

PHYSIOTHERAPY

My father shattered his elbow joint. After three operations and physiotherapy using Thera-Bands, he regained full flexion and strength. This made me keen to become a physiotherapist and help patients improve the quality of their lives and those of their families'. During six days work experience at King's College and Lewisham hospitals, I learnt how physiotherapists dealt with patients' personal, physical and psychological issues, adapting around their medical problems when deciding on the best treatment, even arranging scans or X-rays. Strong subject knowledge, observing, questioning and listening skills as well as logical thinking were used to reach the right diagnoses. Good social and personable qualities encouraged elderly, young or reluctant patients to be motivated to do their exercises. I observed in elderly rehabilitation, adult respiratory, orthopaedics, neurosurgery, neuro-rehabilitation, stroke and medical wards and back pain clinics. In hydrotherapy, water buoyancy provided body and limb support and increased resistance for more effective exercise. I saw mobilisation exercises being used to increase blood circulation and strengthen increase flexibility of muscles and joints. These included exercises for amputees and lower back pain caused by muscle spasm. In cardio-respiratory the physiotherapists used postural drainage and chest percussion to expel lung secretions mucus and demonstrated controlled coughing techniques so the patients could repeat them at home. In HDU, I observed unconscious patients receiving treatment to help them breathe and saw how the physiotherapists had to take extra care as they had no patient feedback. In neuro-rehabilitation I was intrigued by how quickly the links in the brain can be retrained after a stroke so I have read articles about it. During two weeks of voluntary work at Queen Mary's hospital, I talked to waiting single patients to re-assure them, carried out office duties and did ad-hoc practical jobs. I managed my time to finish my work so I could attend the hydrotherapy area. Some young and elderly patients were apprehensive of water and physiotherapists first gained their trust by giving enthusiastic demonstrations and being encouraging. Empathy and calmness were very important, especially when a patient was struggling or embarrassing situations occurred. At the sports shop I enjoyed helping customers, selling and advising them on sports products. My receptionist work at the private physiotherapy clinic is unsupervised and involves telephone use, booking appointments, greeting patients, processing payments and being trusted with confidential files. I have to be approachable, organised and professional. The physiotherapists there tend to spend more time and have more physical contact with patients than in the NHS and use muscular-skeletal therapy, manipulation, electrotherapy and ultrasound techniques more often. As a School and Biology Prefect I help run after-school GCSE revision sessions and represent the Biology Department at Open Days and visits. I played U14 hockey for Kent. I am Captain of my school rugby team, where I lead, motivate, organise and keep discipline. In my club rugby I was given a Jack Petchey award for team commitment, voted the season's Players' Player and played for the District. Rugby keeps me fit and allows me to excel individually and in a team. I completed both RFU Young Officials and Adult rugby refereeing courses and officiated at the London U14 Youth Games. This demonstrated my competence in my subject and ability to make quick, fair decisions and communicate authoritatively. All the physiotherapists I met were very approachable people with the commitment and care the Francis Report said the NHS lacked. I feel I have these qualities too. I like the way physiotherapy evolves with new techniques and new powers to prescribe medication. It seems to be a rewarding career with opportunities for me to develop personally and perhaps even specialise later.

ACCOUNTING AND FINANCE

Finance and financial decision making can have an enabling and positive effect on the economy and businesses as well as having the opposite effect when these decisions go wrong. On entering Year 12 I seized the opportunity to study Economics, having always had an interest in finance and current economic affairs; both of my parents and extended family worked in the financial sector. I was keen to study areas such as taxation, financial accounts and analysing financial situations to make important decisions and the impact of these on individuals and businesses.

To explore my interest further and to experience accounting, I contacted Absolute Marketing Ltd for some relevant work experience and spent several days with the Financial Director. The areas I explored included management accounts, budget analysis, auditing and the preparation of tax documents, all of which are key areas of accounting. However, the task that interested me the most was sitting in on a meeting between the Managing Director and the Financial Director. They discussed the calculations and findings of the accountants to make their decisions on the 2013 2014 targets and future tax planning. The turnover for the first six months of the financial year was down on target. The Financial Director suggested setting in place a bonus system whereby a small percentage bonus is payable to the account manager's whenever they sign a deal which includes a one off retainer fee. The fee is on average £ 4,000 per project and it was thought that over a six month period this would have quite an impact on the projects signed with retainers included, and therefore result in the target turnover for the year being reached. This emphasised to me the influence that accountants have on the decision making and the running of a business. Overall I found this experience valuable and confirmed my interest in this area of accountancy and the practical application.

I have watched a 'TED Talks' video by Laurie Santos, where she spoke about how humans are irrational in the economy. She created an experiment in which monkeys were given the same 'financial' decisions to make as humans. The monkeys had their own currency, used as tokens, and could trade this for food (mimicking our financial markets of trading for goods and services). The results were that when the monkeys had the option to buy cheaper food they would make incorrect decisions and overbuy. Likewise the results from a similar human trial showed they too, over bought and made incorrect decisions regarding their money. Even though we have been evolutionarily separated for millions of years, humans and the monkeys made the same kinds of choices. When in a financial crisis we can think very irrationally, as stated by John Maynard Keynes "Markets can remain irrational longer than you can remain solvent". So it is, I believe, the role of an accountant or financial adviser to make level-headed and rational decisions to rectify this.

I believe the subjects I am studying will help me to prepare for further education and my future career; the mix of humanities, science and business and the hands on control, interpretation and application of knowledge, all lead to decision making to achieve end objectives. All of these areas are very important not only in education and employment but also as life skills.

I have enjoyed and actively sought after roles of responsibility at Hayes Secondary School; I have been proud to represent the school as cricket captain and also as a prefect in Year 11 and now in Year 13, where my responsibilities have been to meet deadlines, lead a team of students and mentor younger pupils.

I understand this will be a very demanding course and I welcome this. The driving factor being the more I contribute to my work the greater the rewards I will achieve. I believe by attending university I will not only learn the skills to pursue my career successfully, but also develop many other vital life skills.

FASHION

"What you wear is how you present yourself to the world, especially today, when human contacts are so quick. Fashion is instant language." Miuccia Prada. Fashion is a part of me. Not just a career choice, everything I wear is a statement about me and a way of expressing my personality. I want to dress women to be creative, expressive and confident through their clothing.

I'm currently studying A levels in English literature and language, Media Studies and Art Textiles. I try to incorporate fashion into all my subjects. In English and Media I've learnt how to write in the style of magazines and blogs; exciting the reader and giving them their own personal take on the articles. I think this is essential in fashion as everyone has their own unique style, just as they have their own personal opinion. In textiles I have created garments and art pieces using a wide range of textile techniques and artist inspiration. I believe it's very important to understand how a garment is made and the process behind it. I strive to achieve the highest quality in my work, paying great attention to detail through the techniques I have learnt; crucial in the industry, regardless of your sector.

I have attended various fashion courses in my own time, at Ravensbourne University, The Fashion and Textile museum and the Victoria and Albert Museum. During these courses I have created garments working with a team, created a portfolio and drawings of my own fashion catwalk collection and learnt about various aspects of the industry. I have also gained work experience in the wardrobe department at Her Majesty's theatre, working closely with the wardrobe mistress and her team, helping dress the actors before and during the Phantom of the Opera show. I learnt how they overcame problems such as costumes ripping, and saw how much work and attention to detail it takes to create high quality and detailed costumes. Also working as a sales assistant in a fashion boutique, I've gained valuable experience in the retail industry. Customers would often ask me for advice on outfits and I was able to demonstrate that I have a good eye for matching people with suitable styles.

At school I have played an active role in the wider community, participating in main school productions, charity events and trips. I've attended two Spanish trips, developing my understanding of the culture and I hope to carry on my language studies to widen my opportunities within the fashion industry. Outside of school I attend ballet, tap, street and contemporary dance classes, performing in many theatre shows since the age of 3 which has required commitment, loyalty and organisation. Through dancing I appreciate posture, poise and body shape; a crucial aspect of fashion and understanding how clothes are worn.

As senior Art and Textiles prefect I am involved in planning events, forming ideas for how to take the subject forward and taking on and adapting ideas from both the teachers and students. This year I am organising a fundraising school fashion show, and leading a production team where I will gain experience in dealing with suppliers, advertising, marketing and styling. Funds raised will be divided between the year 13 prom and The Princes Trust charity. I want to help young adults who have not had the same advantages in life and this charity enables me to do this.

Fashion magazines and stylist's blogs such as Peaceloveshea, thesartorialist and zoella keep me up to date with the latest trends and inspire my own outfits and design ideas, while attending shows such as London Fashion Week and The Clothes Show Live, have enabled me to make contacts within the industry. My favourite designers include Givenchy, Balmain and Katie Eary as I love bold patterns and expressive shapes and colours to fit with my mood.

I believe studying fashion at university will give me the skills, experience and ability to work towards a successful career in the fashion industry.

MEDIA

My interest in all things Media-related was enriched when I had the opportunity to do Voluntary Work experience with a Media Agency, Kameleon. This allowed me to gain practical experience alongside my academic studies and to be involved in pre-production to post-production stages; allowing me to experience first-hand media as a form which controls our daily lives and actions. I was no longer just a consumer, like most of society, but now part of the inner circle learning why and how the Media influences us on most aspects of our lives, from what we buy to how we judge others. It also allowed me to get practice in a Television Studio and gain an insight into marketing, from the bare bones to the glossy finished product.

Having taken Media Studies at GCSE and now A-Level, I have explored a wide variety of Media theories and developed a particular interest in Postmodernism. I enjoyed reading Postmodern Media Culture by J. Bignell, which investigates the relationship between the theory and media institutions. It highlights how absorbed we are in the Media resulting in the judgment between reality and how the media represents normality becoming blurred. We become programmed to think that Media's reality is what we should live by, for instance magazines using Photoshop to distort images and manipulate women into thinking that that is how we should look in order to be accepted, when in fact this creates an unachievable reality.

I have also been able to see the impact of the Media on society through my A Level Studies in Drama and English, which allows me to critique communications and cultures through Theatre and literature. I studied Equus by P. Shaffer, looking into the social, political and cultural context of the play, by exploring how the contextual themes of commercialism are present and contribute to the lead characters confusion and breakdown.

I am reading News for All the People by J. Gonzalez and J. Torrez, to give me a supplementary insight into my media course. I chose to read this book as I am analytical about 'why' and 'how' things in the Media happen. I have become absorbed in the narrative which entwines the history of ethnic minorities' media within the context of USA's Capitalistic-media nature. It has compounded my view on how the media's representation of minority groups can potentially create an issue in USA's ever-growing diverse society. This made me question the impact of media on our society in the UK.

I believe my positive legacy at School will be my value of hard work. My determination to produce my best resulted in me being awarded a Hayes School Bafta for producing a Structured Reality in Media Studies. I chose to focus this on class divisions, particularly questioning why the working class is often represented in a negative light. I learnt that stereotypes of the working class in popular culture are often inaccurate, transforming them into folk devils and orchestrating an unnecessary moral panic. I really enjoyed the research stage, finding out about the people I would be representing and considering how the media could have a positive impact through the way they are depicted.

My dedication to anything I take part in will help me to succeed at university. I mentor an autistic GCSE student with his Media Studies. I am also a Drama prefect, which I find such a privilege as it gives me the opportunity to prepare and deliver a Year 7 drama club. By doing this I have developed skills such as dedication and an understanding of different people's needs and abilities. My outside interests include Horse Riding and travelling, I enjoy meeting new people and embracing different cultures as I feel I can learn a lot about myself through doing this.

I have no doubt that this degree will help me achieve my dream of succeeding in an industry which surrounds all of us, as I believe that the media is a powerful tool which influences people and I would love to be a part of influencing society in a positive way.

HISTORY

My intense interest in History stems from my early trip to my parent's homeland of Pakistan. Since then, I have developed a great interest in British Colonialism, particularly in relation to India and their fight for independence. From my time in Pakistan, I was able to see how the history of a country can have such a profound effect on the social, economic and political characteristics that are still present today. This is why I find studying History so intriguing: it gives you an understanding of the society in which you live. I was able to see the social and political effects that Pakistani history had on the Sikh community when I visited a Gurdwara in the city of Hasan Abdal. This Gurdwara was kept in the most appalling of conditions, with parts of the roof missing, and with chipped floor tiles. At the age of seven, I did not understand: how could the government in a religious country neglect a place of worship so badly? It was this inability to comprehend that drove me to research the history of my parent's homeland. Analysis of the Civil War has led to my understanding of the social divide, lack of religious equality and nationalistic unity in Pakistan today. Perhaps my interest in how religious distinctions can result in a lack of regional unity has led to my fascination with the evolution of the Jewish and Muslim communities in the 20th century when Islam and Arab Nationalism grew rapidly, a progression that clashed with the rise of Zionism; they are the underlying problems that have resulted in the current Arab-Israeli conflict. My research of this topic directed me to reading a book that was of great interest to me: 'Jews and Muslims' by Aron Rodrigue which highlights the evolutions of these societies and how this resulted in the dissolving of their relations with each other. Rodrigue highlights the problematic nature of European domination of the Middle Eastern Jewry in the early 20th century and stressed the necessity for Jews to westernize through assimilation in order for the Jewish community to progress further and work successfully with the Western world. I agree with the view that Rodrigue presents, and find it tragic how as a result of the Holocaust, the counterproductive ideology of Zionism grew. This form of misguided nationalism, that opposes assimilation, is similar, in my opinion, to the nationalism of the Arab world. It is this anti- assimilation view held by both communities that has prolonged the conflict. I look forward to attending a lecture by Aron Rodrigue on how, as a result of the Holocaust, the Jews have such a high diaspora and why there is such a high number of Sephardic Jews in the world. I found that the same issues, of religious differences, that caused Pakistani and Middle Eastern conflicts are found in relation to the question of Ulster, and it was for this reason that I so thoroughly enjoyed my AS history course on Ireland. The views of the historian: Alvin Jackson mimics those of Rodrigue's: that as a result of the incohesive relationship between two faiths, the Catholics and the Protestants, the problems within this society occurred. I recently took part in a school debate, about responsibility for the Cold War. I researched The Cold War thoroughly, to develop a persuasive argument and present it confidently. These skills I would bring to a history degree and also to a prospective career in law. I am the Senior History prefect and run a club for GCSE History students giving them advice on the skills necessary to create a strong essay with a sustained argument, also on how to successfully evaluate and analyse relevant primary and secondary sources to form a clear, strong judgement. On top of this I am an active member of the school council, and a volunteer for Lewisham Young Women's Project, working as a mentor for young girls with troubled backgrounds, as well as organising events. Balancing these roles has taught me valuable skills that I would use when studying for a History degree.

PRIMARY EDUCATION

I agree with Mark Twain when he stated "I have never let my schooling interfere with my education"; I believe education extends beyond a school and I am excited to join a profession where my work will influence a student and their life choices as they continue their education in their next steps after school.

I have known teaching is for me since Year 2 when my teacher stood out to me as being inspirational - Mrs Milton used to make up songs with actions in order to teach us science. This was not only fun but I can still remember to this day the songs, actions and the content because of her teaching techniques. I am determined to be as fun and influential in education as Mrs Milton was to me, and be creative in my approach to teaching with kinaesthetic learning techniques.

I have tutored two primary school children, finding resources to help them develop in their learning and helping them with a range of homework tasks. I also volunteered as a leader in a Rainbows Group for over two years. During several weeks work experience, with a range of age groups in primary schools, I have been able to watch children develop through a part of one of the most important stages of their lives. Reading memoirs of primary school teachers, including the book "All Teachers Great and Small" by Andy Seed, has enabled me to understand the great satisfaction and enjoyment experienced by teachers; this has reinforced my decision to dedicate my life to education. Although I realise it can be challenging and frustrating at times, teaching is a vocation not a job.

Sport is a big part of my life both in and out of school. I received a Jack Petchey Award for my commitment to running a Key Stage 3 tag-rugby club, although my main sporting focus is Korfbal. I have competed at county level and gained my level one coaching qualification which has developed my abilities to think laterally and deal with challenging situations. I am keen to continue playing in my spare time at university - even if it means starting my own club! I am the Deputy Head Girl at school with responsibility for charity and Year 7 strategies. I lead a team of 5 Senior Prefects and 2 Prefects to organise and promote participation in charity events. I facilitated a change in the way different charities are supported by the school, ensuring charities were chosen democratically and funds were split appropriately between those charities. I have always been actively involved with charity and in 2012 I received an award for completing over one hundred hours of voluntary work. The Year 7 role includes public speaking, leadership and mentoring. Whilst working closely with Year 7, I have won the trust of students and received positive feedback from staff and students alike. I strive to be an approachable and respected point of contact and a bridge between students and teachers. I am thoroughly enjoying my role in the Head Boy Girl Team, and the experiences I have had as a student leader will stay with me forever.

Psychology plays a large part in understanding how people learn and develop. My interest and knowledge of the processes behind learning and development, gathered through AS-level Psychology, will provide a good grounding for studying Education and will help me tune in to the individual needs of students. I have linked my research of drama practitioners to my understanding of education - Artaud believed that an audience should be engaged rather than watching passively in order to get the most from a performance. I strive to fully engage a group of children when educating them, as I believe they will be more successful learners this way. The ability to empathise with characters in drama is also applicable to education as it is vital to empathise with a person so that you can provide them with personalised guidance. I am excited and determined to gain a degree in education in order to study for a PGCE after university and I look forward to becoming a primary school teacher.

FILM

Films are an insight into the human imagination; they offer the chance to inhabit worlds, which would never exist, whilst the same could be said of literature and theatre, the visual element only solidifies the immersive nature of storytelling. Film not only holds the power to entertain, but also challenges us to broaden our understanding of the world, and the people within it. This began when I got my first camera; I made my own personal family films. My interest grew by seeing cinematography and editing techniques through DVD extras, my interest has grown from there. David Fincher introduced me to a dystopian vision of the world. His nightmarish visions were the catalyst for my love of cinema; he also had a profound impact on my appreciation for film. Directors such as Fincher give us the encouragement to expand our imaginations, and encompass impossible realities, something I believe, is a vital aspect of contemporary filmmaking, my favourite of his work is *Se7en* due to its themes linked to the seven deadly sins, even though the film was not critically acclaimed I still feel it is one of the best films of the 90s. Fincher uses a range of techniques that I find very effective such as single frame inserts, low key lighting and excessive use of rain throughout his work. Another of my favourites would be Stanley Kubrick, whose mastery of the art adds dimensions of absorption to his pictures; his use of cinematography within his work includes many extreme angled shots. In "*The Shining*", Shelley Duvall locks Jack Nicholson in the pantry. He is framed from directly below, in a camera angle that is almost perfectly vertical, I felt disorientated that it took me several seconds to work out precisely what I was seeing. It is not self-indulgent: this particular extreme angle in this scene really works, being consistent with the character and the tone of the scene. It's these techniques which make me appreciate Kubrick's work as an aspiring director. You can see through these directors I have a taste for thrillers with dark intentions to make the audience feel uncomfortable i.e. *Lust* in Fincher's '*Se7en*' and the '*Bathroom*' scene within Kubrick's '*The Shining*'. I find this makes a film more intriguing to watch due to their unpredictable nature. I subscribe to *Empire* and *Film Makers* magazine. I've done this to gain a wider reading of upcoming films and their critical reviews. *Film Makers* has allowed me to learn creative techniques, low budget equipment to buy making a film and editing software suitable for such work e.g. sound editing to fit to create tension, this was used within my AS sequence. The tips in which these magazines have provided me have expanded my analytical knowledge of film as well as the technical side. My other studies include Drama and Photography. These are two good subjects backing up Film Studies as capturing effective still images are key when it comes to documenting a story and helps with the idea and practice of cinematography, these practical techniques I have learnt will be effective in a film course. With drama I took part in the technical side as well as acting, this was so I could show my creativity of making costumes for a piece which included large amounts of research and documentation of the process involved. Performing allows me to develop my ideas of character development and portray this to my audience; therefore with a film degree this will be useful when creating a practical piece as I will know what I want my actors to convey during their performance. A career teaching the complexities of high quality cinema is one of my greatest ambitions. I find opening young people's mind by analysing film broadens the imagination and therefore brings out the creative side of people. Teaching film would be far more fascinating in my eyes than to create as you can think about the underlying meanings of film, it's clear to me that reading film is undoubtedly the correct course of action for me to take.

LAW

Should suspected terrorists linked to the Naoribi attack be tortured to obtain evidence? Should more attention be paid to rape cases and victim support? Law affects every part of our lives. Reading law at university will allow me to comprehend more fully how it impacts our lives and adapts to an ever changing society.

The phone hacking scandal last year highlighted the importance of the public's privacy being maintained with ever-developing technology. It is hard to imagine that the shutting down of a 168 year old newspaper company, a total of 8 arrests and the Leveson enquiry recommending tougher press regulation were all consequences from breaking the law. It demonstrated how existing laws can be utilised to compensate victims and bring perpetrators to justice.

In 'Eve was Framed' Helena Kennedy looks at how law can fail rape victims. She considers rape cases where defendants escaped punishment because the women were too scared to say no and their absence of denial somehow became an invitation for the attacker. Justice for rape victims is a continuing challenge in our legal system. This year 'Rape Crisis' released statistics stating 400,000 women are sexually assaulted every year. Helen Reece suggests in the 'Oxford Journal of Legal Studies' that over-emphasising trauma of rape may prevent women from recognising they have been raped, so these statistics may be higher. Reading 'The Rule of Law' by Tom Bingham provided an interesting contrast to 'Eve was Framed' as it presents the subject in a more factual manner. The chapter 'Terrorism and The Rule of Law' was of particular interest to me. The approaches taken by governments in different countries stresses despite the ideology of everyone seeking equality, vastly dissimilar methods are taken in different areas e.g. the death penalty. It caused me to question the ethical side of law, why are terrorists tortured and have their basic human rights stripped from them in order to show that harming other humans is wrong, and is the law a decree for society to follow, or is it there to justify degrading punishment to rule-breakers.

I undertook work experience at international law firm, Ashurst LLP, and received extremely positive feedback. Dispute Resolution Partner, Angela Pearson, said: "Emily showed strong potential and aptitude in this field. She was mature, hardworking and professional. She asked very intelligent questions and seemed hungry for a career in law." This has given me confidence and determination to pursue my ambition to study law at university and one day practice it.

The placement provided a vital insight into the working environment of a dispute resolution department and banking department. I read statements of cases for a civil fraud trial, attended a trial at the Royal Courts of Justice, drafted a summary of the hearing to send to the client, and completed general administrative tasks. I was given the same level of responsibility as a trainee solicitor. My recent visit to Croydon Crown Court gave me a clear understanding into the practicalities of court room hearings. During the visit I sat near various defendants and it was fascinating hearing the defendants being advised how to conduct themselves and respond to questions. It highlighted to me the different roles of the barrister and solicitor during a criminal trial and demonstrated that the demeanour of the legal team is just as important as the defendant's.

Studying English Literature has allowed me to develop excellent study skills; I am well apt in analysing large volumes of text. Through my study of Law and Biology I have learnt the importance of good research methodology and summarising information without losing the substance of context. Achieving 100% in AS Law and being appointed a prefect has motivated me to continue to aim high and try my hardest. I look forward to university and the social opportunities it will offer, and relish the academic challenges of a law degree.

FRENCH AND GERMAN

'Those who know nothing of foreign languages know nothing of their own'. Goethe's words are astute; language learning is a journey, making you wiser in your studies and current knowledge. Looking at the changing face of the English language should convince one that there is always more to master. The evolution of language for example, Althochdeutsch to Neuhochdeutsch and the langue d'oïl and southern langue d'oc dialect to the modern day is fascinating. The emergence of almost untranslatable idioms is of equal interest: 'devenir chèvre' is a personal favourite. During the German Oxford UNIQ summer school course I discovered a fondness for poetry. Since then I have dipped into some Heine: 'Im wunderschönen Monat Mai', 'Mein süßes Lieb, wenn du im Grab' and 'der Asra'. I was struck by a common theme of selfish love. In the first poem, the narrator refers only once to 'ihr'; it is otherwise a poem focused around the narrator despite the mutual relationship love should create. In the second the narrator's love is so narcissistic that he would deny her ascension on judgment day, keeping her in a grave with him. In 'der Asra' Heine portrays love itself as selfish, so when someone of the boy's tribe loves, they must die. Baudelaire also represents death as a result of love, but on a more selfish level than Heine, Baudelaire's depiction of love has a murderous tone. In 'Les fleurs du mal: La destruction', the metaphor of the devil leads the narrator to corporeal temptation and impure love. In the final stanza it would seem that the instrument of destruction is bloody from the temptation to which the narrator has succumbed, implying the destruction of those he seduced. Prose is just as engaging, my favourite German short story being Kafka's 'Vor dem Gesetz'. I have also read Antoine de Saint-Exupéry's 'Le petit prince'. It is interesting how, despite their differences in content and form, both question the rationality of conventional society. Kafka asks whether we can rely on the true nature of lawfulness, his protagonist dying 'in the presence of the law'. His denied entrance represents the fact that the construct of the law we have created will do little to save us. Saint-Exupéry displays the world from a child-like being's eyes, isolating aspects of our society: a man who believes if he sees something first it's his, a geographer so obsessed with academia he is cut off from the world. In this context it seems odd, but we discern that Saint-Exupéry is showing how the convention of being an 'adult' motivates us to an absurdity to which we are blind. I chose this course knowing it would expose me to a wealth of literature and history, both French and German. I worked for two weeks in my school's MFL department, teaching lessons in the languages and honing my reading skills compiling news articles for future AS students. I even challenged myself to prepare Spanish lessons, a language I have never studied. I love speaking these languages and consider it one of my strongest linguistic skills that will aid me in a future career in interpreting. I was the designated interpreter during this year's music tour to Germany, and I also completed a week's work experience in Lille, France, consequently completing my Extended Project on the decline of language learning in Britain. I have a strong ability to balance academia whilst participating in: choir, concert band, chamber choir, leading KS3 debating, conducting junior orchestra, and the Duke of Edinburgh award. My interest in music and languages prompted me to listen to a musical setting of Goethe's *Der Erlkönig*. I am a keen debater and was part of the winning team in the Bromley school's debate challenge and came third in the London competition. Debating has given me confidence in public speaking, which I draw upon in my role as Head Girl. I am dedicated and driven, and would be overjoyed to be immersed in the literature, culture and history of Germany and France.

ENGLISH

My parents say that I always have my head stuck in a book. From classic novels to modern fiction, I am a keen reader and enjoy a variety of genres. Mostly, I prefer to read novels and plays written in the 20th century and the Victorian era such as Bernard Shaw's *Pygmalion* and Virginia Woolf's *Mrs Dalloway*, as the language is more poetic and makes full use of literary techniques such as metaphors and a range of imagery, which make them more open for analysis. To develop a deeper insight into my subject I have also completed independent research into Sylvia Plath and Emily Dickinson, two female poets that have particularly interested me. By researching the background of the authors, it enabled me to have a greater insight into their works as I could see how their life and experiences influenced their writing. For example Plath's *The Bell Jar* parallels her own experiences of depression, whilst Dickinson's poetry was influenced by the death of friends close to her, resulting in a common theme of death in many of her works.

For my AS English course I studied *Wuthering Heights* and *The Scarlet Letter*, these are both novels that I had not previously read, however this allowed me to broaden my literary horizons. Both Emily Brontë and Nathaniel Hawthorne used a range of symbolism and metaphorical language, which enabled me to analyse the characters as well as the choice of settings in a great detail. The basis for my coursework was *Hamlet* and *The Duchess of Malfi*, as they are written in Jacobean English, they were both challenging at first to understand. Yet I discovered that they are both fascinating historical texts due to the dramatic twists and the hyperbolic language associated with tragedies.

I have volunteered at my local library for the past two summers in order to encourage more children to read books. Throughout the summer holidays libraries host a Summer Reading Challenge Book Trail event, where children receive prizes for reading books, as a volunteer I ask the children various questions about the books they have read and about the type of books they enjoy to read. By taking part in this scheme, I have learnt important communication and leadership skills.

I spent a week of my work experience with Standard Chartered bank; this placement made me realise that English skills are transferable and a necessity to a range of working environments. During my time there I wrote reports for my supervisor about the political situation in various countries, which helped me to improve my independent research skills and my ability to communicate in a clear and effective way. In addition to this, I assisted my supervisor in analysing the language used in a speech written by the President of the European Central Bank, to predict the effect that his speech will have on future markets.

My passion for English and writing has resulted in the creation of my own blog, where I post articles about books I have read, films I have recently watched and my opinions on different subjects during my spare time. This has enabled me to become a more articulate writer, which will be beneficial to my future essay writing. My decision to pursue creative writing in my free time was influenced by being nominated by the English department for the Best Critic award at my sixth form's award ceremony for my coursework on *Hamlet*, which I then went on to win.

The fact that there are so many works of literature that I have yet to read and explore, persuaded me to move forward in my studies of English; to be able to examine a range of texts at a degree level would be an invaluable experience and allow me to further pursue a subject I have always felt passionate about. The opportunity to complete an English degree at university would enable me to achieve my goal and secure a job in either publishing or marketing because I will be able to learn important skills in researching, critical analysis as well as gain a greater knowledge of literature in all its forms.

MUSIC TECH

One album that springs to mind when I think of production is The Beatles' Sgt. Pepper's Lonely Hearts Club Band. I particularly like the experimental editing on this album, such as the hard panning on the drums, vocals and guitar, which made the album different and individual. As the use of stereo recording had just come about, there is almost a sense of urgency to overuse the stereo image; however I think this shows that The Beatles were willing to take risks in order to be bold and unique. Music has always been a prominent part of my life. This began when I was a baby; I loved to listen to the piano if it featured in a song on the radio. Throughout secondary school my love for music expanded, and I became interested in the technological side of music, particularly how it is produced. This interest started when I realised that, although I play piano and guitar, being part of a band was not the route that I wanted to go down. Instead I wanted to learn more about the production of music, and having studied Music Technology for a year, I know that this is where my future lies. The lessons are both practical and research based and include producing a Recording, Sequencing and Creative piece. I achieved 40/40 for both the creative piece, in which I created a Dubstep piece of music based on Adele's Rolling In The Deep, and for my live recording piece, which was The Beatles' Let It Be. I have a thorough understanding of how to use the software Logic Pro and Cubase and would like to learn how to use other software such as Pro Tools and Ableton. These lessons have taught me that not only is Music Production an art, but also a science which requires a knowledge of the technological side of Music Production. I am fascinated by this and would like to learn more about it. I am interested in learning how PA systems are put together and learning in-depth about sound waves, signal paths and other technological aspects of music production, as well as learning how to produce music. I regularly read Music Technology magazines such as Sound On Sound in order to further my knowledge of Music Production and Technology. I have learnt a lot from these magazines, such as how microphone placement can affect the timbre of the recorded sound. My taste in music has developed over the years, and I now have an extensive and varied taste in music. I enjoy listening to anything from Muse and Biffy Clyro, to Luciano Pavarotti and Beethoven. How an orchestral work such as Beethoven's Ninth Symphony is recorded has always intrigued me, and I would love to one day see one being recorded, and even help produce it. I was lucky enough to be invited to observe in a working music studio called Urban Chain Recording Studio in Penge whilst in the second year of my GCSEs, when my friends were recording some of their material. I was able to see first-hand how music is produced, from recording to editing to mastering the different tracks. I was particularly interested in how the microphones were set up for the drums in a recording studio, and which microphones were used for each drum. It was also interesting to see how each track was individually compressed, equalized and developed to sound unique. My favourite aspect of the production process is the editing facet. I particularly enjoy this part of the process as it allows you to personalise the piece of music by making it sound exactly how you want it to through using a variety of effects and EQ shapes. Earlier this year I raised two-thousand pounds in order to take part in a community expedition in Ghana. It has given me a sense of maturity and a wider appreciation of the world. Whilst in Ghana I witnessed cultural music, such as "djembe" drums. This has influenced me and could be used in future projects that I undertake. Being able to study Music Production and Technology at university would be like a dream come true and would help me to achieve my ambition of carving out a successful career in the music industry.

PARAMEDIC SCIENCE

As soon as I could walk I have been tripping and falling, in need of first aid. I learnt from a young age the basics from my mother who was always patching me up. When I was young becoming a paramedic was my goal. I have seen first-hand the work they can do and I hope that in the future I can offer the same support that they have offered to me. In order to explore this line of work, during my gap year I have signed up to be a volunteer for the St Johns ambulance and the Red Cross. I have asked to be assigned to providing assistance to people attending large events as well as training others in the art of first aid. I have worked for a local charity called "Bromley Mencap" which works with young adults who have special needs. Their disabilities ranged from dyslexia to Down Syndrome. It was my job to take these people out and help them develop independence and safety awareness. I loved being able to help them and make a real difference to their lives. This work taught me how to react in situations where someone else is relying on me. I usually worked with one person at a time but on occasion, I worked with groups in arts events and workshops. My family has had a few medical problems. For example my grandmother has a brain tumour and my father has had bowel cancer. In each case I have learnt to empathise and look after each individual person. In the case of my grandmother my patience has developed by listening and talking to her despite the mental issues she was having. My father's situation taught me to deal with sadness and grief and how to best comfort the rest of my family. I recently went paint-balling with friends where, at the end of the day, I was approached by the manager. He told me that he was impressed by my maturity and initiative throughout the day whilst working as a team and as a result he offered me a job with them. When working at Paintzone UK, I was a leader and teacher. My job was to teach the customers to fight fairly and carefully to reduce the chance of any injury. I would then lead them into a field and assist them in battles against the other team. It was an exhilarating experience to have so much responsibility in a situation that was so intense. Despite our efforts to deter injury, accidents happened and it was up to me to provide first aid. Most of the time it was small cuts and bruises that required a plaster or ice but there were times when more serious injuries occurred and I was not qualified to deal with them. In such incidents, I would take them to a safe area, do what I could to keep them calm and comfortable and then request the assistance of a senior member of staff. I am used to working both on my own and as a group. At school I was a prefect, primarily for the science department, which had responsibilities on a personal and group level. When on my own I led tours and talks for possible future students about the work of the department and explained how it functioned. I also worked in groups to organise public events for open days in varying departments. An exciting job given to me was, demonstrating experiments that were a little dangerous. Examples of these experiments were showing the different properties of liquid nitrogen and explaining aerodynamics using a high pressure air cannon. In areas other than academia I have several attributes that offer skills that will aid a career as a paramedic. I believe that a healthy body is just as important as a healthy mind so I therefore frequent a gym and regularly cycle and run which offers me the strength and stamina needed in this work. Furthermore my familiarity of Spanish offers high enough linguistic skills to be used in conversation. I also have a thirst for knowledge. In my spare time I read a lot of books that teach me a variety of different subjects. I have recently started learning Russian and am reading about Abraham Lincoln and the American Civil War showing my interest in all parts of life. I hold a type B driving licence and no points.

PHOTOGRAPHY

Watching my father develop his film in our old dark room has inspired me to follow his passion for photography, and at the age of seven I began taking photographs with my first Polaroid camera. I have an enormous interest in the environment and the ever changing world around me. I believe that through photography I can express feelings which can then be shared with others. Studying Photography at University will allow me to follow my passion for a further three years, hopefully leading to a successful career.

Since overcoming Selective mutism I have gained the ability to express thoughts and ideas through my photographs and as a way of communication. I enjoy many aspects of photography especially portraiture and surrealism, inspired by artists such as Man Ray and Steve McCurry, including his book: "The Path to Buddha".

I have furthered my interest for Photography through visiting exhibitions, my favourite ones being: Light from the Middle East at the V&A and, the Travel Photographer of the year at the National Geographical Society. Both of these especially, inspired me to develop my own ideas about cultures further in my photographs, to which I did on my travels to Sri Lanka, observing and capturing the different beautiful, yet poor lifestyles. I am also inspired by magazines and books such as 'The Photo Book' and the National Geographic, enhancing my knowledge and creativity. I was fascinated by Susan Sontag's book on Photography and the idea about how photographs are real memories and not just opinions such as in writing. I would like to express my ideas more in the future and I believe studying photography at University will take me there.

My further education choices have enabled me to develop a variety of skills which will help me throughout university and later on in the work place. Through studying Sociology I have developed my knowledge on sociological theories, and Media Studies developing my creative thinking as well as viewing media platforms in a clearer way. Studying Photography at A-level has increased my knowledge about the subject including the history of it, and it has improved my technical skills. I have particularly enjoyed the environment topic as I feel I was able to incorporate my own interests within my work. All my subjects reflect my on-going passion for the diversity of the world around me along with my interest in capturing how nature is constantly developing and changing, from the growth of it to being able manipulate and create from it.

I am disciplined and hardworking in my subjects and have been awarded senior prefect status of the environment in my current sixth form, allowing me to gain knowledge of the subject and incorporating it within my photographs. It has also improved my communication skills and built on my ever growing confidence, which has also been built up through my part time job as a cashier, where I have responsibility for representing a professional organisation with direct contact with the public. I also did work experience for a successful marketing company based in London. The 'hands on' experience further fuelled my ambitions to venture into a creative and demonstrative career.

Outside of my academic studies I enjoy both participating competitively for a swimming club and volunteering for my sister's special needs swimming club. My study discipline is organised, yet flexible, to accommodate these outside interests as well as school.

As a creative and artistic individual, I have now been afforded the opportunity to take a more significant step towards fulfilling my aspiration to eventually work for a large organisation, travelling and exploring the environment of different cultures. My passion and dedication for photography is constantly increasing, together with my ambition to work in this area, leading me to believe I will be a successful and valuable addition to your university.

PSYCHOLOGY AND PHILOSOPHY

"Sometimes a cigar is just a cigar" (Sigmund Freud). To what extent should we humans accept things the way they are? Never. I love to question everything in life, from why humans behave in the way they do to the role that the mind, body and soul play in this. From twelve years old I knew I wanted to go into Psychology after I had personally experienced child abuse, domestic violence, foster care and bullying. It made me question why people behave the way they do and if this is determined by their childhood experiences. I have been talking to social workers, counsellors and therapists for the vast majority of my life and found the way they helped me fascinating.

I had already read some astounding works such as *The Power of Now* by Eckhart Tolle and *The Dark Side of the Light Chasers* by Debbie Ford which integrated psychological theories and philosophical ideas. However, when I was studying Freud's tripartite personality in Psychology I noticed an intrinsic coincidence with Plato's tripartite soul and Jung's tripartite consciousness which provoked me to go on to read works such as *Group Psychology and the Analysis of the Ego*, *Phaedrus*, *The Republic*, *Symposium*, *The Metaphysics* and *Descartes Meditations*. I am accumulating so many books from my course to the point where I might have to turn the spare room in my house into a library.

For two weeks I worked with teenagers with learning disorders and traumatising childhoods, similar to students I have mentored in my school. My role involved assisting teachers to plan lessons and dealing with students when they misbehaved. On observing the teachers and pupils and giving my advice to students, I found myself using concepts from both Psychology and Philosophy. Again, I was experiencing the phenomenal links between the two extraordinary subjects.

I am proud to say I am senior prefect of the Psychology department and prefect of the Philosophy and I have joined the Cygnus Book Club which is where I get most of my books and gather knowledge for each of my subjects which in turn gives me the wisdom to mentor. My World Challenge expedition has significantly matured me as a person and a student by pushing me to focus on what I want. No matter how strenuous it was to raise £2,400 worth of funds for the trip, I did it. It taught me great self-discipline and time management. I also had to survive independently by organising, delegating, working as a team, and really using my initiative to get through tough situations. I have become a much more confident, alert, decisive, and resourceful individual from the experience and it has broadened my mind extremely to see life from another perspective. As Eckhart Tolle says, "you cannot know blue if the whole world is blue", which is why I chose this opportunity, to experience the opposite of the way I live.

Our role is not just to understand the world, but to change it. This is not about partial involvement. This is about total commitment. This is not about embracing a few of these concepts; this is about embracing all of it. One thing leads to another and depends on it for the whole to make sense. You can't cafeteria-line with Psychology and Philosophy, taking a concept here and grabbing an idea there.

Therefore, I would love to study Psychology with Philosophy at University as it will open the doors I need to achieve what I have always wanted. To be the ripple effect in society that will help whomever it touches. I don't know exactly how yet but I know I will.

SPORT

From a very early age I realised that I was a person who did not like to be inside. I enjoyed any activity centred around being physical and outdoors. At primary school I thrived on playing for the school netball team and this carried on into my secondary education. Whilst at secondary school my sports interests broadened and I actively took part in the school netball team, joined the school's girls football team and during the summer months participated in rounders matches. I continued to develop and undertook sports leadership and umpiring programmes, together with a tennis coaching award, enabling me to convey my enthusiasm to my peers and younger students. My involvement in these teams has demonstrated commitment and dedication. I also attended Guides, going on a variety of different camps, including international camps, in which I took part in various activities, including raft making and abseiling.

In addition, I love travelling and am always keen to discover and broaden my understanding of new places and am intent on widening my knowledge as a geographer. It amazes me how the world around us is forever changing, whether it be from a physical or human aspect and also how one can affect the other.

With this background I have secured part-time employment teaching younger children, primarily aged 2-7, in basic rugby skills ensuring that this is a fun and relaxed environment for children to learn the fundamental rules of rugby and basic handling skills involved. More recently during the summer period I volunteered at a local summer camp supervising children in various outdoor activities which enabled me to draw on my previous leadership talents. When dealing with children I have been required to deal with situations such as defusing arguments and also encouraging children to partake when they do not want to. These opportunities have led to me gaining greater confidence and communication skills, together with underpinning my leadership qualities.

Outside my schooling and work commitments, I enjoy going to my local gymnasium, not only to keep fit and active, but as a way of socialising with friends, demonstrating an ability to balance my time management skills between academia and personal time.

During my work experience in year 12 I observed a chiropractor as she attended to her clients. I found this an immensely interesting and diverse side of sport and exercise science, where an injury sustained during exercise can be treated in a way that I had not previously considered. I also attended a gymnasium and shadowed the manager observing her as she trained clients on a personal level. During these sessions I learnt how listening and observing are important qualities to possess and that these skills, together with good communication, will aid me in my further studies at university and future employment. Whilst studying BTEC sport I have come to have an understanding of aspects such as why it is important to have the correct nutrition to enable a person to perform. I have also learnt how gender, race and even disability have their own impacts on sport.

Along with Sport and Exercise Science I am keen to study Geography. Having studied Geography at GCSE and A Level I thoroughly enjoyed the physical aspect of the subject and found a field trip to Norfolk, exploring coastal erosion and the different protection measures, of great interest. More recently I have been able to use the Geographic Information System (GIS) and found it fascinating and am keen to develop my knowledge and understanding of this further. Through looking at the various courses on offer I have selected subjects that I feel passionate about and have chosen courses offering Geography and Sport combined.

In considering my opportunities post university, my expectations at the moment are to continue onto a PGCE course enabling me to go into teaching, to be able to pass on my enthusiasm and passion for the subjects that I have studied.

JOURNALISM

I have been naturally inquisitive for as long as I can remember and interested in what lies behind the things that happen in the world as well as the things themselves. It is this attitude of mind, coupled with my general enjoyment of writing that has attracted me to studying Journalism at university. I enjoy keeping up to date with current affairs and am particularly fascinated by the way in which newspapers and magazines differ in their style of writing when covering the same story or event. For example comparing the respective angles taken by The Guardian and The Daily Mail highlights the different approaches journalists can take when constructing stories.

I wanted to gain some practical experience in Journalism so I proactively signed up to take part in the Young Reporter scheme. This involves reporting local issues onto a website viewed by over 300,000 people each month. My responsibilities include: developing ideas, carrying out market research, interviewing people, and uploading original photographs. I am required to write frequent articles for the website, an opportunity that allows me to express my writing ability as well as giving me valuable experience into the life of a journalist.

The Madeleine McCann stories, the phone hacking scandal, the tragic death of Lee Rigby are all examples of huge stories that have created great public interest. I want the challenge of finding new and interesting angles for existing stories as well as the excitement of researching and investigating a potential 'scoop'. I know that this would fit well with my inquisitive personality and I really believe in the role that journalists play in bringing important local, national and world issues and events to public attention. I am a confident and hardworking individual who can work calmly under pressure and achieve tight deadlines. I work well under my own initiative as well as part of a team and pride myself on being able to get on with all types of people. I have often been told that my natural optimism and enthusiasm makes me easy to be around.

English has been a longstanding interest for me at school and I applied for the role of English prefect as I wanted to be an ambassador for the department as well as the sixth form. I was successful in my application and take my role as Senior Prefect very seriously. As part of my responsibilities I run a book club which not only allows me to discuss the books I enjoy, but allows me to encourage people of all ages within my secondary school to experience the enjoyment of reading. This role has allowed me to develop my people and time management skills in parallel. I have supervisory responsibility for the prefects within the English department and I have successfully been able to balance this commitment with my academic studies and a demanding part time job.

I am currently studying English Literature, Law and Economics, all of which I believe provide a solid foundation for a degree in Journalism. Studying English means I have been developing excellent literacy and written skills and studying Economics requires me to have a thorough understanding of how the world works. Studying Law requires me to have a good understanding of the current legislative framework and overcome the challenge of remembering the relevant cases of precedent. This blend of skills and experience will be well suited to a journalism course.

Although my focus at university will be my studies I am keen to optimise all aspects of university life. I am a keen footballer and I have captained two of my teams to league titles. During one of these title winning seasons I was voted player of the season by my teammates, acknowledging my value in a team as well as my leadership qualities. I would like to learn new skills and generally broaden my horizon by joining a range of clubs and societies.

I view University as a chance to build a strong foundation for my adult life and I will absolutely make the most of it.

GEOGRAPHY

'Geography is a living, breathing subject, constantly adapting itself to change...' wrote Michael Palin. I believe geography is the key to aiding development and alleviating global threats due to its holistic nature. Encompassing science and humanities in a unique way, it allows for a more in depth understanding of our world. Climate change is at the forefront of today's biggest crises and a lack of geographical understanding exacerbates the issue. Senator James Inhofe's claim that climate change is a hoax due to the presence of snow in Washington, aptly demonstrates this and the power of geographical education. As part of my Deputy Head Girl commitment, I presented a workshop on renewable energy and sustainability. I tailored the presentation to a young audience while maintaining the factual content; students utilised my simple examples such as Alfredo Moser's light refracting water bottles to stimulate their own ideas. This project increased my interest in appropriate technology and links to development and climate change. The curriculum's focus on ecology in Biology has allowed greater understanding of the biotic side of Geography, knowledge I was able to utilise in July 2014 when I completed a World Challenge expedition to Mexico, Guatemala and Belize. The great variety of biomes developed my understanding of ecology and contextualised processes such as nutrient cycling. In the Tehuacán-Cuicatlán Biosphere Reserve in Mexico, we learnt about systems in place to preserve the cacti, a climax community which has taken thousands of years to reach such biodiversity.

My interest in tectonics and the formation of physical features was also advanced during the trip; we saw the 'petrified waterfalls' (Herve el Agua), Oaxaca, where the high levels of calcium carbonate in the water has created vast cliffs reminiscent of waterfalls. We also volunteered at Aldeas Infantiles SOS, which provides free childcare to vulnerable families; child neglect is prolific as parents are forced to work long hours at low pay. I have volunteered in the local community; organising events for local elderly people, working in an Age UK charity shop as part of my Bronze Duke of Edinburgh award and mentoring students in year 10 and year 6. My Deputy Head Girl role focused specifically on charity promoting events in support of UNICEF. Such activities demonstrate my ability to time manage, as well as cultivating my empathy and altruism, fuelling my desire to work in international development. My experiences of 'voluntourism' catalysed an interest in sustainable aid, and I will be attending a LIDC conference on the benefits of and hindrances to volunteering abroad.

During my work experience at King's College Hospital, I learnt about the use of demographics to target health care; the perpetual nature of diabetic foot disease is due to low levels of education and income. Poor dietary and lifestyle choices increase the patient's risk of diabetes and gangrene, and means treatment is long term and based on educating patients. In July 2015 I participated in work experience at the GIS department of Bromley Council. I learnt to use Earthlight software and gained an understanding of ARCGIS software. I saw its applications in maintaining Borough standards, as well as storing and visualising a range of information from traffic hazards to the location of vulnerable children. I gained a deeper understanding of the diverse applications of geography and the importance of geographical data analysis. 'Earth: The making, shaping and workings of a planet', by Derek Elsom is one of my favourite books; captivating photos consumed my attention in younger years, and later uncomplicated but informative descriptions of global tectonic and atmospheric processes established my interests. The book finally states, 'the Earth does not need humans to survive, but we need the Earth,' a simple fact that underpins a need for geographic education and appreciation.

ENGLISH WITH CREATIVE WRITING

While actions may be used in lieu of a conversation, words will always retain their power. Words offer the means to meaning, and, to those who will listen, the expression of truth. English is my preferred subject due to the range of genres and texts that are available. The diversity of literature, as both a reader and a writer, is important as it offers variety of interpretations and an escape from everyday life.

I am particularly fascinated by fantasy prose as it allows the writer's imagination to create worlds beyond our own. I have read many works in this genre; for example *The Hobbit* by J.R.R. Tolkien, and *The Witcher* series by Andrzej Sapkowski. I am also inspired by the work of the Gothic writer Edgar Allan Poe. His creativity with setting atmosphere and exploring supernaturally obscure situations has influenced my own writing and, additionally, coincides with fantasy fiction. To develop a greater insight into his writing, I have independently explored his famous works such as *The Raven* and *The Fall of House of Usher*. In doing so, I have demonstrated the motivation and intellectual curiosity which I believe are vital to success both as an English and Creative Writing undergraduate, seeking inspiration in the work of others. In my A2 course I have enjoyed studying the works of Henrik Ibsen. I admire his use of drama to criticise his contemporary society, as well as his unequivocal grasp of 'the well-made play' structure both seen in *Hedda Gabler*. I am now familiar with play writing and staging techniques, which will be useful with certain modules of the degree course.

My creative coursework tasks for AS English Language and Literature were to write a short story and a scripted monologue for the stage set in a dystopian world. This allowed me to hone my skills as a writer; by learning methods and selecting appropriate techniques to fully express the world I created and allow the reader to feel a part of it. This is especially important to a writer when trying to express one's intentions to an audience. The course has allowed me to develop my critical analysis of texts. This enabled me to view my own work from a critic's perspective and then specifically craft my text to increase its effect on the reader. My coursework was good enough for me to be nominated for an award from the school for 'Best Creative Writer'. The pleasure I take in writing makes me feel I would be well-suited for the Creative Writing aspect of the degree.

In the future I aspire to teach; as a result I spent two weeks this summer at a work placement supporting teachers in English, Drama and Music, mostly with lower set GCSE classes. During this time I enjoyed working one-to-one with students with special educational needs; this has given me familiarity with the educational environment and allowed me to understand the importance of differentiation to suit the individual's needs. While studying my A levels I have been selected by school staff to fulfil the sixth-form prefect role in English, which constitutes responsibilities like running a reading group for senior students and staff and supporting lower years with their studies. I also mentor a small group of top-set year nine boys who are in need of a role model to encourage them to read more actively. Enormous accountability comes with this accolade, and as such I have realised the importance of time-management, and initiative - qualities which I believe will serve me well as an undergraduate student.

In my free time I update my blog on wordpress with critical reviews for movies, books, and even display some of my creative writing such as poems, and short stories. My other hobby is music. I have finished my grades in classical guitar at the Guildhall and now focus my efforts on writing solo performance pieces - mainly for classical guitar.

English gives the voices of reason and imagination an outlet. With my degree I hope to be able to teach those with something to say, a way to say it.

PHARMACY

Science is a major part of my genetics. My interest was driven by my family where my father manufactured vaccines for yellow fever at GSK, and my uncle worked in the forensic laboratories. The known concept that long-term illnesses, like prescribed warfarin for an atrial fibrillation, respond solely to medication is taken for granted as the drugs are more complex than we comprehend. At no point have I been dissuaded from studying Pharmacy for the reason that, health is the most valuable gift and by studying Pharmacy I can continue to nurture that gift.

The applications of the Sciences are emphasised in Pharmaceuticals as it incorporates knowledge from both Biology and Chemistry. By intertwining two of the most rewarding subjects, it inspired me to choose Biology and Chemistry at A-Level, where lifelong questions on the human body are answered. My attraction developed from reading The Pharmacy magazines and extracts from the London School of Hygiene & Tropical Medicine which encouraged me to focus on disease. I was intrigued by extracts on Malaria, including the role of Immunologists working to produce a vaccine against Malaria by manipulating the body's ability to respond to an invading body. This was targeted at African infants and, after visiting Ghana, my interest grew into the lack of medicinal care in underdeveloped countries.

Einstein once said that 'The only source of knowledge is experience' which was demonstrated by three days' work experience in the Princess Royal University Hospital. Although I worked in the Dermatology and Dietetics departments, it was the Pharmacy department where I was able to shadow a Pharmacist on the wards and in the dispensary that drove me further to Pharmaceuticals. I learnt the communication skills needed to interact with patients and was able to conclude that this is my future career aspiration. I also participated in Year 7 and 12 open days in the Science department and became a Science prefect where I mentor younger peers and Science clubs. These achievements have allowed me to tutor a GCSE student in Biology and Chemistry, giving me the management and organisational skills.

What continually intrigues me is the discovery of new uses for chemicals, which is shown by the Pharmaceutical company Sanofi claiming Lixisenatide to be the first once daily treatment for type 2 mellitus diabetes. This research has improved glycaemic control and limits the risk of hypoglycaemia. Yet, another major problem facing the Pharmaceutical industry is antibiotic resistant bacteria, such as MRSA, which pose a threat to health worldwide and should lead to the development of vaccines and reduction of antibiotic use which is a keen interest for me and is important in medical industry development.

I completed the World Challenge Ghana in 2013, helping a community to rebuild a classroom and paint the exterior. Not only did we establish life-long friendships but I saw the lack of medication such as the crucial need for antibiotics and quinine tablets, which are in abundance in the UK. As well as this, I took part in the Royal British Legion Poppy Appeal where we carried out a community march and raised over £900. Although Science is prominent in my studies, my third subject is History and I thoroughly enjoy visiting the Natural History museum to broaden my horizon which gave me more confidence in debates and stimulated my thinking. In my spare time, I am a keen member of a scouting group where skills such as first aid, perseverance and team work were demonstrated when climbing Mount Snowdon. As well as this, I have created art pieces for a primary school and enhanced my confidence to communicate by having a part-time job.

My A-Levels, work experience and participation in Science has cemented my choice in pursuing a future career as a Pharmacist. Although demanding, Pharmacy is greatly rewarding in drug development, nurturing health and patient interaction which has inspired me to pursue Pharmaceuticals.

CIVIL ENGINEERING

With over 200 occupiable floors and a total estimated height of around 1000m, the Kingdom Tower in Jeddah will not only be the new tallest building in the world, beating the Burj Khalifa by at least 173m, but also the first structure to exceed the 1km vertical height mark. This is a phenomenal feat of engineering which impresses me immensely, yet the possible social and economic implications of issues such as unoccupied space in new builds must not be ignored. Civil engineers, from the designers of the Great Pyramid of Giza to the Millau Viaduct, have helped to shape history. Their relentless desire to build bigger and better structures that are stronger, lighter and more sustainable than their existing counterparts is what draws me to civil engineering. The prospect of critiquing a problem and possible solutions in order to devise a new, enhanced approach excites me and shows how civil engineers are essential to improve everyday life.

Studying Mechanics modules in both Physics and Maths has introduced me to forces and loads and their varying effects on objects. These combined with the use of logic in Design is what initially led me to Engineering, whilst inspiration from innovative solutions, such as how the buttressed core design used in the Burj Khalifa is used to support the tower and stop it twisting, has confirmed my ambition to become a chartered civil engineer. The structures module interests me the most, so reading "Structures: Or Why Things Don't Fall Down" by J.E. Gordon, enabled me to begin to understand the complex principles of structural engineering in simplified terms.

ICE resources keep me up to date with engineering progression. Seeing how theory has changed throughout time shows how quickly technology is advancing: for example, by comparing renowned structures such as Brunel's Clifton Suspension Bridge with the new designs for the cable stayed-style bridge that will cross the Firth of Forth, which requires less anchoring than its predecessor and reduces deck deformations under load through greater stiffness. This is something I would like to pursue.

I secured a 2-week placement with Mott MacDonald and was stationed with the structural engineers involved in the design and construction of the London Victoria Underground upgrade.

I completed scale drawings of object detailing and used terrain graphs to work out and draw typical lighting duct depths and draw pit sizes. Not only were these tasks interesting, they reinforced how calculations and logic were essential for a successful design. On site in Victoria Station House, I witnessed how the different engineering disciplines and architects work side-by-side to find solutions to unexpected problems. The interaction between the two ensured the integrity of the design and the practicality of the build was maintained.

Attending lectures and lab demonstrations at the Imperial College STEM 4 day summer school provided an invaluable taster into the fundamentals of an engineering course. Open days have enabled me to see how the theory from the course modules would be applied with lab tests such as the soil chambers and their testing of slope stability using liquid dyes. It was fascinating to see where and how the new technologies used in civil engineering are developed and tested.

As a 6th Form prefect and through participation in the Bronze Duke of Edinburgh award, I have developed the ability to lead a team and tackle problems logically whilst gaining the confidence to perform under pressure. As sole key holder of a local pharmacy I proved to be reliable and trustworthy. The online server hosting company I started through Young Enterprise is now a registered business and managed in my free time. This motivation and discipline is applied to all aspects of my life. I am a karate black belt and play the guitar. I thrive on challenge and marvel at the prospect to further improve our ever-changing environment and maintain the sustainability of our structural network.

ECONOMICS

Economics has an influence on present and forthcoming global affairs as well as the everyday lives of individuals. I have experience of other countries such as Jamaica, Thailand and Greece. Upon arriving and embracing their cultures I was stunned at the differences between these unindustrialized economies compared to our very large economy in the UK; such as in the standard of living, basket prices and confidence.

I was intrigued as to why some economies develop and others do not; studying economics at a time when there was such global uncertainty with the credit crisis encouraged me to watch "Crisis of Credit" which highlights the main causes of the crisis. Watching this documentary I was shocked to learn that low interest rates set by the Federal Reserve discouraged investors from investing their money to gain 1% interest, but led them to seek riskier investments that failed. This contributed to the recession. Low interest rates should stimulate economic growth by encouraging spending and borrowing, not harm the economy. This seemed to relate to Friedrich Hayek's theory that the government should not intervene in the market. My interest formed which led me to reflect on why recessions or slumps occur. This led me to Hyman Minsky's "7 Stages in an Economy" and I was surprised that a recession can start with changes in technology or economic policy.

After studying economics and subscribing to reading material such as The Economist and The Financial Times I now understand that aspects of the financial market in an influential country can have a major global impact that contributes to variations in economies across the world. This is highlighted in articles such as "Banksters" that discusses Britain's price-fixing scandal and the global impact of it. Analysing micro-economic and macro-economic market structures will be particularly enjoyable. My interest in financial and global markets directed me to watch other documentaries such as "Inside Job" which highlights how financial services had an integral role in the financial crisis. The documentary "Masters of Money" highlights the significance of John Maynard Keynes' theories, for instance how governments can help to control economies. Engaging with such material has enhanced my desire to study economics at higher education so I can merge all of my current knowledge and expand on it.

To gain experience in the business sector I undertook a placement at UK Power Network Finance Department as an Assistant Accountant for two weeks. I demonstrated valuable skills needed to work in a very taxing profession, such as analysing profit and loss accounts and constructing balance sheets. I enhanced my abilities to conduct myself in this industry by tackling challenging tasks, for example using company databases to extract data to construct a financial report of the last quarter. The data was not surprising because of the monopoly market the firm operates in but manipulating and interpreting these figures did take my knowledge beyond the economics syllabus. This was highly beneficial as it introduced me to knowledge I would undoubtedly need in this industry. This is why I am eager to study economics as it will develop my analytical and quantitative skills in order to help me to prosper in the financial division.

Being a senior prefect in the Economics and Business department has pushed me to be involved in the school. Conducting talks, assemblies and tutoring year 12 economics students enhanced leadership qualities that will allow me to take ownership of my degree, ensuring maximum potential is reached. My other commitments are the first eleven football team at Hayes School and Dulwich Hamlet youth team which have taught precious qualities needed to work in a team which enhances my ability to connect with people from different backgrounds.

This degree is essential to a flourishing career as an analyst in the financial industry because of the analytical expertise it will instil in me.

CHEMICAL ENGINEERING

I am passionate about studying chemical engineering because this discipline influences every aspect of life, from processing fuel, treating waste water, to manufacturing pharmaceuticals. Chemical engineers strive to solve the most difficult global issues and, as a keen problem-solver, I am excited by the possibilities offered by chemical engineering solutions. I feel strongly about the need to protect the environment for future generations and am therefore particularly interested in current research into finding green energy alternatives. For example, innovative solutions such as the development of biofuel from duckweed show that simple alternatives have the potential for tremendous global impact.

My chosen A Levels have helped me to develop my research, analytical and mathematical skills. I am self-motivated and independent. For example, in order to broaden my understanding of chemical engineering, I have read 'Introduction to Chemical Engineering: Tools for Today and Tomorrow' which I have found stimulating and rewarding. This has taught me the importance of considering safety and economics when solving problems and has increased my appetite for studying chemical engineering at university. I also keep up to date with IChemE issues by reading the latest news posted on the TCE website and by watching TCE webinars. These webinars have covered issues such as process safety and climate remediation and have taught me how chemical engineers take an active part in solving global issues. I attend Vth form UCL Science lectures in order to gain a deeper understanding of my A level subjects and of topics not covered in school, particularly those related to chemical engineering.

During my recent work experience at Balfour Beatty (June 2013,) I worked in an engineering environment performing tasks including analysing reports and data. I attended meetings and gained experience of using CAD programmes. I enjoyed the opportunity to be creative and to develop important life-skills, such as learning how to communicate effectively with co-workers and to use my own initiative. For example, whilst analysing reports, I noticed inconsistencies within some results and brought these to the attention of the principal engineer, thereby making a contribution to the work of the company. I learnt the importance of checking data carefully as well as developing the ability to report and comment upon my own findings. This placement improved my confidence, team-work and ability to work independently.

I take an active part in school life as I am keen to give back to my school community and am developing my leadership qualities by assisting teachers to run the KS3 Maths club. I am a 'Senior Prefect in Physics' and my duties involve mentoring Year 10 and 11 Physics students who require extra support with their studies. I work well both independently and as part of a team, for example, I achieved 'silver' in the 'Senior UKMT' in Year 12.

Before starting Year 12, I took part in 'The Challenge', a programme of team-building, skills-developing and volunteering involving a mix of residential and daily activities between July-September 2012. This allowed me to give back to the local community as well as developing my self-confidence and independence. For example, I worked with 'Victim Support' to help raise awareness of their work in the local area. Since then I have continued to be involved in 'The Challenge', for example by taking part in the 'Big Sleep Out' and volunteering at a retirement home for a day.

Attending university talks and visiting laboratories to see the work of chemical engineering students has further inspired me in my degree choice. I am fascinated by the opportunities created by studying a degree in chemical engineering and feel that this would stand me in good stead for a future as a chemical engineer allowing me to play a part in contributing to solving some of the problems facing the world today.

DRAMA

"When an actor is completely absorbed by some profoundly moving objective so that he throws his whole being passionately into its execution, he reaches a state we call inspiration." -

This quote by Konstantin Stanislavski encapsulates my feelings that an actor should immerse themselves unequivocally to the role that they are playing towards performance.

As a conscientious individual I am always looking for new ways to develop, drive myself forward, and broaden my skills. Studying Drama at university will enable me to build on the academic grounding in theatre I have developed thus far whilst also broadening my current knowledge and appreciation of influential Drama and Theatre practitioners.

One practitioner I have been heavily influenced by during my A Level studies is Scott Graham, the artistic director of Frantic Assembly. I am deeply inspired by this physical theatre company because of their innovative union of movement, music and text to create an engaging performance. During my A-Levels I have had the opportunity to explore Chair Duets, Stockholm Bed and Round-by-Through; all of which are dynamic rehearsals techniques used by Frantic Assembly.

Much of my work in AS Drama combined physical theatre with naturalism, particularly my Unit 2 performance, where I played Connie in 'The Effect' by Lucy Prebble. This role was challenging but rewarding; portraying a woman on anti-depressants took me out of my comfort zone which meant that research was vital in portraying the role believably.

Using Stanislavski's method acting technique, 'Emotion memory' when playing Connie enabled me to draw on my own experiences of being anxious and use units and objectives to help me empathise with her situation.

During my school years, I have devoted my extra-curricular time to Drama. Whether directing a section of the House Drama Competition, running a Year 7 Drama club or assisting in KS3 Drama class, my desire to motivate the younger students and become an inspirational leader to them gives me a sense of pride and a determination to continue developing their skill set. This commitment led me to being recognised by the Drama department and selected as Senior Drama Prefect enabling me to develop my organisation and communication skills, which are vital in becoming a successful Drama student.

The Upper School Play has always been the extra-curricular highlight of my year for the last three years. As a Kit Kat girl in 'Cabaret' I was onstage throughout the performance, helping to build an immersive 1930's Berlin experience for the audience. This contrasted with last year's production of Brecht's 'The Caucasian Chalk Circle' where I was a lead narrator singer, constantly breaking the fourth wall and acting through song. This year I have been cast as Rosemary in Loesser and Mead's topical satire, 'How to Succeed in Business Without Really Trying'. I believe the diversity of these roles highlights my versatility and desire for challenge.

I also develop my acting, singing and dancing four times a week outside of school at Super Arts Theatre School where I am able to develop and strengthen my skills as a performer.

A2 English Literature Language and Media Studies have also helped develop my knowledge of theatre. In English I have studied plays by Arthur Miller and Henrik Ibsen, developing my analytical understanding of the links between language, characterisation, subject and context. Moreover, studying Media has taught me more about structure and the power of visual and aural mediums in communicating with an audience.

I am excited at the prospect of studying your course as it will offer me the education I desire, the knowledge I seek, and the opportunities I crave to deepen my understanding and practical knowledge of the art form.

CHEMISTRY

It's intriguing that atoms, a diminutive particle are so essential to human life. I have always favoured Chemistry out of the sciences; as the process of elements reacting and forming different combinations is both fascinating and essential in the development of life. Democritus, 460-370BC, believed everything was made up of tiny atoms that were identical inside and the Alchemists, AD1400-1650, believed that everything was made up of only a few elements, showing the progression throughout history of scientific theories. I am interested to see how chemistry will develop further. Chemistry has a wide variety of applications ranging from cosmetics and cleaners to vaccines, and allows more effective drugs and medicines along with the new technology required. For example Vicki Colvin, a chemist at Rice University, used Cerium oxide and enhanced its antioxidant properties so it can be useful for medical applications including potential benefits for cancer patients. I have an interest in Organic Chemistry, as I enjoy learning the mechanisms of reactions, therefore I read 'Why chemical reactions happen' by Keeler and Wothers giving me an insight into Chemistry at a higher level. I have found a particular interest in ambident nucleophiles because of their ability to attack from two sites. The most common of these are enolate anions. I would like to learn more about their reaction with alkyl halides to give alpha alkyl derivatives of aldehydes and ketones and other uses in organic synthesis. My interest in Organic Chemistry has influenced me to plan and design an investigation, for my A2 coursework, about the concentration of ethanoic acid in household vinegars. I am currently completing the Extended Project Qualification about the way forensic science is portrayed in the media compared to the actual practice of forensic chemistry. As part of my research I will contact university lecturers and forensic chemists to find out more about the true practice and compare this to reading about the portrayal in the media. I will point out key differences and the impact this may have. In the summer of 2013, I participated in The Challenge with the National Citizen Service who run community and youth programmes. During this time I stayed at Greenwich University for four days. It secured my decision to go to university because it ensured me that it is not only about the course, it is also about gaining independence, socialising and learning lifelong lessons and experiences that will allow me to grow as a person. Overall The Challenge gave me a sense of maturity and responsibility as I had to contribute to a campaign that I felt passionate about, which were young adults in secondary schools learning first aid. Sport is a major part of my life and a hobby, and I was a part of the basketball and football team in secondary school. A week of The Challenge was centred on sports. It involved making football drills that were suitable for eleven to fourteen year olds, and coaching them at an event called 'Lark in the Park'. My leadership skills improved along with my organisational skills by producing suitable activities that would make children enthusiastic about sport. At the end of higher education, I hope to have a better idea of the branch of Chemistry that I want a career in. The field of Forensic Chemistry is my main interest as finding and collecting data that may explain how a situation occurred, analysing samples from crime scenes and solving problems is engaging and involves using chemical principles and applying it in a practical way. My dedication, enthusiasm, and ability to work well under pressure makes me believe that I can achieve my goals in becoming a skilful chemist and work hard to obtain a first class honours degree.

MUSIC

One of the main reasons I want to study music at your university is to learn new techniques, improve on what I have already learnt and overall become a well-rounded musician. I am a very willing student to learn and am keen to act on feedback to improve. When I play music I am relaxed, and feel as though I am a natural performer. I am confident on stage and in a recording scenario, but I also want to study music at university because I am interested in learning more about the history of music, arranging music for different ensembles, performance and composition. I am a very dedicated performer - I practice the trumpet and piano in my free periods during school hours, in practise rooms, and also before and after school as well. I also perform in all of the school's bands and choirs, currently I have grade 7 distinction in both the trumpet and piano, and grade 8 with merit on the trumpet.

I became leader of the school's Jazz band in 2011, and went on to create my own band that busks regularly. I also arrange contemporary songs for my band to play, giving it a nice jazz twist. I love to vary my playing, as I play with Bromley Youth Symphony Orchestra, and one of my highlights with that orchestra was performing The Finale from Swan Lake in the Fairfield Halls. I have been learning as part of Bromley Youth Music Trust (BYMT) since the age of 8, and they have given me fantastic and memorable experiences, all of which I have taken something away from to learn. I have been on 2 music tours with BYMT and 6 with my school. I am proud to represent my country and school abroad when we show people what music we can make. Last March I played with the Royal Philharmonic Orchestra in the Royal Albert Hall, performing Tchaikovsky's 1812 Overture, and I also performed at the South Bank centre in London with "Big Phat Brass", a jazz group from BYMT. I love to play the flugelhorn alongside the trumpet, as I believe the flugelhorn should be played with a smooth and sweet tone. I recently performed as part of the London Jazz Festival, playing the flugelhorn with Big Phat Brass and my playing was very much appreciated.

I haven't just done music performing however, last year I was given the opportunity to be the Musical Director for Hayes School's main school play called the Caucasian Chalk Circle. I arranged and transcribed all of the music for us to play, and as it is a play by Bertolt Brecht, the musicians are also actors, so we were on stage all of the time. I enjoyed doing this, and I won a "Hayes School Hafta" for my excellent musical contributions. It took up a lot of my time, but I would willingly do it all again for the sheer enjoyment and experience I gained from it.

Whilst making music in my spare time, I am a full time student. I haven't let my passion for music interfere with my school life. I enjoy analyzing the operas we are currently studying, and creating harmony work for many Bach chorales. In my academic music lessons I have come to love composing by exploring extended techniques. I am currently composing a piece for piano, cello, flugelhorn and voice. It has a feeling of loss as it is set to a text 'If heaven had a window', and I portray this by holding down the sustain pedal on a grand piano, and playing the flugelhorn into the open lid. When I stop playing the sound echoes around the piano, and playing close harmony one after the other really brings out the fascinating sound of the overtones.

I am currently one of the 2 Deputy Head Girls at Hayes School; I have many responsibilities within the school, such as organising events and speaking publicly to visitors. In year 12 I was one of the year representatives for School Council, and in Year 11 I was the head girl prefect. I also did Work Experience at BYMT, and this involved teaching young students the trumpet, accompanying students on the piano for mock exams, and also office work.

MATHS

My main interest with Mathematics is the challenge different problems pose and the stages involved to eventually solve them. Mathematics has been my favourite subject since primary school and my interest has increased since studying it throughout secondary school and in A level. There are many topics that interest me in Mathematics such as algebra and geometry. They have influenced me when deciding I want to study it at undergraduate level, as well as the fact that I will be introduced into many new and interesting aspects of Mathematics.

I have attended a conference at The University of London Institute of Education called 'Mathematics in Action' which included talks from various lecturers and mathematicians. This gave me an insight into the depths of Mathematics and how aspects of this subject relate to real life. For example, the talks 'Maths of the Impossible' by Matt Parker and 'Tornadoes, Triangles and the Electric Guitar' by Dr David Acheson were incredibly interesting because they also related maths to the natural environment, such as how the golden ratio and geometry play a part in the formation of tornadoes.

I have also chosen to study Geography and Biology at A level. In particular, Biology compliments my interest in how Mathematics is related to different aspects of science. This is demonstrated in how it is used in conjunction with Biology when working out standard deviation, standard error and statistical tests (for example the t-test) in biological experiments. Applying my knowledge of Mathematics in these areas of Biology has made me aware of how a degree in this subject can lead you into a large diversity of jobs because it can be applied in so many areas. I am also studying Further Maths at AS level in addition to my other A levels. I feel this will not only give me a deeper understanding of Mathematics, but benefit me in preparation for university. It will expose me to topics I wouldn't have otherwise been able to cover, such as Mechanics, Further Pure Maths and an additional Statistics module.

In addition to my studies at school, I have completed a NVQ level 3 in British Sign Language whilst I was in year 10 and 11. I consider myself to be a very hardworking student and I think that my motivation to achieve is reflected through completing this extra qualification, as well as it showing that I am capable of continuing my education independently. In my spare time I enjoy reading which I believe will help me apply myself to university life and make good use of the university library. I also enjoy playing and competing in table tennis and for the past six years I have learnt and thoroughly enjoyed playing the flute. During year 12, I went to a local primary school to teach Mathematics to year six students to help prepare them for their year six exams. This was a good opportunity which enabled me to help students understand areas of Mathematics which they had been struggling with. This challenged me in a different way to studying the subject because it was the first time teaching it. It questioned my understanding and developed my ability to explain mathematical problems. Since, I have gone on to tutor a student at GCSE foundation level, which enabled him to attain the C grade he wanted, and also giving me a sense of achievement.

Furthermore, I have participated in the 2012 Regional Final of the UKMT FMSP Senior Team Maths Challenge. This competition introduced me to different types of mathematical problems, enabled me to test myself under pressure and showed me the importance of working within a team. I am looking forward to developing my knowledge of Mathematics by studying it at university; I am the first person in my family to apply and believe that I am a dedicated individual and will therefore excel.

MATHS

Nothing compares to the challenge of problem solving; the satisfaction from methodically working through a difficult problem in order to find a solution is one of the key factors in my decision to study Mathematics at university. From finding out how the golden rectangle spontaneously forms in nature, to discovering patterns of spreading disease, mathematics is always involved in life and the world around us. It plays such a prominent part in the lives of everyone and it is this that makes me want to further my knowledge in this subject. I enjoy all aspects of mathematics and I hope to use my newly acquired knowledge to help me with my ambition to become a statistics researcher, collecting and interpreting data to help improve various life issues.

I particularly enjoy the application modules in the A Level syllabus, especially Statistics, as it involves explaining the world around us in a way that is easy for others to understand and interpret, such as changing a large amount of data into more easily understood forms such as percentages and graphs. After first experiencing statistics in Further Mathematics I developed a passion for it and I have started to read around the topic; I especially enjoyed reading *Taking Chances: Winning with Probability* by John Haigh. It has given me more of an insight into how probability can be used within game shows to benefit the makers and disadvantage the contestants. The Monty Hall problem is a specific interest of mine as it is intriguing to learn about the mathematics behind the gambling and to understand how the developers manage to ensure they make a profit.

Outside of lessons I like to read around the topics we have been studying and attend various lectures at UCL. These lectures have taught me other applications of mathematics which haven't been covered in our syllabus, such as more about statistics in real life situations. Recently I attended a lecture about the role of coincidence, probability and statistics in the courtroom, and how mathematical evidence is best presented in court, in a way that allows the jury to completely understand what they are being shown and make better informed decisions. This is very important as it allows more accuracy when prosecuting criminals. I always find it interesting when I learn about how mathematics is involved in all parts of life, another example of this being the lecture I watched on TED which covered the role of mathematics in the Home Office.

I have also taken part in a few UKMT mathematics competitions during my school time and have received certificates and awards from these. Furthermore this year I took part in the girls' Olympiad section of this competition. These have developed my precision in approaching problems as I find them much more engaging than the usual A Level questions.

In my spare time I attend a guides group which allows me to apply my problem solving skills in various situations. Throughout this I have also had the opportunity to volunteer for many different organisations such as the Poppy Appeal.

I use my skills in mathematics to contribute positively to the school community. I am currently a Mathematics prefect mentoring the lower ability students in the younger years and supporting others while helping out at a lunchtime club. Moreover, during my work experience at a primary school I found myself working with children who didn't have the same knowledge of mathematics as me and it was very interesting to try and engage every child in their mathematics lessons. In order to do this I had to use many contrasting techniques and think about mathematics in a different way. This furthered my interest in the subject as I enjoyed teaching the same topics I had previously learnt but in a completely different way.

I look forward to experiencing university life not only to explore new ideas of a higher level of Mathematics but also to develop my other skills, which will allow me to follow my particular ambition.

COMPUTER SCIENCE

It excites me that Computer Science is intrinsically about solving problems. I enjoy the logic of mathematics, the challenge of problem solving and the thrill that comes with finally finding a solution. I believe that studying Computer Science will give me the opportunity to use these skills creatively. I have wanted to study this subject for some time and I chose my A level subjects with this in mind.

This year I have spent a number of my study periods attending Computing classes with the current GCSE students. This was not an option available to me when I chose my GCSEs but I am keen to learn as much as possible. My first experience with programming was coding a simple dice-based game in Visual Basic, for which I particularly enjoyed going above and beyond the specification by adding my own modifications. I have also recently purchased a Raspberry Pi; I am working with Stefan Sjogelid's 'Raspberry Pi for Secret Agents' which helped me to configure the Pi initially, and I am now attempting to set up a motion detector with an alarm. This year I have been appointed as Senior Maths Prefect at school; it's a great opportunity to enthuse others for the subject. I organise a team of prefects to help run a Maths club and run support sessions for Year 11 students. The club alternates between UKMT challenge practice and fun activities, such as decrypting simple mono-alphabetic substitution ciphers using frequency analysis. The idea for this came from 'The Code Book' by Simon Singh which follows the evolution of encryption from some of the earliest and most basic substitution codes around the time of Mary, Queen of Scots, to the incredibly complex, constantly changing computer encryption around today. The constant battle between coders and hackers is particularly fascinating to me. Outside of school I'm tutoring a Year 8 student to help prepare him for maths exams; it's a good feeling to help someone finally understand something they've been struggling with.

I have attended two Computer Science taster days at Imperial College. A particular highlight for me was when a PhD student showed off his work on 'Games by Angelina'; a program he has developed to create games; designing the characters, levels, events and setting the rules by which we can then play. Designing a program that can then design programs seems such a fascinating use of AI. However, it also raises many ethical questions too, for example, if computers are taught to 'think' for themselves, what sort of things will they 'think' about and will these be at odds with society's values?

Work experience with an IT services department gave me an insight into how computers are used within an organisation, and an introduction to the concept of virtual computers. I had a chance to install an operating system through the BIOS and open up a computer to insert RAM modules. I have also spent some time with the senior motion capture specialist from Framestore which confirmed to me how important a grounding in Computer Science is for working in the visual effects industry; this is a sector that I am very interested in pursuing. He has lent me the book he used to learn Python- specifically learning how to import motion-capture data into a game engine- which is giving me the opportunity to learn another language.

I completed bronze DofE in 2012. I thoroughly enjoyed the expedition; especially working with my friends to plan our route and follow the map to beat the other teams to the campsite. My other interests include playing the classical guitar (I am currently at Grade 6 level), and art. One of my AS portraits was selected for an exhibition at a local gallery. I also enjoy digital art, and have been developing my skills using a graphics tablet in conjunction with Photoshop.

I am keen to further my studies in Computer Science, and excited to meet and be taught by experts in this field. I look forward to the challenge of studying such a fascinating and rapidly changing science.

PHYSICS

Human instinct constantly prompts the question why, and science attempts to quench our thirst for understanding. Although we have progressed in science immeasurably, fields such as Quantum Mechanics continue to astonish great minds because of its defiance to accord with conventional logic that our instinct relies upon. With a masterpiece though, we have to take a step back to truly appreciate it and taking a similar step with the quantum allows us to take a breath-taking new view of the world around us we used to find familiar. It is for this reason why I want to further my comprehension in Physics and truly appreciate five words that sum up quantum mechanics: "Everything that can happen, does". To further develop my interest and understanding in Quantum Mechanics, I have invested time over the past years enhancing my knowledge by reading books such as 'In Search of Schrodinger's Cat' by John Gribbin, 'A Brief History of Time' by Stephen Hawking and 'Taming the Infinite' by Ian Stewart. These books allowed me to grasp many mathematical and quantum mechanical concepts such as complex numbers, the EPR paradox and Heisenberg's uncertainty principle; this revealed how physicists have difficulty trying to create a unified theory when quantum mechanics and general relativity are like two puzzle pieces that don't fit together. In order to gain access to information on advancing physics, I became a member of the Institute of Physics, subscribed to magazines such as New Scientist and to podcasts from leading universities. This subsequently led me to taking a particular fascination in the advances of quantum computing and how such a device, first postulated by Richard Feynman, has evolved into a reality. As a result, I felt comfortable deciding to undertake an 'Extended Project' qualification as part of my school studies, analysing how such an application could potentially transform our lives through the processing of huge data tasks that are becoming more prevalent in today's world. In order to take the reader on a journey of discovery, use of my evaluative and analytical skills, when presented with unfamiliar data, have been significantly enhanced by my A Level studies; utilising these skills when documenting has enabled me to make vital improvements to my essay writing technique and provide thorough reasoning to the reader. With these attributes, I will highlight how we have been driven to find an intuitive new way of using quantum mechanics and how a quantum computer is able to combine the many complex ideas. In the past few months and associated to my school studies, I completed a work experience placement with the Defence Science and Technology Laboratories facility at Fort Halstead. This provided me with an appreciation of fields such as optics technology by highlighting the complexities with procuring high quality optical equipment. As a result of this I am planning to apply for a 'year in industry' placement with Defence Science and Technology Laboratories in order to gain a unique experience that few other candidates will have. As a Senior Prefect for Science, I lead a sub-team of 6 Science Prefects with a focus on Mentoring students in Years 7-11 as well as representing the school in the Local Schools Council, for which I chair the Junior School Division. Other activities outside of my school include participating in the Young Enterprise Programme where I held the role of Project Manager and as a result my team generated a large final profit. Furthermore I completed the Silver Duke of Edinburgh Award that improved my ability to empathise and support others in a team. "Everything that can happen, does" in the quantum world and this in turn moulds the macroscopic world we see; therefore I hope that small aspects such as having initiative, leadership responsibilities and academic achievement come together to round me off as a whole and allows others to see that I am determined to be the best.