

Ivybridge Community College

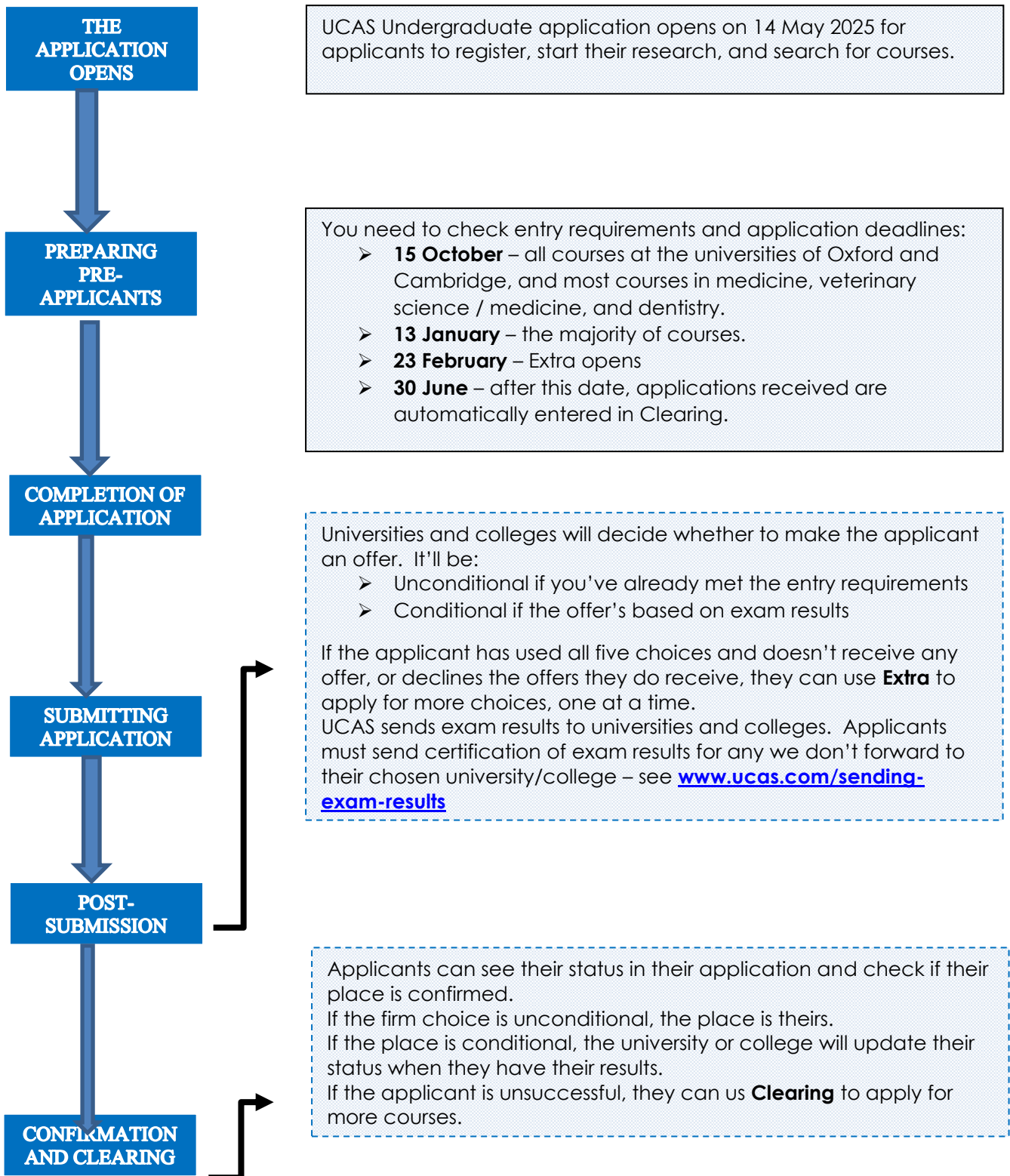
# Sixth Form

UCAS  
Student Information Booklet

**Entry 2027**  
**Buzzword: ivybridge27**



# JOURNEY OF AN APPLICATION



# UCAS Tariff

A Level and AS Level

BTEC Qualifications

Entry 2026

AS Level	AS Double Award	A Level	A Double Award	Tariff Points	BTEC Extended Diploma	BTEC Diploma	BTEC Subsidiary Diploma	BTEC Certificate	Tariff Points
			A*A*	112	D*D*D*				168
			A*A	104	D*D*D				160
			AA	96	D*DD				152
			AB	88	DDD				144
			BB	80	DDM				128
			BC	72	DMM	D*D*			112
			CC	64		D*D			104
		A*	CD	56	MMM	DD			96
		A	DD	48	MMP	DM			80
	AA	B	DE	40	MPP	MM			64
	AB			36			D*		56
	BB	C	EE	32	PPP	MP	D		48
	BC			28		PP	M		32
	CC	D		24				D*	28
	CD			22				D	24
A	DD			20			P	M	16
B	DE	E		16				P	8
C	EE			12					
D				10					
E				6					

Please note that the Extended Project Qualification (EPQ) is worth 50% of an A Level grade.

## Instructions:

1. Draft your personal statement on Unifrog. Unifrog will generate prompt questions to help you.
2. Your Tutor will review your personal statement and provide feedback.
3. This may involve several drafts.
4. Please do not attempt to upload the personal statement to your UCAS application until your Tutor has approved it.
5. Once you think you have completed your UCAS application (including uploading your personal statement), arrange an appointment time with Ms Findlay to review the application form on-line.
6. Meanwhile the Sixth Form Office will request a reference to be written by your Tutor, which is checked and authorised by the Head of Sixth Form. When this is complete, which may take up to **three weeks** depending on demand at the time you apply, the Sixth Form Office will add the reference to your online application and send it to UCAS.

### Payment

7. UCAS charge for 2027 cycle is a single application fee of £28.95 allowing up to five choices. This allows applicants to take advantage of the additional services available, including UCAS Extra, Clearing and Clearing Plus. You are responsible for making this payment online using a credit or debit card. You cannot submit your application until you have paid for it.

**NB: Your application cannot be sent if you have not paid.**

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## Choosing a course

There are over 55,000 higher education courses listed in UCAS, offered at over 300 institutions. With so many options available, choosing a course can be a difficult decision. This is where *Unifrog* comes into its own. You can use the *Subjects library*, or the *Universities* tabs in the *Search for opportunities* section. This is by far the easiest way to search for courses, and you can compare features of courses effortlessly. You will also be encouraged to consider courses for which you will definitely achieve the grades and those that are slightly more aspirational. Additionally, you will find help on choosing courses in the *Know-how library*,

### How might I further find out about courses?

As well as on *Unifrog*, you may find the following useful:

- To search for particular subjects and courses: [www.ucas.com](http://www.ucas.com). Although *Unifrog* links to all available courses, [ucas.com](http://www.ucas.com) is the definitive resource, since UCAS manages the application process.
- Higher Education fairs where you can meet representatives from universities
- University websites
- University prospectuses and course leaflets
- Independent university guides such as *The Times Good University Guide 2026*'
- League tables to help you investigate which universities are best for particular course:  
<https://www.thecompleteuniversityguide.co.uk/league-tables/rankings>
- Visit universities to get an idea of what courses involve. Most universities hold open days, master classes and taster sessions. You can find taster courses and summer schools at:  
<https://unitasterdays.com/> and a list of university open days at:  
<https://ucas.com/undergraduate/what-and-where-study/events-and-open-days>
- Talk to people who are already studying the subject

### Points to remember when researching courses

- What are the course options? How does the content vary between universities?
- How long is the course?
- How is the course assessed? How much of the course is assessed by final exam, coursework or ongoing assessment?
- How is the course taught? What is the ratio of formal lectures and seminars to independent study? Is there a final year dissertation / research project?
- Are there opportunities to do a work placement or study abroad for part of your course?
- Is it possible to study more than one subject (combined degree) or study a few modules from other courses, for example languages or IT?
- What sorts of jobs do graduates from the course go on to do?
- What are the entry requirements? Make sure the entry requirements are in line with your predicted grades. If you are at all unsure, telephone the admissions tutor for your subject (telephone numbers are listed in university prospectuses).

A tariff calculator has been designed to help you calculate your score to determine whether you meet the entry requirements for

**Applying on line.** Use the link below.

<https://www.ucas.com/applying/applying-to-university/filling-in-your-ucas-application>

Each section of the form will be explained. There is a short video of around 10 to 20 seconds to help.

When researching your universities, you should pay attention to the grades that have been predicted for you. They need to match the entry requirements. Talk to your teachers if you are not sure.

Avoid too great a mix of subjects across your five choices. You will only write one Personal Statement that will be sent to all of your institutions. However, if you really want to apply for very different subjects, an additional personal statement can be sent directly to particular universities after your application has been made. See Ms Findlay if this relates to you.

There is no order of preference in your choices. Apply will list them on your form in alphabetical order. When it is complete, UCAS will send your application to all of your universities individually. Each institution will know that you are applying to them and will have no information about the others you are interested in.

### **Profile:**

Students complete a profile, including the following sections: (see the link above.)

- **Personal details**  
Use your personal email, **not your school email** as UCAS and universities will still be in contact with you after you have left school.
- **Contact & Residency details**  
*Nominated Access:* Your nominee (chosen person) will have the authority to discuss your results and offers on your behalf with either your school, UCAS or universities. It is only necessary to nominate a person if you will be unable to discuss your application at any stage and especially on A Level results day.
- **Finance & Funding**  
Select an option from the drop-down list to tell us how you expect to pay for your tuition fees. Most applicants from the UK, Channel Islands, Isle of Man, and those eligible EU students under the EU Settlement Scheme will be in the category UK, ChI, IoM, or EU student finance. Applicants for a National Health Service (NHS) course will select DH/Regional Health.
- **Education**  
You enter the schools you have attended since the age of 11 and the qualifications you have gained.
- **Employment**  
This covers full-time and part-time employment but not voluntary work. If you have not had any paid work experience then leave the section blank, but you will still have to mark it as complete.

# Personal Statement Exemplars. to demonstrate the new 3 question structure.

## Contents:

Personal statement 1: **Graduate Medicine.**

(This works on the same principle: when this writer mentions his graduate studies, you would mention A level topics you have learnt the most from instead.)

Personal statement 2: **Veterinary Science**

Personal statement 3: **Medicine**

Personal statement 4: **Archaeology**

Personal statement 5: **Dentistry**

Personal statement 6: **English Literature.**

## Key points to note:

- Word limit: **4000 characters overall with spaces.** Some responses can be shorter than others but each response to each question must be a minimum of **350 characters.**
- Plagiarism is strictly forbidden: ucas/universities have software which will detect this. Do not lift phrases! Your personal statement must be your own; if you have an interview you will be expected to know about and go into more detail about anything you have written in your statement.
- Similarly: the use of AI to create a personal statement will be considered as cheating by ucas (who again will use software to detect this.)
- Always be specific and use examples to back up your points.
- Try to link your examples to skills you have gained.
- Several drafts will be needed: all of the statements below were drafted several times.
- **A big 'thank you' to the students who kindly granted permission for their personal statements to be used as exemplars.**

## **Personal statement 1. Graduate Medicine (but same principles apply.)**

### **Why do you want to study this course or subject?**

My decision to study medicine stems from a deep interest in the workings of the human body and an equally strong desire to care for others when they need it most. Medicine represents the intersection between science and humanity: it is a discipline where knowledge can directly relieve suffering, and where compassion is as essential as clinical skill.

Volunteering in hospital wards and in A&E only strengthened my desire to study medicine. Here I saw the pressure, the pace and the emotional demands that medicine brings. However, what inspired me- notwithstanding the difficulties doctors face - was seeing the difference they can make. By galvanising their clinical and emotional skills doctors guide their patients through pain and uncertainty and in doing so can transform their patients' lives.

One impactful moment was caring for a deaf patient who was often overlooked on busy wards. Using what little sign language I knew, I was able to connect with him. In that moment, I saw how much it matters for a patient to feel seen and heard. This taught me that medicine is not just about diagnosing and treating but about listening and being present. This is a responsibility I want — to support patients not just with clinical knowledge but with empathy and integrity. I know this path will be demanding, but I want to meet these demands with commitment, curiosity, and care.

### **How have your qualifications and studies helped you to prepare for this course or subject?**

Studying Medical Pharmacology has not only given me a strong grounding in science but has also reinforced my desire to apply this knowledge. Learning about drug mechanisms, pharmacokinetics and pharmacodynamics fascinated me, as it revealed how theory directly translates into patient outcomes. I enjoyed the challenge of analysing complex data in labs and experiments, but more importantly, it taught me to think critically and stay methodical. **Presenting to peers further developed my confidence and ability to explain complex concepts clearly, reminding me how vital communication is in medicine, both with colleagues and patients.**

The clinical anatomy module was a highlight of my degree. Being able to study through cadaveric dissection was a privilege that brought the subject to life in a way no diagram could. It deepened my appreciation for the complexity of the human body and shone a spotlight on the importance of technical ability. I also appreciated the importance of working in an environment where respect, care and treating the patient with dignity and professionalism are crucial.

### **What else have you done to prepare outside of education, and why are these experiences useful?**

Volunteering in A&E taught me that often the smallest actions—fetching water or sick bowls, guiding anxious relatives, or requesting pain relief—can make a real difference to patients in distress. I saw how attentiveness and reassurance build trust and how vigilance when monitoring a patient with mild anaphylaxis underpins safe care. On hospital wards I spent time in numerous roles from encouraging recovery to supporting mobility and providing company. It was in this setting that I came to understand that illness is as much about emotional wellbeing as it is about physical health. These experiences again highlighted the importance of providing truly holistic care.

Shadowing GPs and nurses further broadened my perspective, from chronic disease management to postnatal checks and palliative home visits. One visit to a terminally ill patient who had declined treatment was particularly striking; the GP steered the discussion with sensitivity, ensuring the patient was making an informed decision, whilst dignity and comfort remained central to the plan of care.

Outside the clinical environment, I enjoy being a member of my university football team which has developed my teamwork skills. As the team's designated first aider I have learnt leadership skills and how to remain calm under pressure. Running and cycling regularly have helped me build resilience and maintain focus. These activities have also taught me perseverance, leadership, and the importance of supporting others.

## **Personal statement 2. Veterinary Science**

### **Why do you want to study this course or subject?**

Initially, my love of the natural sciences and maths fuelled my desire to pursue a career in veterinary medicine. This was heightened by my 3 weeks in small animal and mixed practices. I was especially fascinated by an ataxic kitten who was recovering from FIP, which prompted me to read further into coronaviruses in 'Feline Infectious Peritonitis: European Advisory Board on Cat Disease Guidelines'. I believe animal welfare is what underpins the vet profession, but it also highlighted to me the dynamic between animals and their owners, with distress in the animals reflecting as significantly in the owner. Something that inspired me was a farm visit for a post-mortem, which showed me how the health of animals can directly impact farmers' livelihoods. In this way, I want to study this course to prioritise the well-being of animals, in turn supporting their owners.

### **How have your qualifications and studies helped you to prepare for this course or subject?**

My GCSEs and Science A-levels have given me a sound theoretical basis to build my knowledge of vet medicine. Through practicals, I have also been taught the fundamentals of laboratory work, including microscopy and dissections which I had the chance to apply during my work experiences.

Observing vets, I noticed problem solving was a common theme in practice and often the most complex part of the profession. From attending maths workshops from year 8 to 11 with Exeter Mathematics School, to optimising the

efficiency of E-race cars in my school's 'Girls in STEM' club, to progressing into the second round of a UK Maths Trust challenge, to completing an AMSP programme in problem solving, I have always sought out opportunities to hone my critical thinking.

### **What else have you done to prepare outside of education, and why are these experiences useful?**

After seeing the 'Virtual Work Experience and Exploring the Veterinary Profession' course was endorsed by many universities, I knew this would be a valuable resource for exploring a degree that isn't directly equivalent to any qualifications offered at Level 3. This provided me with context to the progressions of a graduate vet surgeon, along with the different roles in a practice, legislations and historical developments.

In-person work experience gave me a visceral context to the vet profession that online resources failed to convey. What struck me most was how significantly emotions vary hour to hour: a day that started off with a first course of vaccines for healthy puppies could quickly change to a surprising return of a previous patient that resulted in euthanasia, which could change to a spay of a pregnant cat. It felt surreal to leave the practice and to return to normality each evening. While the emotional weight was a surprise, on reflection it showed how deeply I cared about the welfare of the patients and allows me to empathise and feel a fragment of what the owners are experiencing, which underpins the responsibility a vet holds.

I have become a strong communicator through my dedication to sports, in particular rugby. Having captained club, county and college teams (in the latter winning an international rugby 7s tournament), and playing fly-half - an organisational position - on both the England Pathway and Scotland Pathway, I have gained the ability to lead and inspire a team. More precisely, these roles have demanded communication skills and context-sensitivity, having to discuss topics in a diplomatic way with referees as well as managing my team. This aptitude will prove very useful in a profession that I have found to be significantly interpersonal. Volunteering at a rare breeds farm gave me experience in public-facing roles. Furthermore, acting as a volunteer coach with u7 to u9 rugby teams for 3 years has allowed me to practice explaining drills and laws in a way which is simplified and suitable, which will help me in explaining scientific concepts so that they are understood by clients.

I always commit fully to being the best version of myself, achieving the best GCSE results in my year and ranked 1st in all my A-levels, as well as having represented my county at athletics and gymnastics.

### **Personal statement 3: Medicine**

#### **Why do you want to study this course or subject?**

It was only in August 2023, when my grandpa was admitted to hospital for surgery and later radiotherapy for cancer treatment, that I truly experienced the NHS in action. The teamwork, compassion, and communication shown by the doctors and nurses not only supported my grandpa through his treatment but also deeply inspired me.

Two months later, my grandpa's cancer returned. Instead of undergoing more painful and futile treatment, he chose to stay at home, where my father and my aunt, both healthcare professionals, could ensure he was comfortable in his final days. Witnessing this made the core principles of healthcare very clear to me — caring for those in need with compassion, dedication, and humanity.

After I began reading 'Being Mortal', I realised how lucky my grandpa was to die in his own home, and how most people spend their final days in a hospital bed only after all treatment options have been exhausted. This further drew me to the medical profession; progress is still needed to improve end of life care.

### **How have your qualifications and studies helped you to prepare for this course or subject?**

During my placement at Derriford Hospital, I realised the synoptic link between mathematics, biology, and chemistry throughout medicine. I was in awe of the range of skills and knowledge presented by doctors to determine optimal doses; the chemistry of how each drug interacts with the body, and the anatomical expertise that surgeons require to navigate the human body. I have gained analytical skills through my chemistry PAGs, and have sharp arithmetic abilities through my GCSEs and A-level maths.

My EPQ, which was about the use of psilocybin to treat major depression, provided me with extensive evaluative and research skills, which will prove essential in my future endeavours. From this, I have gained the skills of deciphering research papers and academic journals, in addition to referencing and structuring scientific essays. My knowledge of contemporary treatments for depression has deepened. Additionally, I gained insight into the limitations of current treatments offered by the NHS.

### **What else have you done to prepare outside of education, and why are these experiences useful?**

I was fortunate to spend a week at Peninsula Medical School, organised by Plymouth University. I had the privilege of using the university's 'SimMan', which simulated a medical emergency – in our case, a cardiac arrest. We had to assess the situation and decide on the best course of action. This practical experience was invaluable in enhancing my communication, leadership, and teamwork skills, as well as improving my practical abilities and capacity to manage critical conditions. I further developed these skills in workshops designed to recreate scenarios we might face in a hospital environment; we had to respond calmly and appropriately to resolve them.

Further exploring my interest in medicine, I shadowed an anaesthetist at Derriford Hospital, where I saw laparoscopic cholecystectomies and emergency surgeries, including appendectomies and cyst removals. I learned about the importance of anaesthetics throughout surgery, including pre-operative assessments, intubation, emergence, and handover to nurses. Witnessing

trauma incidents exposed me to the coordination needed among all departments and healthcare workers, emphasising the significance of teamwork and communication in the medical profession. I was reminded of the responsibility and stress anaesthetists face, especially during challenging situations. This emphasised the importance of resilience and composure in delivering the best outcomes for patients—qualities I aim to develop as I pursue a career in medicine.

I completed a week of training at Plymouth Marjon University to gain the National Pool Lifeguard Qualification, which gave me skills for first aid, CPR and AED use. From this, I gained the skills of working under pressure in a physical environment. We worked as a team during high stress scenarios, which will prepare us for critical situations in a pool environment – such as spinal injuries and rescuing unconscious people – that require clear and concise communication.

#### **Personal statement 4: Archaeology.**

##### **Why do you want to study this course or subject?**

My interest in archaeology began when I visited the British Museum as a child. I saw hundreds of artefacts presenting the growth of human civilisations from around the world. Objects such as the Lewis Chessmen made history tangible, more than just facts from class. It became about the lives of ordinary people and I was in awe.

During Year 12, I had the exciting opportunity to experience what it would be like to study archaeology at university by attending a summer school at Selwyn College, Cambridge. I enjoyed all of it, especially the object handling session. This deepened my passion for Egyptology as I held some artefacts from the period including a 2000 year old Egyptian spindle. The summer school gave me an incredible opportunity to experience university teaching methods. I was inspired by the group discussions on how and why these artefacts survived and how this shapes our understanding of the past. Talking with other students and academics who share my interest in archaeology was inspiring and solidified my desire to study the subject at university.

##### **How have your qualifications and studies helped you to prepare for this course or subject?**

More recently, wanting to challenge myself, I entered the Caius Explore Essay Competition run by Gonville and Caius College, Cambridge. I was delighted to be invited to the college in recognition of my submission, which had answered the question, 'What can a grave or burial tell you about people in the past?'. Specialising on the Birka Burial Bj 581 allowed me to expand my understanding of the complexities of gender and identity in the past. This developed my research skills, critical thinking and understanding of archaeological interpretations. It helped deepen my passion for archaeology and confirmed my wish to study it further.

Thanks to A level geography, I have developed an understanding and appreciation of how ancient civilisations interact with their environment. It's enabled me to view past civilisations holistically, to understand and appreciate their changing patterns due to resource availability and environmental shifts: a vital perspective for an archaeologist. By studying Physics and Maths, I have

gained analytical skills and a sound grasp of working with data, for example interpreting graphs: useful for the scientific and technical aspects of archaeology. Just how important these skills are was revealed during my research into the Starr Carr site in Yorkshire, where different geographic and scientific tools like GIS mapping were used to interpret tool use and activities that took place within this Early Mesolithic site. I am excited to further explore these and other methods used in excavation.

After a visit to the Natural History Museum, where I saw the antlers of an Irish Elk, I found myself curious about the relationship between humans and their environment. I read the "Missing Lynx" by Ross Barnett and found the evidence he presented explaining the damage humans have inflicted to the world's mega fauna eye opening, especially in Britain where the removal of all apex predators has had lasting consequences. While I enjoyed the book and feel it built on my understanding of the influence of humans on ecosystems and the possibilities of rewilding in Europe, I don't fully agree with all of Barnett's view points. I fear, at points he is at risk of romanticizing the past and oversimplifying the complexities of conservation, especially in a populated landscapes.

### **What else have you done to prepare outside of education, and why are these experiences useful?**

Studying at university will require independent learning and self discipline. My GCSE Science results prove that I have these skills. Despite being in a double science GCSE class, I taught myself triple science (a first for my school) and received three grade 9s. Outside of school, I work part time as a lifeguard, volunteer at a Brownie Pack, have been a competitive swimmer and ran a two hour half marathon. All of which have strengthened my communication, teamwork and time management skills, while encouraging me to keep active and healthy, which benefits my academic focus and overall wellbeing.

### **Personal statement 5: Dentistry**

#### **Why do you want to study this course or subject?**

My curiosity for dentistry was sparked when my uncle suffered severe tooth decay from antibiotics, which led to them being removed. He is now waiting to receive dental implants. I was instantly fascinated by how the chemistry of the antibiotics disrupted the oral microbiome and heavily compromised the enamel. What really draws me to dentistry is its holistic approach. I like that dentists can build trust with their patients, guide them through their treatment, and help them regain confidence - rather than just fixing problems as they arise. Being part of that journey and making a real difference in someone's life is something I find deeply motivating. I come from Malawi, which has very poor dental access due to a lack of dental professionals and infrastructure. When I visited Malawi, it was evident in the rural areas that there was a lack of knowledge and access to basic dental hygiene, as many would use their fingers or a tree branch to brush their teeth, and many simply wouldn't brush their teeth. Witnessing this made me aware of healthcare inequalities and strengthened my determination to study dentistry. I want to contribute to improving access to dental care and education especially in underserved areas.

### **How have your qualifications and studies helped you to prepare for this course or subject?**

The way biology and chemistry interlink really fascinates me and plays a key role in the study of dentistry; the unified nature of the two subjects can be applied to basic oral hygiene and even cosmetic dentistry. For example, something that intrigued me, dental caries occurs when bacteria in the plaque feed off consumed sugars, releasing acids as a byproduct. This creates an acidic environment within the mouth, resulting in enamel demineralisation, and the further penetration of acid results in a cavity. Treating this requires a biological understanding of bacteria and the chemical approach to fluoride applications and prescriptions as well as restorative materials. To further deepen my understanding, I completed the Alison online courses for Oral Health Care and Dental Health & Hygiene. These courses helped me to understand oral anatomy and how dental hygiene can affect overall health, for example bacteria from gum disease can enter your bloodstream increasing risk of cardiovascular disease as the bacteria promotes blood clots and artery blockages. I also took part in the Plymouth Dental Peninsula Pathway Programme, where I gained real insight into dental school and the dedication it requires. During a practical session, I was awarded "Best Manual Dexterity Skills" for tasks such as tooth polishing and fillings, which made me even more enthusiastic about the hands-on side of dentistry.

### **What else have you done to prepare outside of education, and why are these experiences useful?**

Outside of school, I've sought opportunities to develop skills that are important in dentistry. Volunteering with children who struggle with reading taught me sympathy, patience, and adaptability, especially when working with those facing learning difficulties or language barriers. Throughout my volunteering, I built trusting relationships with my students, allowing them to grow and learn in a safe environment.

Dance is a fundamental part of my life. I compete internationally, placing 2nd in the world championships in both 2024 and 25. I also teach free dance classes to children from disadvantaged backgrounds. Both competing and teaching have taught me discipline, resilience, time management, and how to adapt to different needs- traits that will guide me through the demanding challenges of dental school.

I hope to combine my scientific background, practical skills, and passion for equal access to care to succeed in dentistry, make a real difference in people's lives, and tackle inequalities wherever I can.

### **Personal statement 6 English Literature**

#### **Why do you want to study this course or subject?**

My desire to study English lies in its interdisciplinary nature; I enjoy gaining diverse knowledge through connecting it to other subjects, especially using literary theory, and aspire to do this more at university.

As part of Balliol College's Floreat programme, I wrote an extended essay on

surveillance in George Orwell's novel '1984'. One of my arguments was that the omnipresent observation in Orwell's dystopian setting reflects the view of Zygmunt Bauman and David Lyon in 'Liquid Surveillance': observation is 'increasingly ubiquitous'. Through integrative analysis of this kind and a tutorial at Balliol College, I learnt about fascinating surveillance theories. Thus, English can provide interesting insights into other areas.

Investigating a psychoanalytic approach to Tennessee Williams' play 'A Streetcar Named Desire', I read Chen Shaoping and Chen Zhizhong's 'A Constant Fight between Id and Ego: Blanche's Tragedy in A Streetcar Named Desire'. From this, I understood how the protagonist Blanche's tragic fall can be viewed as the result of her id, specifically her unconscious attraction to men like her late husband since this creates one of her hamartias: desire. Viewing Blanche's character psychoanalytically was captivating as it taught me Freudian concepts – this interdisciplinary nature of English making it the subject I wish to study.

Since reading and analysing texts aids writing, I want to study English so I can reach my goal of being a writer. Crafting elegies for the Nazi's victims within the Lessons from Auschwitz course and participating in a Grumpy Moose creative writing residential for my Gold Duke of Edinburgh Award has reinforced this aspiration and my passion for English. An undergraduate degree in English will also help me to become a university lecturer in this subject – another intent of mine as I enjoy academic research and aiding others with their English, such as helping Year 7 students to read and spell.

### **How have your qualifications and studies helped you to prepare for this course or subject?**

My English Literature A-level NEA has prepared me for studying English as it involves independent work for an extended essay. Using queer literary criticism, I chose to explore gender theory in my NEA by comparing sex changes in Virginia Woolf's novel 'Orlando' and Ovid's epic poem 'Metamorphoses'. I interpreted that Woolf supports whilst Ovid challenges the arguments of Judith Butler in 'Gender Trouble': gender is 'performatively produced' by repeated actions in line with society's expectations of male and female behaviour. This sophisticated process of applying a sociological theory to texts will help me study English.

I was similarly prepared for undergraduate English through my EPQ on Anne Brontë's 'The Tenant of Wildfell Hall', requiring research and essay writing. Approaching high level analysis, I considered this novel from an integrative perspective using feminist and new historicist literary theory. For example, Brontë warns against the nineteenth century Angel in the House ideal – which encouraged wives to be self-sacrificing and submissive – through the yielding character Millicent, representing the Angel. Indeed, Millicent's passivity encourages her husband to mistreat her, illustrating the vulnerability of Angels to marital abuse.

### **What else have you done to prepare outside of education, and why are these experiences useful?**

For my Gold Duke of Edinburgh Award, I volunteer weekly at Ivybridge Library, developing my organisation, collaboration and communication skills. I also helped at Exeter Cathedral Library and Archives, strengthening these skills and

practicing my writing by crafting a piece for the Cathedral newsletter on their edition of Shakespeare's Second Folio.

Beyond work experience, I took part in the 45-mile category of Ten Tors 2025, which improved my resilience and teamwork. I can also lead, having been a Year 12 Tutor Group Leader and now acting as Year 13 Deputy Head Girl – positions that have given me confidence and public speaking abilities.

Moreover, through arranging fundraising events as a member of the Year 12 Student Council, I became more organised.

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