



The Modern Day University Application

How Do You Apply?

The UCAS logo is partially visible on the left side of the slide, tilted diagonally. It features the letters 'UCAS' in a stylized font, with a red checkmark integrated into the design.

What Does The Application Entail?

> Video guides on applying

- A Selection of Five Universities for one course.
- Detailed GCSE history.
- Detailed A-Level history.
- Any other relevant qualifications.
- A Personal Statement.
- A School Reference and Predicted Grades.

Timeframe?

Beginning of Year 12 – Settle into your courses, but be open to discussions on your future. Students should come to the Sixth Form with a sense of purpose. Discussions begin in tutorials.

February of Year 12 – Formally begin our approach to looking at your future.

Spring of Year 12 – Attempt first draft of the Personal Statement.

June/July in Year 12 – Start looking at Universities.

Start of Year 13 – School writes Reference and makes Predictions. Students start to really pull together Personal Statement.

Sept/Oct Year 13 – Oxbridge and Medics apply.

Oct/Nov Year 13 – Everyone Applies (Deadline in Jan).

An Academic Profile and the Personal Statement





I would like to study history at university as it has always been at the heart of everything I have done at school. I simply can't stop thinking about it and have been captivated by the subject since studying Henry VIII in Year 12. While at school, I have also spent a huge amount of time performing in modern plays, singing in assembly, running the student council and playing hockey for the 2nd XI. I am such an active and involved student. These experiences have really prepared me for university life.



English has meant everything to me for as long as I can remember. Literature has the power to capture a moment in history in a way that nothing else can. For example, Steinbeck's *Of Mice and Men* was the perfect window for me to learn more about the Great Depression than anything else I could have ever hoped for. The same is true for Armitage's poetry and his works have introduced me to a side of this country that I was completely unaware of.

Different narrative styles enthrall 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.



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.



I have been fascinated with Geography ever since my grandfather sat me on his knee and entertained me with tales of his naval adventures as a boy.



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.



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.

