

## Year 12 – some additional PHE activities (7<sup>th</sup> May 2020)

Our recent survey (results & my responses emailed today) highlighted that you are thinking about a time after lockdown and using this time to research, evaluate alternatives and engage in relevant experiences. This is excellent. In addition to the resources you've received in PHE lessons, the Enrichment+ guidance already on the school website and the opportunities / event / activities we've been emailing out to you – here's a few more activities you might want to consider.

- UCAS website – explore & engage with this invaluable resource – including <https://www.ucas.com/chat-to-students>
- Engaging with university resources e.g.:
  - Newcastle University – Public Lectures (upcoming and archive) <https://www.ncl.ac.uk/events/public-lectures/upcoming/>
  - Lancaster University – More details can be found using the following link <https://www.lancaster.ac.uk/study/connect/> They are also trying to replicate their usual in-person school engagement as closely as possible by offering a range of webinars on the following topics:
    - *Getting Started on your EPQ* <https://www.lancaster.ac.uk/study/connect/events/getting-started-on-your-epq>
    - *Personal Statements* <https://www.lancaster.ac.uk/study/connect/events/personal-statements>
- Personal Statements – Getting Started (move to next page for overview and the following page for an example. We will continue to show you examples by subject area on your return).

## Personal Statement

*(look also on UCAS website – course search – entry profile)*

The Personal Statement can often be the deciding factor between equal and excellent candidates:

- It may be the only direct contact between the applicant (you) and the Admissions Tutor – make it count!
- Knowledge of the subject area is very important – a UCAS application is an academic application for an academic programme.
- Make it relevant to the programme being applied to!
- How you structure / write your Personal Statement is **FLEXIBLE**, but should include explicit reference to:
  - ✓ Why you want to study this subject for the next 3 / 4 years.
  - ✓ What have you done in the past that makes you particularly suitable to study the subject (e.g. research / investigation – over and above directed – what)?
  - ✓ What else have you done that would contribute to the **course** and the **university community** and makes you an interesting and unique individual.
- Possible structure:

<u>Section</u>	<u>Content</u>
1 (A good quality start)	Make it clear why you want to study <b>this subject</b> for the next 3 / 4 years of your life. What have you done that illustrates this? What have you done to test / challenge this?
2	What have you done that is interesting, that makes you a better candidate than others applying – for THIS course? Remember this is academic – what topics have particularly interested you and what have you done out of school to back this up (independent reading / sourcing of information from a variety of media – lectures, documentaries, news, magazines etc)? Link with course content / entry profiles from your research of relevant university websites.  What do you do out of school? Voluntary work, charity work, part time employment, work shadowing / experience (especially if relevant to your chosen field)? What skills have you developed / demonstrated (responsibility, initiative, teamwork, communication skills). Include: Duke of Edinburgh, representing the school, extra curricular activities etc.
3 (A strong finish)	Plans for the future. Why should the university pick you? How can you contribute? Sell yourself, but don't be arrogant – try to be natural.
<b>GET IT FINISHED – GET IT CHECKED – GET IT SUBMITTED – IN GOOD TIME!</b>	

**Personal Statement** – ensure it fits your choice of courses. Think of it as being like a formal job application – write in a simple, straightforward style. Consider the image you are projecting – this is often the only chance you have to convince admissions staff to offer you a place. **DON'T** – lecture the admissions staff and **don't** say your hobbies include “*socialising with friends*”.

I would like to study Archaeology because I find it fascinating that it can be used to discover our identity as a society, find our likeness in Ancient Civilizations and bridge the boundaries of time so all that separates us are cultural differences and mysteries that can be solved through Archaeology. I also believe that due to recent events in the Middle East, it is vital to preserve our heritage so we can pass on the legacy of our ancestors. I have always been captivated by Ancient History and Archaeology. From a young age, I enjoyed watching documentaries such as Time Team and visiting museums such as the Oriental Museum in Durham. My favourite documentaries include Egypt's Lost Queens, Egypt's Lost Cities and Ancient Egypt Life and Death in the Valley of the Kings. In recent years, I have also visited the Hermitage in St Petersburg and places such as Knossos, Rome and Pompeii, all of which reinforced my interest.

Although my studies in History have been modern at A-level, I am more interested in Ancient History. The A-level history course has allowed me to develop my analytical skills, especially of sources, allowing me to answer questions or think more in depth about them. In July 2017, I organised one week of work shadowing at the Binchester Roman Fort excavation. I learnt key skills of field Archaeology, such as categorizing finds, taking environmental samples, and how important the discipline is in discovering the truth about our history; by finding charcoal in the soil, I discovered that the excavation area might have been industrious. That is what intrigues me most; we know so little about our past, that we only gradually discover the truth.

This year, I have also developed skills in independent work through studying for my Extended Project Qualification (EPQ). For this, I chose to study how the New Kingdom of Ancient Egypt was a revolutionary society. Egypt has always fascinated me, in particular its iconic Pharaohs such as Ramesses II and Akhenaten. In particular, I found it interesting to research the Amarna Period and how its culture was not that dissimilar to our own; the people of the time had the first monotheistic religion and treated women with greater equality. I have also, over my academic career, developed skills in leadership through being Head Boy and chair of the student council at my Secondary school.

Outside of school, I have been a member of a performing arts club for almost ten years. As well as performing, I have completed a first aid course and am now undertaking a leadership course through the group, displaying my commitment to the things I enjoy which I intend to extend to studying Archaeology. I am an avid fossil collector, which has taught me to appreciate and conserve history. I am also a member of an Archery club. I am currently volunteering at the Oriental Museum, assisting the teachers, and completing post-excavation work at Durham University. These have helped me develop skills in teaching, communication and the categorisation of ancient artefacts. It has also allowed me to observe Archaeology and its links to the general public. I have also been involved in an assignment, which included a seminar with a Holocaust survivor and a trip to visit Auschwitz to inform the creation and delivery of assemblies to two schools to raise awareness of the holocaust and highlight the lessons we can learn from history.

At university, I hope to be able to develop my understanding of Ancient societies. I want to learn more about artefacts so that when viewing them I can give a developed interpretation of a society. I would also like the opportunity to travel beyond the archaeological sphere of the UK, perhaps to the Mediterranean and Egypt so that I can further develop my skills and knowledge in an area of history that fascinates me. After university, I hope to stay broadly in the field of Archaeology but university will help me develop my interest and guide me to a career I would like to pursue.