



THE
GARIBALDI
SCHOOL

UCAS SUBMISSION PACK

Applicants 2023

PREDICTED GRADES: HOW DO WE ARRIVE AT THESE PREDICTIONS?

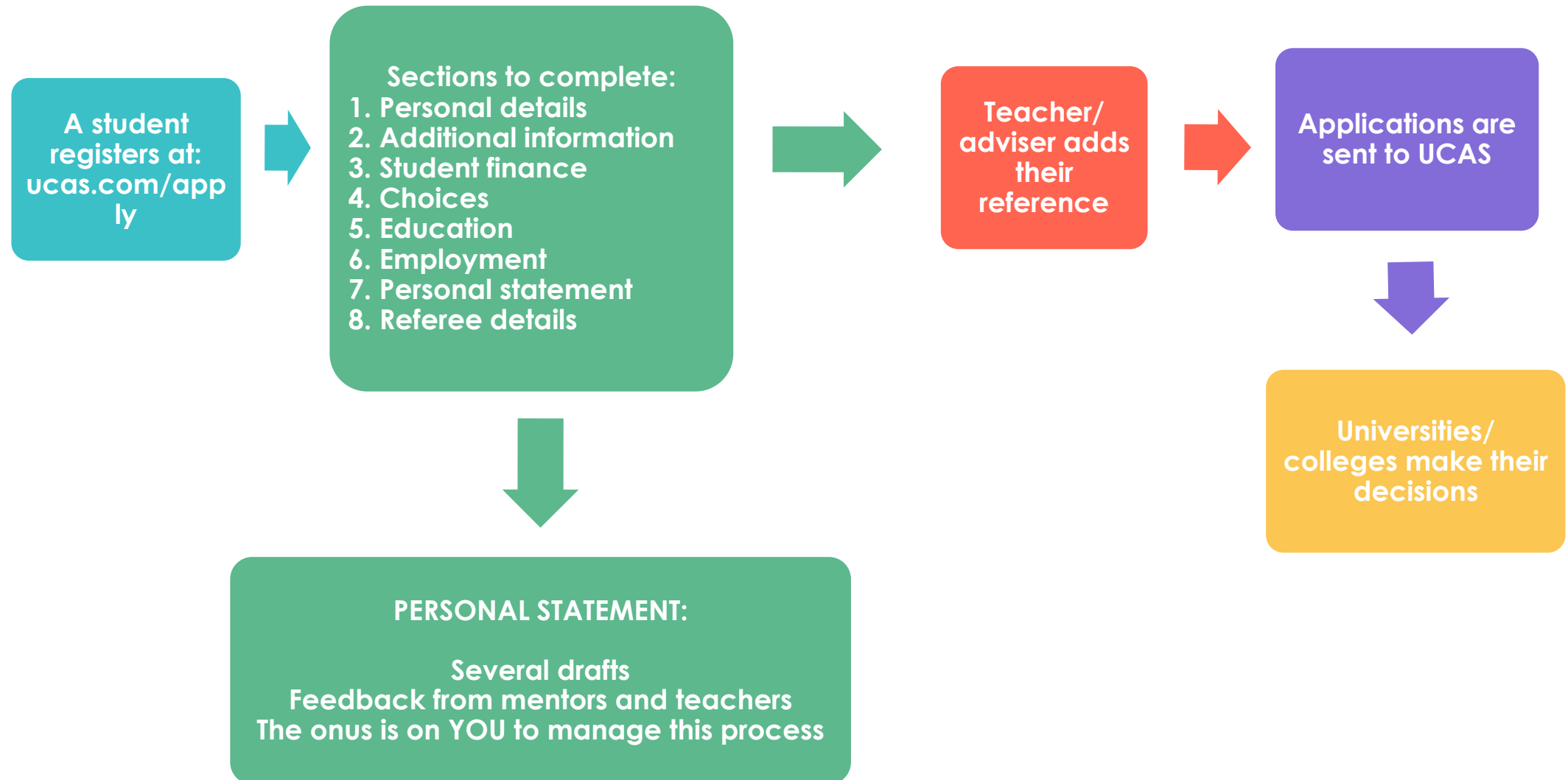
- Work ethic and what is realistically achievable – we can't set you up to fail or be disappointed (moral imperative)
- Quality of work completed as homework and in class
- Mock exams – they do play a part, but we know that this isn't the only way to determine a predicted grade
- By considering what you need
- By considering any requests from you to increase predicted grades – these will be dealt with on a case-by-case basis only

KEY DATES








- **15th December 2023:** Internal deadline for submitting applications. The UCAS deadline officially is Wednesday 31st January at 6PM, but we need time to:
 - Allows us to check and process applications in plenty of time and address any errors
 - We have to collate and check references from subject teachers and predicted grades
 - See Roles and Responsibilities slide later on.
 - ***Medicine, Vet, Dentistry, Oxford or Cambridge have an earlier deadline of 16th October at 6PM. Please speak to Miss Hadley and your mentor to inform them of your intentions of applying to one of these courses.***
- **Please note:**

You can sit down with Miss Hadley and submit your UCAS as soon as you have completed the checklist on the next page. Please check with Miss Hadley to allocate some time to this.

REMINDER OF THE APPLICATION PROCESS



PERSONAL STATEMENT REMINDER

-  The only section you have full control over
-  Your only chance to market themselves individually
-  The same for all of your choices
-  A maximum of 4,000 characters, or 47 lines
-  A minimum of 1,000 characters
-  There isn't a spelling or grammar check
-  No formatting is allowed

UCAS' similarity detection service:
every personal statement is put through software to check for plagiarism.

UCAS PRE-SUBMISSION CHECKLIST: 2023 APPLICANTS

Miss Hadley will only sit down with you and process your application when you have personally checked and completed the following:

Content, organisation and academic checklist	✓	Date
Please note: Your mentor will provide feedback after each draft, but you must make changes as you go along based on their feedback		
I have made all changes from feedback from my mentor		
I have asked at least a third person to read and provide feedback on my personal statement (parent/carer, fellow sixth former, subject teacher/s etc.)		
As such I believe that my Personal Statement is in a fully edited, finished state that reflects me		
I have checked that my predicted grades reflect the courses I am applying for		
Proofreading Checklist	✓	Date
Top Tip: Print out your personal statement and tick each sentence after you've proofread it		
I have checked all spellings (including Americanisms)		
I have checked all punctuation (use of ; : - and comma splicing) and full stops		
I have checked that proper nouns (places, people, book titles, subjects, MOOC titles etc.) are capitalised		
I have checked that the names of all my subjects (e.g., Biology) are capitalised		
Payment: I have made the payment via UCAS (Bursary students please speak to Miss Hadley at this point)		

UCAS ACTION PLAN

To-do	Date completed	Notes/Ideas for including in UCAS Personal Statement
<p>1. Read an academic article in your area of study from one of the links below and make notes of what you learn and what you find interesting: https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/super-curricular_suggestions_0.pdf (Cambridge) or: https://www.ox.ac.uk/admissions/undergraduate/courses/suggested-subject-resources (Oxford)</p>		
<p>2. Complete a MOOC (online courses accredited by a range of different institutions) on your chosen area of study by browsing here: https://www.edx.org. These are free and are done as self-study at home.</p>		
<p>3. Find out what entry requirements are for your chosen course. You need to check whether you will meet the entry requirements yourself; your mentor will not check for you!</p>		
<p>4. Read the two exemplar personal statements. Highlight how they convey the students' passion/interest, how they are structured, and what each paragraph focuses on. Highlight the technical vocabulary and how they show their expertise in the subject. Summarise each paragraph in a few words.</p>		

UCAS EXEMPLAR PERSONAL STATEMENTS

Feature	Exemplar 1: History	Exemplar 2: Bio/Science	Exemplar 3: Maths
Introductory paragraph: Why is the student ideal for the course?			
A-Levels: How have they lined their A-Levels to the course?			
Wider study and reading: How have the linked their wider experiences to the course?			
The future: What is next? Why would they be ideal? What's their closing point?			

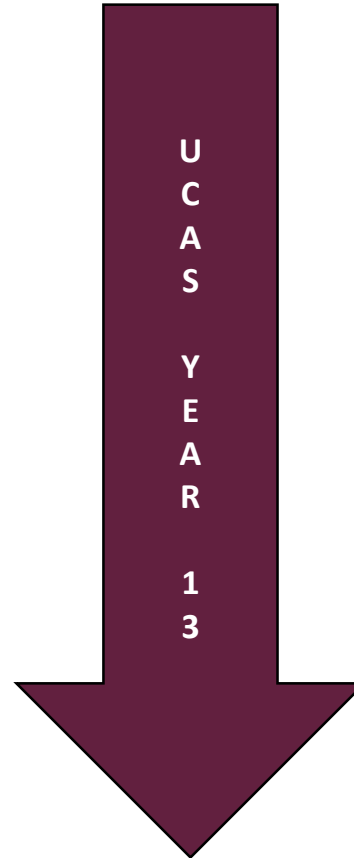
YEAR 13 UCAS PERSONAL STATEMENTS: TIMELINE OF SUPPORT

July
Supervised UCAS afternoon to start the process

September
Drop-down morning in Study Period to plan and draft

September-October
Week 1 personal statement writing with mentors (Oxbridge priority)

October-December
Week 1 help continues for all other submissions. Mentors provide feedback.



Your mentor will look at your full first draft and give feedback on how to improve, parts that you have missed etc.

You should work on these suggested improvements in a timely manner and speak with your mentor for further guidance.

Your mentor will look at a final draft before you submit to UCAS. If you are over the word limit, you need to cut it down.

Miss Hadley will look over a final draft and will check with Mr West as necessary.

Support can be in the form of an e-mail or a quick chat, or with notes made on the personal statement.

When you have your final draft, you could ask to see if your subject teacher relevant to your degree choice could help. Use their feedback to make your further changes.

UCAS Process: Roles and responsibilities

Student	Parent/carer	Subject teachers	Mentor	Student Manager & Director of Sixth Form
<ul style="list-style-type: none"> <input type="checkbox"/> Complete action plan (set in July) <input type="checkbox"/> Research University choices <input type="checkbox"/> Check entry requirements <input type="checkbox"/> Check that subjects and predicted grades are sufficient – if not, speak to subject teachers <input type="checkbox"/> Produce first full draft of personal statement and add to Unifrog <input type="checkbox"/> Inform Mentor of progress <input type="checkbox"/> Respond to feedback provided by Mentor and redraft personal statement (up to 15 times!) <input type="checkbox"/> Read over application prior to submission 	<ul style="list-style-type: none"> <input type="checkbox"/> Read through personal statement as a fresh pair of eyes and offer comments/feedback <input type="checkbox"/> Discuss post-18 options and your thoughts on the most appropriate pathway <input type="checkbox"/> Discuss entry requirements and the feasibility of these <input type="checkbox"/> Pay/support the payment of the UCAS fee (£27.00) <input type="checkbox"/> Later on in the process, assist with Student Finance 	<ul style="list-style-type: none"> <input type="checkbox"/> Use assessment information to set a predicted grade <input type="checkbox"/> Write a subject reference and send to mentor <input type="checkbox"/> If asked by a student, read the student's personal statement (if applying for your subject) 	<ul style="list-style-type: none"> <input type="checkbox"/> Give personalised feedback on personal statement first full draft and subsequent drafts <input type="checkbox"/> Respond to queries that arise as a result of student research <input type="checkbox"/> Use subject teacher references to write a school reference 	<ul style="list-style-type: none"> <input type="checkbox"/> Overview of all applications <input type="checkbox"/> Liaising with students, parents/carers, subject teachers and Mentors with queries and deadlines <input type="checkbox"/> Checking process prior to submission of application



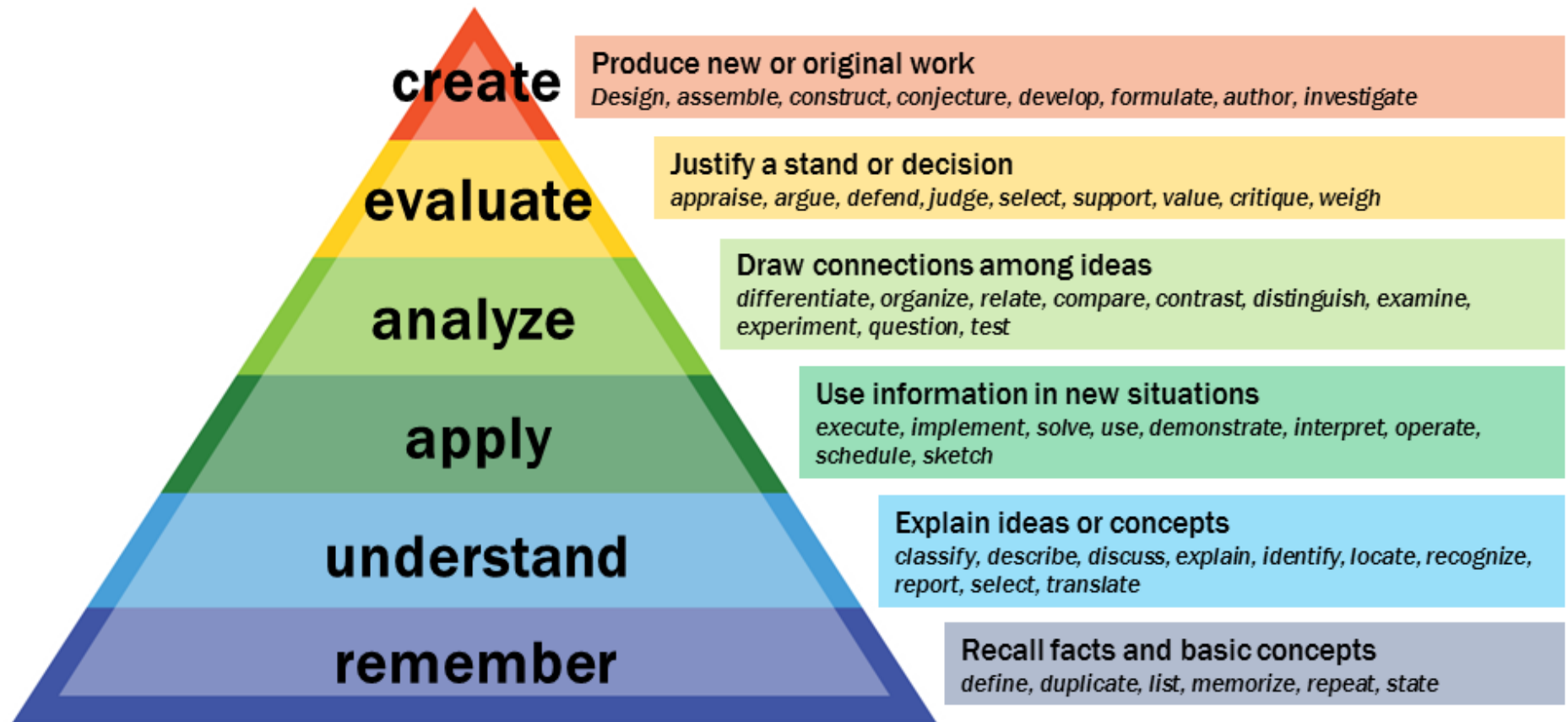
PLANNING ACTIVITY 1: WHY THIS COURSE?

**Why do I want to study
my chosen course?**

PLANNING ACTIVITY 2: WHY DO MY A-LEVELS MAKE ME A GOOD CHOICE?

A-Level	What skills have I gained?	What knowledge have I gained?	What wider reading or MOOC etc. have I done?

WHAT COULD YOU SAY ABOUT SKILLS AND KNOWLEDGE?



PLANNING ACTIVITY 3: WHAT WIDER SKILLS AND EXPERIENCES DO I HAVE?

Wider skill/experience	What did I do? Be specific!	What did I learn? Skills/Knowledge	Why is this relevant to the course?
Volunteering in lessons			
Completing an assignment on time / coursework (NEA)			
Online MOOC			
Wider reading/article			

USEFUL WEBSITES

- <https://www.ucas.com/undergraduate/applying-university/writing-personal-statement/how-write-personal-statement>
- <https://www.ucas.com/connect/blogs/ten-places-get-personal-statement-pointers>
- **All round useful information:**
<https://www.cxk.org/resources/higher-education-useful-websites/>
- <https://www.theuniguide.co.uk/advice/personal-statements>

FREQUENTLY ASKED QUESTIONS (FAQS)

1. What do I do if I don't know where to start?

Look at the template and the three exemplar personal statements. Mind-map your initial ideas of why you'd be ideal for the course you want to study. Start with why you want to take the course and align everything to this.

2. What if I haven't done a MOOC or any wider reading?

The deadline is still long enough away to do this. Get started now and use the action plan to guide you.

3. How much help can I receive?

We can't write it for you. We can look at drafts and ideas. It is always easier for us to check and provide feedback on a draft, rather than nothing. Always give it a go. Your mentor is your best friend when it comes to personal statements!

4. Can I book some extra time to go over what I have written?

Yes. Please speak with your mentor in the first instance.

Anything else... check through this booklet!



THE
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**Work Experience, Mock Interviews,
and arrangements for next year**

WORK EXPERIENCE: W/C 20TH NOVEMBER

- Must last for the whole week – can be a combination of hours e.g., 10-6pm instead of 9-5pm
- Approach employers **NOW**:
 - E-mail
 - Follow-up e-mail
 - Phone call
- E-mails should be formal and should include what to are studying, your reasons for wanting the work experience, the dates and what you'd like to do
- Try more than one and don't wait for responses before you try other places

WORK EXPERIENCE: W/C 20TH NOVEMBER

- Importantly, Work Experience should be meaningful. This means that it should develop you so that you can use the experiences to help you on your personal statement **and** develop ‘soft skills’, like teamwork, problem-solving etc.
- They are also good for making contacts – you might even be offered a part-time job or further work experience at your placement.

WORK EXPERIENCE: W/C 20TH NOVEMBER

- When you have found somewhere and they've agreed to have you, let Miss Hadley know ASAP.
- There is some form filling in to do (legal requirement for us as a school)

MOCK INTERVIEWS: TUESDAY 11TH JULY

- All students will have a 1:1 slot with an employer
- We have: Experian, NHS, Mansfield District Council, the Armed Forces careers, and a school governor in to support
- I'll distribute a list of the questions and the timetable now...
- Mock interviews provide you with an opportunity to practice, receive feedback and improve your skills. A mock interview also helps you develop interview strategies, enhance your communication skills, answer challenging questions, and ease the nerves that many experiences before an actual job interview.