

UCAS

‘PERSONAL’ STATEMENT

- Every thing you need to know, from starting and structuring your personal statement, to advice on do's and don'ts, as well as exemplar statements (including Oxbridge and medicine) are contained within this powerpoint.
- Make sure you utilise it well and relate to it when asking your tutor to help you with your statement.
- **BE CAREFUL NOT TO COPY ANYTHING FROM ANYONE ELSE'S PERSONAL STATEMENT, INCLUDING THE EXEMPLARS PROVIDED, AS THAT IS PLAGIARISM AND WILL BE VERY POORLY RECEIVED BY UNIVERSITIES!**

Good luck!

Mr A.

Aims of the personal statement

When the admissions and subject tutors look at your personal statement, they are likely to be asking two main questions

1. Do we want this student on this course?

2. Do we want this student at this university?

These questions can then be broken up further to make it easier to answer them thoroughly:

- Is the student suited to the course that they are applying for?
- Does the student have the necessary qualifications and qualities for the course?
- Is the student conscientious, hardworking and unlikely to drop out?
- Will the student do their best and cope with the demands of the course?
- Can the student work under pressure?
- Will the student be able to adjust to their new environment at university?
- What are their communication skills like?
- Are they dedicated to this course and have they researched it well?
- Do they have a genuine interest in the subject and a desire to learn more about it?

Notes about yourself to consider including

- Specific aspects of the courses that interest you
- Examples of coursework you have completed
- Practical work you have enjoyed
- Books, articles, etc. you have read related to the subject area
- Work experience or voluntary work in this area
- Conferences you have attended
- Personal experiences that lead to the decision to take this subject
- Where you hope a degree in this subject will take you in the future
- Experiences that show you are a reliable and responsible person
- Business enterprise
- Community and charity work
- Sixth form committee / positions of responsibility
- Helping out at school events and open days
- Young Enterprise, World Challenge, Duke of Edinburgh award, Asdan Award, Debating societies, and what you have gained from these experiences.

The important thing is **that you have a good reason for why you want to study the course**. It doesn't matter if the reason sounds silly at the moment - you and your tutor can work on the language later.

All admissions tutors will be looking for people who are enthusiastic and passionate about the subject(s) they want to study, so make sure you really are.

If you're choosing this course just because you can't think of anything better to do, that's not a good enough reason, and maybe you should consider looking for a course you would enjoy more.

You and your subject

Saying why you want to take your course is **possibly the most important part** of your personal statement.

You can have perfect grades, great extra curricular activities and be a really wonderful person, but if admissions tutors feel you aren't committed to your course, you won't get a place.

If they accept you, you are going to be studying this course for at least the next three years, and you need to convince them that you are committed to it.

Have a think about exactly why the subject appeals to you, and write down as much as you can about it.

Where, when and why did your initial 'spark' for your love of your chosen subject occur

Your personal statement (things to avoid)

- Sounding arrogant and pretentious
- Quoting books, magazines or publications in a way that makes it sound like you've only read them to put them on your statement.
- Trying to be funny or making jokes in your statement
- Starting every sentence with I
- Extensively mentioning your hobbies and interests (limit these) to your penultimate paragraph **unless they are relevant**
- Using famous quotations unless you can back them up with information on how and why this person's quote influenced you. Dropping them in just for the sake of it makes you look silly and as though you haven't given serious thought to your personal statement.
- Repeating information already on your UCAS form, e.g. predicted exam grades.
- With the exception of a gap year, avoid making claims you are going to do something before you come to university **Only include things you have actually done or achieved.**
- Including clichés
- Communicating any political or religious viewpoints.

The Language of your personal statement

You need to use language that makes you sound enthusiastic about your courses and portrays you as an interesting person. Needless to say your statement must be correctly spelled and grammatically correct.

Avoid using vocabulary you don't normally use and just looked up in either a dictionary or via thesaurus.

University prospectuses are a good place to research the language of a personal statement - find your course, see how it is described and see if you can work anything similar into your personal statement. USE UNIFROG for this.

The Structure of your personal statement

Most statements are written in an essay format. There are alternatives such as splitting it into sections with headings but the standard essay style is used by most applicants.

We don't recommend you write it as one large block of text. Even though you can fit more words in, this just makes it hard to read.

As a guideline, you should write just as much about why you are interested in your proposed area of study and the course than you do about yourself and your own abilities.

When planning the statement, one approach is to split up your notes into a few categories and write a paragraph on each category. For example:

- **Paragraph 1: Your proposed subject area and course , the particular aspects you're interested in and why**
- **Paragraph 2: What you have done related to the subject that isn't already on your UCAS form**
- **Paragraphs 3 and 4: Work experience placements and relevant activities at school**
- **Paragraph 5: Your relevant interests outside of school, particularly those that show you are a responsible and reliable person**
- **Paragraph 6: Your goal of attending university and a memorable closing comment**

Make sure that the **start** and **finish** of your statement are particularly powerful and well written.

A good opening will grab the reader's attention and encourage them to read the statement properly, rather than just scanning it.

A good conclusion will mean the reader remembers what you wrote, and hopefully will recommend you.

In our opinion it's best to start with why you want to take your subject, and finish with why you want to go to university or what you want to do afterwards.

Word, character and line limits

Firstly remember, there is no word limit – instead you're concentrating on a character limit (**4000 characters including spaces**) and a line limit (47 lines).

Both of these must be satisfied to allow you to save your personal statement.

A GREAT SITE TO VISIT FOR MORE HELP WITH YOUR UCAS PERSONAL STATEMENT IS...

www.studential.com

Examples of personal statements can be found on the remaining slides. Please remember these SHOULD NOT be copied and used in your own personal statement!

Finally... the clue is in the title – try and make your statement as PERSONAL as you can.

Maths Personal Statement

The idea of proof has always held a real fascination for me. The process of starting from a simple set of axioms and deriving almost any mathematical truth (putting Godel to one side) is what truly separates Mathematics from any other subject. It is the closest we can ever get to absolute truth, and therein lies its sheer beauty and the reason it is the only subject for me. Of course, it's also a good deal of fun.

I have tried to extend my Maths as much as possible beyond the classroom, and whenever I do so I uncover either some completely new and intriguing area of Mathematics or a very neat trick I hadn't thought of in more familiar territory. One example of this is my attendance at weekly lectures given by the department of Mathematics at Bristol University, covering topics from the Mathematics of juggling to quantum mechanics, although some of my favourites have been those on the less exotic "inequalities", which taught me a lot about thinking about problems creatively. I also attended a summer school run by the National Academy of Gifted and Talented Youth at the University of Durham, where I spent two weeks being introduced to various approachable first year undergraduate topics such as proof by induction, Markov chains and using Maple. This experience not only allowed me to discover areas of Mathematics I would not otherwise have encountered, but also gave me a small taste of university life, as there was a large number of us living in one of the colleges. I am also involved in the UKMT mentoring scheme, whereby each month I am given a sheet of questions in areas not touched on at A level, such as geometry and number theory, giving me a good opportunity to explore new mathematical ideas myself, and gain a much deeper appreciation of the interconnections within Mathematics and the creation of proofs. I am a member of the school's Maths team and we are regularly successful in competing against teams from other schools in the area. I also attend STEP sessions at local schools when available, as I find the questions much more interesting than the standard A level ones, and thinking about how to solve them has greatly improved my rigour in approaching problems.

Among the mathematical books I have read, I enjoyed "Godel, Escher, Bach", which gives a good grounding in axiomatic reasoning and formal systems, whilst at the same time pointing out their major flaw. I also liked "To infinity and beyond" by Eli Maor, which deals with the concept of infinity, its implications and its paradoxes, both in Maths and elsewhere.

I particularly enjoy the pure side of the A level syllabus, especially trigonometry and calculus, as they involve a certain degree of proof and introduce new concepts. I believe my other academic subjects all complement Mathematics as they are about finding ways of describing reality, be it through language in French or through equations and models in Physics and Chemistry. I find Critical Thinking especially relevant as it is about the construction of sound logical arguments, an art lying at the heart of Mathematics in proof. I have achieved an A grade in all modules across all my subjects.

In my spare time, I practise kickboxing, and have competed in various local competitions. As a volunteer, I am involved in a year seven Maths mentoring scheme and help at a homeless shelter. I enjoy travelling, and will be going to Nicaragua for a month after my A levels to help in a small village, explore the local jungles and volcanoes and practise my Spanish. I lived in France from the ages of 9 to 12, and learnt to adapt to a new language and culture.

I very much look forward to exploring the new ideas of University level Mathematics, and playing a full part in University life

Economics Personal Statement

Having been born in the UK, with parents from Delhi and Kenya, I feel my background has given me an internationally diverse outlook. In my travels, I have met with both the affluence of Europe and the poverty existing in India. Such contrasts have compelled me to seek an understanding of the forces that drive the world economy, and why after centuries of economic theory such inequalities continue to exist.

Over the summer, I have been researching India's economic development, partly stimulated by the issues above. The Indian economy is a fascinating topic for me, not just due to my heritage, but because of the juxtaposition between rapid increases in wealth on the one hand and the Sub-Saharan African levels of poverty on the other. Another part of economics I find appealing is the use of theories. I have been introduced to the Tragedy of the Commons and the Coase Theorem's take on externalities. My interest in strategic decision-making has been boosted by Game Theory, which has developed an understanding of the situations faced by oligopolies and the implications of Nash equilibrium. Such theoretical models have led me to Experimental Economics and Charles Holt's 'Markets, Games and Strategic Behaviour', in an attempt to see if people actually behave in the way theory predicts.

Being awarded the 2007 Kirk Cup for Mathematics at school, encouraged me to take A-level Further Maths. My problem solving skills and ability to manipulate algebraic variables have since been enhanced, which is beneficial considering the numerical analysis involved in economics. Given the problematic nature in conducting controlled experiments, I am eager to explore the range of statistical tools available to economists.

Presently, I offer tutoring for GCSE Maths students, and have taught an adult how to use various PC applications in the past. Such an experience has stressed the need for planning, patience and presenting work coherently for others to follow. I have also used graphical design software to produce adverts for my Mother's beauty business, and have assisted with book-keeping for annual tax returns. It has been noticeable how economic factors affect such a business; for example how demand for different treatments has changed with the credit crunch.

My internet browser's homepage is set to prompt me with the latest headlines from the BBC Business website, as it is a priority for me to keep up-to-date with the world around me. In addition, for different opinions, I also frequently read articles on economics in various newspapers. Reading books by economists, such as John Kay, has led me to appreciate better how concepts have developed over time. These include 'The Penguin History of Economics' by Backhouse and Levitt's 'Freakonomics', which I found entertaining, but thought lacked true economic substance. Besides reading, my other hobbies include remixing music on the computer and using Investopedia.com, on which I have a virtual portfolio of shares. As a representative of my college's debating team, my communication skills have greatly improved. At our next debate, I will be arguing for the wider use of congestion charges.

The recent economic turmoil has reinforced my belief in how economics is truly an integral part of our lives. University will provide the ideal environment in which to strengthen and test my understanding of such a discipline, whilst being a place where I can formulate and contribute my own theories to the subject. After receiving full marks in AS-level Economics, I have set myself a high standard, and I wish to continue my ambitions in the finance industry. However, I recognise that my passion for economics will lead me to many more career horizons.

Medicine personal statement

From an early age I have been fascinated by the workings of life. The human body is a remarkable machine with many diverse systems producing an organism that could never be artificially reproduced. My love of science is just one of my reasons for choosing medicine. I enjoy a challenge particularly towards a rewarding objective and although medicine is a tough career it can be enormously gratifying, highlighted by the doctors I have spoken to during my experience and on a personal level.

To further my insight into the medical field I participated in a work shadowing week at a GP surgery. I gained a valuable understanding of the workings of the surgery, with opportunities to observe and speak to the doctors regarding a medical career. I arranged another placement week myself at a local hospital, which was a superb opportunity to observe medicine from another point of view. I observed the ward rounds, an MRI scan, a skin biopsy and an endoscopy clinic all which I found interesting. I spent the most time with the haematology team, responsible for patients with diseases such as Chronic Myelogenous Leukaemia (CML), haematology being one of my interests it was captivating that I could see the specialty from a more complex side than the AS biology course. For example I was able to understand how the level of platelets affects blood clotting. Throughout the week I expanded my confidence and communication skills through speaking to patients and doctors. Although I enjoyed the week it was at times extremely heart-rending, I was able to get close to many of the terminally ill patients helping and caring for them where I could, getting them tea or just talking and empathising with them to build their spirits. I volunteered at a local home for the elderly which was very rewarding as I built my caring skills, helping residents by making them tea or playing cards with them. At school I took part in a paired reading scheme for 6 months where I was able to help young children to read, speaking and listening to them to help their English. All my experience has made me more determined to accomplish my ambition to be a doctor.

My love of science and aspiration for a medical career is reflected in my A-Level choices where good time management, self motivated study skills and ability to cope with stress and pressure are essential. Biology and chemistry have helped me further my interest and develop my analytical skills, maths helps my problem solving skills helping me to work logically and ICT gives me a valuable insight into the rapidly developing technological world where computers are crucial. I believe all the qualities I have developed through my courses are essential for any good doctor.

I have participated in the Duke of Edinburgh award scheme which enabled me to achieve a first aid certificate including cardiopulmonary resuscitation training. I also enhanced my interpersonal, communication and team building abilities, valuable skills for any medical occupation, as I witnessed during my experience. For 2 years I have volunteered at a local vet hospital observing and helping out 2 hours per week communicating with the public in a different environment. I enjoy reading, mainly factual books to expand my general knowledge. To relax, I enjoy sports including football, and cricket for which I was captain of the school team and my local team for the past 3 years improving my leadership skills. I also recently rekindled my childhood passion for golf, another pastime I enjoy even if it is a little expensive!

I am a self motivated, determined individual and I look forward to the social and academic challenges of university. I am aware of the demands of a medical career but my commitment and desire to become a doctor has only been strengthened through my experience and work in a voluntary capacity.

Government personal statement

On a vacation to the Krak des Chevaliers and Palmyra in the Syrian Desert, I witnessed the rich culture of the Middle Eastern people. This region is generally perceived by western democracies as a constant source of political and social turmoil. This may be true for the most part; however, many areas in the region are as modern and peaceful as any western nation. Further to being raised in a multi-cultural family with a Beirut-born father of Palestinian, Syrian and Armenian heritage and a Maltese mother, I have developed a strong interest in foreign cultures. Therefore, I believe that Political Science will be the most appropriate and applicable course to pursue given both my personal background and interests.

As one of Canada's most cosmopolitan cities, my native Toronto attracts many foreigners: some are looking for better living conditions and job opportunities; others are on exchange to learn English and benefit from higher education. As a child growing up in this vibrant city, I would look forward to my family housing exchange students. This rewarding experience prompted me to volunteer at summer camps, where I taught ESL to students from 6 to 18 years of age. My many encounters and experiences with foreign cultures have nourished my passion for travel. This was fostered by my parents who, three years ago, decided to move our family to the Turks and Caicos Islands, a small but rapidly developing country in the Northern Caribbean. Many deprived nations in the region, such as Haiti, have seen their people immigrate to the TCI, whose economic stability has been underpinned by many of these immigrants who have undertaken most of the menial work necessary for a flourishing economy. However, I have too often witnessed many of these workers being the victims of exploitation and discrimination. During an internship at the Magistrate's Court in the summer of 2008, I personally marshalled the Court Magistrate and took a particular interest in Immigration Law and the consequences of working in a country illegally. Further to working at the courts, I interned at a law firm, where I was given the opportunity to shadow lawyers at the Labour Tribunal and see, first-hand, the exploitation of workers, and their employers' disregard for labour laws.

After successfully completing my IGCSE's, I have enjoyed the challenge of Advanced level studies in Geography, History, Business Studies and English Literature. As a young Geographer, I have attended local conferences, such as the symposium, "Fostering a Green Culture", with former US vice-president, Al Gore, as the main speaker on the contentious topic of climate change. My perception of how environmental issues affect all aspects of human welfare was reinforced when I was selected to spend a day with the Minister of Natural Resources. Last September, I was able to further develop my knowledge of local environmental issues, as I witnessed the impact of hurricane Ike on the welfare of residents and the economy. At school, I eagerly participate in many social activities. I particularly enjoy being a mentor to younger students, whom I advise and tutor whenever needed. I have been able to further develop both my leadership and communication skills, as I was selected as Deputy Head Boy by the Principal and elected House Captain by my peers. Being a team player is vital to me. I have tried to do so by being an active member of the Yorkland swim team, trumpeter in the school orchestral band, Senior Editor of the yearbook and the Current Events Editor of the school newspaper. As a result, my enthusiasm and dependability within the school were rewarded when I received the "Top Student in Year 12" award, an achievement that I hope to repeat in my final year of A-Levels.

I hope this presents to you a well-rounded student, equipped with the skills necessary to succeed at university. I look forward to being introduced to new academic and social challenges as well as experiencing European culture.

Psychology statement

There are endless possibilities and areas to study when it comes to psychology. There is a vast amount that we have discovered about the way we behave and developed as a species, however, there is still a lot more to learn about ourselves and other animals. This is why psychology is a great passion of mine as learning why we have become the way we have fascinates me. Also discovering the unknown about ourselves excites me to take this subject to undergraduate level and beyond.

I am thoroughly enjoying the subjects in psychology, history and sociology. I believe studying a levels have given me the knowledge and skills that are essential to study psychology at university. For example such skills would include essay writing skills and time management. I have been enthusiastic about the topics I have learnt in my subjects such as crime in sociology and psychology. I am very interested in these topics and often read articles in the media today to show how my relevant topics affect current affairs. Also within school I have taken part in being a form captain which involved organisation and teamwork within my form to have a vital contribution to the school.

Away from my studies I have gain more qualifications in hobbies that I am passionate about, which enables me to volunteer in that area whilst maintaining part time paid employment. I have gained a lot of skills such as teamwork by joining a street dance team and going to local competitions around Kent which has been successful when we have gained 3rd place in XM championships recently indicating good leadership skills as well. I have received the gold award in ballroom, latin and street dance under the examinations of UKA which has taught me skills such as self-discipline to achieve success in what I want to do. Which has given me the opportunity to volunteer as a dance teacher in ballroom and latin for adults this helps me evaluate and discover cognitive processes such as memory within adults when learning dance. Also I have had opportunities to do work experience in a nursery, I relished the opportunity to encourage development and discover how young children cognition develops. My main employment is working in leisure centres as a lifeguard where I have gained my national pool lifeguard qualification which encourages leadership skills and teamwork with other employees as well as dedication to my job to enable a safe environment for customers to enjoy the pool. I am particularly fascinated how primary school children when they learn key skills such as learning how to swim. I am enthusiastic to gain more qualifications and gain more experience which is within as well as outside my course.

I believe there are many interesting areas within psychology that I will learn at undergraduate level which can gain transferrable skills within career and help me thrive. I would like go after a degree in psychology because I am passionate and always have been interested in this are. I would like to pursue a career in psychology starting with the undergraduate programme and then specialising in developmental psychology. I am sure university will educate me not just about subject content but about myself, give me the chance to forge a successful career and future, and most of all present me with the challenge that will enable me to reach my full academic potential

OXBRIDGE STATEMENT

In applying to study Philosophy, Politics and Economics, prospective applicants must ask themselves why they would choose this course rather than study the components as subjects in their own right. I believe that all three subjects are deeply interrelated.

Philosophy is the foundation subject that provides for the study of politics and economics through the examination of one's values and worldviews. Economics is the study of the processes of production and exchange and the study of politics is partly concerned with how political systems attempt to control economic activity.

The works of Marx and Engels, for example, demonstrate the interrelatedness of philosophy, economics and politics to a significant degree. Texts such as *Theses On Feuerbach* draw on the philosophical contributions of scholars such as Hegel in order to theorise how material conditions shape societal structures, drive history dialectically and create political systems.

Why do I wish to study PPE? From a young age I was drawn towards politics and philosophy as a means to understanding the world and how it could be changed for the better. My interest has been developed through texts such as *The Conquest of Bread and Mutual Aid: A Factor in Evolution* by Pyotr Kropotkin. I find that even fictional texts such as *1984* can prove beneficial to one's political understanding in that literature can provide a gateway to experiences one would not possibly be able to have, provided that the limitations of such sources, such as the embellishment of details, are recognised.

Of the three subjects, economics has proved to be the one in which my interest has most recently developed, largely through selecting it as an A-Level because I felt it would complement my interest in politics. I have been enthralled ever since, so much so, that I achieved 97 UMS on my AS macroeconomics paper. Economics in a way seems almost mathematically formulaic in nature, but crucially, a social science also, as it also retains the subjectivity found in politics in terms of the moral questions that it poses.

Although I find each subject complementary, if I were required to study only one, I would select politics, as it would entail some measure of philosophical and economic study. One may well not encounter any significant elements of philosophy in an economics course, for instance, and vice versa.

My A-Levels have prepared me for the study of PPE or Politics because they provide a mixture of practical knowledge whilst encouraging me to be flexible in my thinking. For example, in history, through source criticism and the evaluation of historiography and context history, I have developed a strong critical sense. Psychology, too, connects with philosophy through areas such as dualism and free will vs. determinism, while studies such as those conducted by Milgram (1963), which investigated destructive obedience, are a necessity in understanding how political systems work. Economics, as well, heavily relies on psychology, as one of the underlying assumptions of the discipline is that humans act as rationally minded agents.

Psychology is further reflected in, for example, the behaviourist systems of Taylorism and scientific management principles. Finally, the study of Philosophy and Ethics is directly relevant for it has taught me how to philosophise and use the language and concepts of philosophy.

Outside of my studies, I am involved in my school's debating society which has honed my rhetorical skills. Finally I have developed my skills of self-organisation through volunteering for a scheme called MAPS (Mark's Activity Programme Service), a local self-advocacy group which provides support for people with physical and/or learning disabilities.

OXBRIDGE STATEMENT (with corrections in red)

The struggle for identity and place, often with ideological pitched battles – it is perhaps unsurprising that from adolescence, history has commanded my attention. The study of the now implicitly requires the study of the past, and it is for this reason I have committed myself to this multi-discipline subject.

As E.H. Carr repeatedly points out, there can be no separation between history and historian, and that the reasons for study are crucial in order to interpret the history written. I came to this field of study **through a strong interest in politics**, and though my beliefs have changed, I am still left with the same **important** questions I started with: who are we, where did we come from, and where are we going; it is history which can help educate us on the former two, and then the historian can perhaps point towards the latter. The concept of what it is to be 'British' is one example of such questions, and this led to my own personal reading around the subject of the British Empire, and the concept of Imperialism itself; questioning the likes of nationalism in the light of both the 21st Century and those which have preceded.

This particular interest was supplemented by my A2 course, Britain 1951-2007, where I gained maximum marks in the examination. Of course, 'Anglocentrism' would be a mistake, and the global perspective is crucial; the study itself of history came alive when I got my first taste of research and larger essay writing with my A2 coursework, based around the Civil Rights struggle in America. It was particularly interesting to compare it to the issue of race in Britain, and of course this links in with the concept of empire. History is at its best when so many connections are seen that the mind boggles and conclusions fight over each other, and this occurred hugely with the controversial subject matter of Civil Rights; wading through books, journals, sociological studies and articles, then condensing them and interpreting them, truly sold me on the idea of reading history. It also introduced me to historiography which was equally fascinating.

But this subject, which practically is the study of everything, involves a large number of skills. My A-Level in English Literature not only helped immensely in terms of source analysis and writing style, but has itself become part of my historical education; making me all the more eager to continue this subject further. Bringing together a greater knowledge of literature to cultivate a greater knowledge of history is not only crucial but in itself more interesting. This was particularly captivating with regards to World War One poetry, but other texts such as Othello and Wuthering Heights have also made me all the more aware of societies that have gone past; issues such as class and race finding root not only in modern day society but Elizabethan and Victorian all the same.

Be careful here. Historians treat novels/plays/poems very carefully as forms of historical evidence, because the novelist has a range of reasons for writing other than providing an accurate record of actual events. State you are aware of the pitfall of using novels in historical analysis. I was asked about the relationship of literature to history at my interview, so be ready for the interviewers to ask you about this.

Classical Civilisations is an obvious fit with history and as such could only further cement my interest in the subject; from viewing Alexander as one of the earliest empire builders to the idea of the powerful 'Capitol' (itself of course fitting in with the USA), it is as much history as the study of the French Revolution. Having another historical based subject has helped to develop my writing along with inputting an Classical Civilisations is an obvious fit with history and as such could only further **cement my interest** in the subject; from viewing Alexander as one of the earliest empire builders to the idea of the powerful 'Capitol' (itself of course fitting in with the USA), it is as much history as the study of the French Revolution. Having another historical based subject has helped to develop my writing along with inputting an ancient perspective on more modern issues. Religious Studies, with its mainly philosophical courses, similarly gives me a different view, particularly helping with the understanding of ideology and the concepts that shape history itself.

This is a good point. You might wish to take with you as a possible reference in the interview to Foucault's notion that the writing of history is the way the elite propagate their ideology.

My other commitments have made me a better student, thus preparing me for university life. As a Vice Captain of the school, I am used to having my organisational abilities regularly tested, with an ability to think on my feet being crucial and even more rigorously examined by my role as a founding member in the Debating Society. That is not to say that my ability lies merely in quick thinking; my general writing skills have been honed by a role as senior editor of the school magazine, making myself take a more deliberated process when it comes to writing rather than 'slap dash', making my style naturally fit in well with historical writing.

Any interests in South American/Asian/African/Australasian history other than during imperialism?

Your comment about the inseparability of history and the historian is good. You will be challenged to think about whether objective history is possible. (It is not, but the historian, as Geoffrey Elton argued, should get as close as s/he can to it).