



Session 2:

Personal Statements

Name:



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Session 2: Personal Statements

Task 1: Read the scenarios provided and circle the answer you would suggest

1. Your student is running out of characters and is not sure which of their extra-curricular activities they should include in their personal statements. They have already included 70% academic content at this point. They are applying to study law at university. Please circle which activity would be most relevant to include.
 - a) Work experience at Citizens Advice Bureau
 - b) Part-time job at supermarket
 - c) Playing tennis
 - d) Volunteering in an old people's home

2. Your student is struggling to get to the point in their personal statement and includes a lot of unnecessary detail. What would you advise?
 - a) Cut chunks off their statement out
 - b) Re-write/rephrase it for them
 - c) Suggest the PEE structure
 - d) Get them to read it aloud

3. Your student is unsure on how to start their personal statement and asks you to help them. What help do you provide?
 - a) Write an opening sentence
 - b) Tell them to have a break and start again
 - c) Ask them one-to-one why they are applying to get them thinking
 - d) Advise them to look at the UCAS website

4. Your student repeatedly keeps using incorrect punctuation. The content and spelling are good, but it does not seem to flow well. Which action would you take?
 - a) Remind them of punctuation rules
 - b) Tell them it's wrong and make them rewrite it
 - c) Get them to read it aloud and see if the commas allow it to flow
 - d) Correct all of it for them



Task 2: Read the personal statement extracts and assess whether you would keep them or advise against them.

1. Ever since I was a child, I really loved to read. My favourite books were written by Roald Dahl and I dreamt of being a writer

- a) Keep b) Advise against

2. Having studied psychology for two years, I have grown fond of the subject and I am keen to expand my knowledge at university. In particular, I am drawn to developmental psychology. This is partially due to the fact that my younger brother has autism. It intrigued me that his cognitive/social processes differed from my own and I would be enthusiastic about exploring cognitive processes, such as these, further.

- a) Keep b) Advise against

3. In particular, I enjoyed studying Nazi Germany and the rise of Hitler as these events have shaped the society that we live in today.

- a) Keep b) Advise against

4. One day I had a dream that I was a lawyer. I had been to law school and been a success. I climbed the education and experience ladder and I had made it. I woke up from that dream keen to chase it.

- a) Keep b) Advise against

5. I chose classics because of my keen interest for a broad range of subjects that are significant to our culture. If I successfully made it to your university I'm sure I would have a *classic* time.

- a) Keep b) Advise against

Session 2 Answers:

Task 1: Answers

1. a) Work experience at Citizens Advice Bureau
2. d) Get them to read it aloud
3. c) Ask them one-to-one why they are applying to get them thinking
4. a) Remind them of punctuation rules

It is also important for students to read their personal statements aloud and see if the commas allow the statement to flow.

Task 2: Answers

1. b) Advise against
2. a) Keep
3. a) Keep
4. b) Advise against
5. b) Advise against

