The kitchen at school also taught me, to an extent, about respect; I had no idea how much hard work went in to our school meals until I worked there myself, and it definitely taught me the value of hard work. In both kitchen jobs, I have learnt how important people skills and having a sense of humour is, as these jobs would be very dull without the chat I have with my co-workers.

Balancing working hard at school, working in my jobs, and playing and watching sport have all taught me the importance of time management. I believe that my passion for History, coupled

with my ability to manage my time, will help me to excel at university level. I hope to give back to the university that helps me to realise what I am capable of.

Business

From entrepreneurship through to multi-national organisations and from autocratic leadership styles to laissez faire, the technicality and diversity of the world of Business never fails to intrigue me. The importance and the structure of business is present everywhere and it impacts on society in profound ways.

My particular interests lie in the legal side of business. Reading about the legal complexities of that global business 'Facebook' opened my eyes to the minefield of bureaucracy that firms worldwide are forced to cope with. I am drawn to the many intricacies and decisions faced by businesses and hence my desire to take my study of Business to the next level. I may well look to law thereafter.

Being brought up by a very entrepreneurial father who owned two clothes shops made me extremely interested in and curious about the business aspect behind his stores. Since I started the business course in year 12 I have reflected much on my 'business' upbringing and gained a real understanding of the concepts and the importance it plays in everyone's lives. I undertook work experience in a large PR company, Biss Lancaster, to gain experience in the world of commerce. I was fortunate to sit in on a few pitches and help research for their clients, which was a great pleasure and a real learning experience. They allowed me to take part in a Pitching workshop, along with some new employees in which I excelled and they were surprised how well I managed to engage my audience!

I was lucky enough to be one of the few students to be picked to help out with 'The Mini Enterprise' at Cranbrook School. This is an annual event where students from year 11 have to create a new innovative business aspect and put together a pitch including a plausible financial and marketing plan. I was the only student to be placed on the panel of judges for this event, and the businessmen who judged the event were extremely impressed with my knowledge and professional approach to the situation.

Sport has always been a huge part of my life, and I was lucky enough to be announced Sports Captain of my school house. I have represented the school in Rugby, Hockey, Tennis, Cricket, all to very high standards as well as representing local clubs in Rugby and Football. In my previous school I was also scouted for Fulham, the professional football team, at the age of 12. I played in inter-house sporting events from year 9, which was a great achievement as these were mainly aimed at 6th formers. Sports has allowed me to become a real team player. It translates so well to the world of business where strategy, leadership, morale and a culture of cooperation are vital to any enterprise.

I'm currently a mentor for two new year nine members at school, which shows that I have an approachability and am respected by my fellows and staff alike. My people skills are good, which will help me in the workplace, especially when presenting and with relationships at work.

My study of Physics has allowed me to really wrap my head around the complexities of equations and numerical skills, as well as looking at things in a very practical, organised way. This will transfer well to the numerical side of business relating to the accounting and operational strategies that I learnt at A2 level. Chemistry also provides me with similar skills as well as the extraordinary science of how things are made. My A Levels have much broadened my skills and shown me differing ways of looking at the world.

I am also a musician as I play guitar, and have played at some school events in front of a

large audience. I taught myself after being inspired by my father as he used to play guitar. I hope that my interests and activities outside school show and all-roundedness which would make me an excellent student, one who would contribute to all aspects of university life. In particular I know that Business enthuses me and that have only scratched the surface so far!

Name		Tutor	
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University and Job Applications – Self Assessment

To make yourself an attractive applicant, you need far more than just a decent collection of grades. This is true of both university **and any other application** you plan to make when leaving school. So...

How do you fair on this questionnaire?

What gaps are there and how do you plan to address them over the coming months?

What subject/academic area really interests you? Can you articulate why?

Do you have vision of what you'd like to do in life? What is the dream?

What have you done outside of the classroom to further your interest in this area? This is vital for university applications! However, if you were applying for a training scheme in an advertising company, what evidence do you have of being interested in that field? What have you read? What courses have you been on etc?
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What **relevant** work experiences have you had?

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Some of the best universities are interested in those who have a real drive to do something for the love of it, not just 'chasing the money.' For example, if you were looking to study medicine, it would be easy to shadow a doctor, but have you ever seen the real side of patient care? Have you ever put yourself out to volunteer in a care home because you really want to help others?

What voluntary/charity work have you done in general? Whether applying to university or a job, everyone is looking for a selfless candidate!

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What interesting and ideally relevant life experiences have you had? i.e. Travel etc.

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What other **relevant** extra-curricular activities have you undertaken at school?

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