



THE  
**GARIBALDI**  
SCHOOL

**UCAS SUBMISSION PACK**

**Applicants 2025 Entry**

# PREDICTED GRADES: HOW DO WE ARRIVE AT THESE PREDICTIONS?

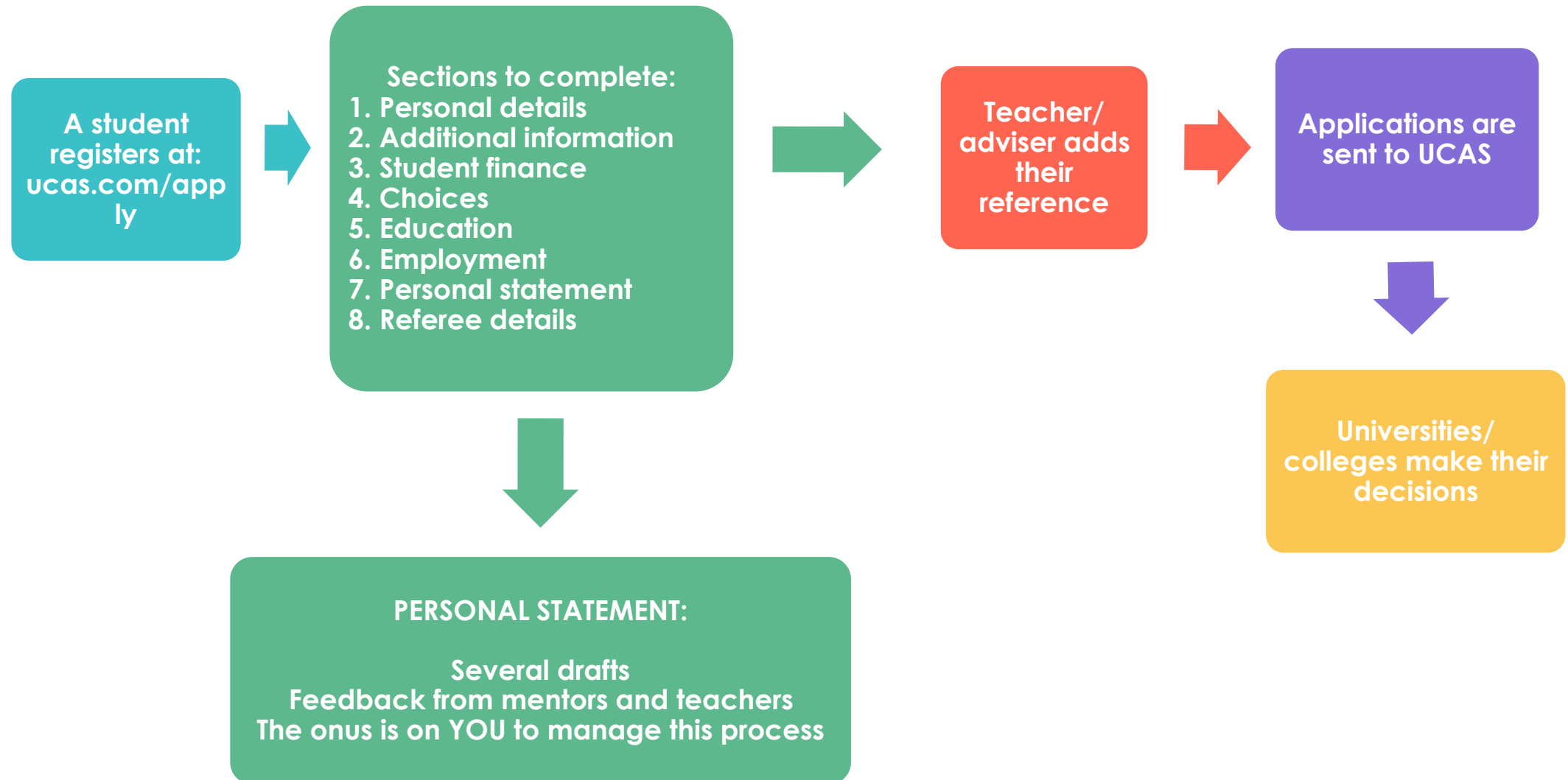
- Work ethic and what is realistically achievable – we can't set you up to fail or be disappointed (moral imperative)
- Quality of work completed as homework and in class
- Mock exams – they do play a part, but we know that this isn't the only way to determine a predicted grade
- By considering what 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








- **13<sup>th</sup> December 2024:** Internal deadline for submitting applications. The UCAS deadline officially is **Wednesday 29<sup>th</sup> January 2025**, 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 15<sup>th</sup> 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		
<b>Payment: I have made the payment via UCAS</b> (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 <b>what you learn and what you find interesting</b>:  <a href="https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/super-curricular_suggestions_0.pdf">https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/super-curricular_suggestions_0.pdf</a>            (Cambridge) or:  <a href="https://www.ox.ac.uk/admissions/undergraduate/courses/suggested-subject-resources">https://www.ox.ac.uk/admissions/undergraduate/courses/suggested-subject-resources</a> (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:  <a href="https://www.edx.org">https://www.edx.org</a>. 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
<b>Introductory paragraph: Why is the student ideal for the course?</b>			
<b>A-Levels: How have they lined their A-Levels to the course?</b>			
<b>Wider study and reading: How have the linked their wider experiences to the course?</b>			
<b>The future: What is next? Why would they be ideal? What's their closing point?</b>			



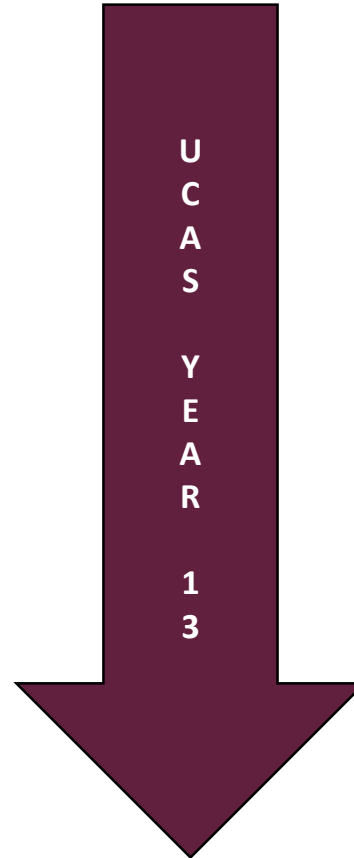
# YEAR 13 UCAS PERSONAL STATEMENTS: TIMELINE OF SUPPORT

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



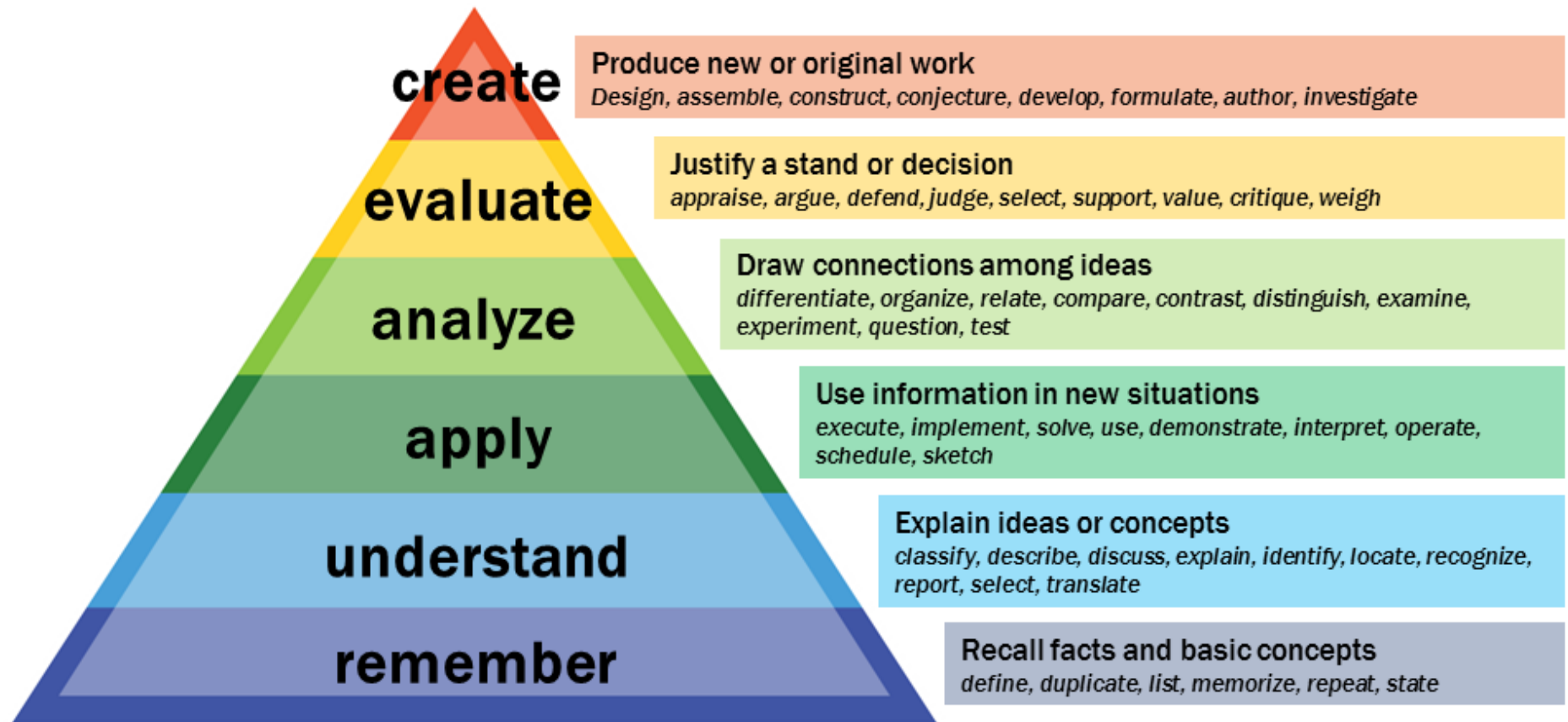
# PLANNING ACTIVITY 1: WHY THIS COURSE?

**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!**



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Your mentor will help you to get started on your first draft. Use the planning resources and exemplars to help you.

Speak to your subject teachers at this point and ask about: What terminology/concepts need to be included? What, as part of the course, can you refer to sell yourself? What would they recommend?

You produce a full draft – of at least 4,000 characters.

Speak to Miss Hadley to check what else you need to include. She will offer ideas on what to include and what you should focus on.

Within one week, you alter your full draft and produce a second draft.

Your mentor will then look at your second draft and provide feedback and changes.

You use this feedback to produce a third and final draft.  
**At this point, do not ask subject teachers for further advice. You are likely to be at your word count already. Further suggestions will be difficult to incorporate at this stage.**

You speak to your mentor about your reference. They will need to write your reference and will need to check parts of it with you prior to submission.

You upload your personal statement to UCAS and book a time with Miss Hadley to review and send the application.