In April 2017, I was admitted to hospital after acquiring an infection following a tonsillectomy. When on their morning rounds a doctor and a group of a dozen junior doctors woke me and began discussing my case, I felt like a subject rather than a patient. When one junior doctor said, "good morning," it made my day, and this simple kindness first inspired me to be a doctor like him. I have since undertaken a range of experiences that have shown me the realities and challenges of a medical career as well as the rewards, and these have confirmed my childhood desire to enter the medical profession.

In psychology, I am interested in the contrast between the biological approach, which explains us as a simple set of chemicals, and the cognitive approach, which shows us that medicines might not always be the best choice first, and how therapies such as CBT may provide better treatment for some people. This has helped me gain an understanding of the decisions doctors may face in a clinical environment, as choosing the best treatment has to be individual to each patient, with many options to be considered under pressure. Studying biology and chemistry has developed my practical skills, such as precision and accuracy in experiments such as distillation of esters. I have further explored the practical application of subject skills through a series of lectures at KCL. The lecture on adult psychiatry showed how important it is to know your patients very well, and the orthopedics lecture showed the
importance of techniques such as keyhole surgery in speedy healing for a patient. I learnt that in medicine, new techniques are being developed all the time, and doctors must be engaged in a continual process of learning to be effective. I am excited about the variety of
specialisms that are available on qualification as a doctor, as well as the opportunities the profession offers for lifelong learning.

Volunteering at QEH on the AMU ward, I see a wide range of patients with conditions ranging from dementia and chest infections to osteoporosis and jaundice. Patients with multiple needs require care from many different professionals. I have witnessed a multi-disciplinary team in action, where the nurses and doctors worked together to treat a chest infection in an elderly patient, as she had many symptoms, such as vomiting and intense pain in her joints and chest. Creating the best care plan for her through communication was very important; this included an endoscopy and a morphine patch, for a holistic and collaborative approach to treating her best. Many of the doctors were baffled at some of her symptoms such as extremely dark vomit, showing to me how, even with years of experience, there are always new things to be learned as a doctor. Whilst it is important that doctors are confident and decisive, it is also important that they acknowledge that there may be limits to their knowledge, or that they can make mistakes. Patients who are non-verbal or hard of hearing mean I have had to learn patience and empathy and been able to test out my own communication skills. Volunteering at a local nursery, I also have experience of caring for autistic children, who struggle to communicate their needs verbally too. Through my experiences, I have a huge amount of respect and appreciation for the dedication of medical professionals; regardless of personal issues or shift lengths and fatigue, they still provide the best care, which is inspiring.

The supportive nature of the medical teams I have witnessed further confirms my desire to be a part of the NHS, an institution that remains a true national treasure 70 years after its creation. Through my mentor with the SMF, I understand the importance of having a life outside the job; to relieve stress I go to the gym three times a week and understand the importance of relaxation. I am particularly excited about the opportunity of studying at university, as I will be the first in my family to do so.

My fascination with medicine begins with the wonder of science, and how it can be applied to help both mental and physical wellbeing. Through the NHS, everyone in society has access to free quality health care; I want to be part of this amazing organisation so I have the opportunity to improve the wellbeing of people from all walks of life.

The study of how our bodies work, and how that affects our health, interests me. In A-level
biology, I am learning about pathogens and disease and how different types of cells in our
body work together to fight off pathogens. Studying aspects of human biology such as the
immune system and the nervous system has given me an understanding of how vaccines,
antibiotics, and other medicines work. These medicines work alongside and enhance the natural functions of our inner body in order to fight infections and develop immunity. Through medicine, we are taking advantage of the natural functions of our inner body and enhancing it. In A-level mathematics, solving problems through the derivation and application of equations helps develop my logical thinking problem-solving skills, which will be useful in making diagnoses.

During my work experience placement at a rehabilitation service for adults with long-term
mental illness and challenging behaviour, there was a patient who had autism spectrum disorder (ASD) and difficulties in communicating and understanding. The doctor thought creatively about how to communicate with her, showing respect for her autonomy as a patient. There are many different methods to help those on the spectrum deal with their communication and social interactions as well as educational development. Multi-disciplinary teams can assess, care for and support people with ASD, and psychosocial treatments are available if needed. This has taught me that social engagement and the skill of communicating with others can help establish mutual understanding between people. I also attended a community meeting at the rehabilitation service with the patients and occupational therapists. I observed how the occupational therapists strived to meet the needs of the patients, and encouraged them to have the confidence to make choices for themselves. Here, I saw first hand the skills of listening, patience, adaptability and open-mindedness which are vital for a medical professional.

Volunteering at my local primary school, I have practised my communication and interpersonal skills through interacting with young children. As a carer, I looked after children whilst encouraging them to explore and learn new things. A patient and empathetic approach and clear simple language when communicating with them allowed us to understand each other both easily. I feel that this reflects the caring aspects of medicine. Volunteering at a charity shop has helped me develop empathy and patience as well as my time management and communication skills.

In April, during the Medview 2018 programme at KCL, I was particularly interested in the
clinical skills session, where I learnt how to examine an unconscious person using the ABCDE approach. Along with the other participants, I practised relaying information to a medical professional over the phone. Through this, I have realised the importance of teamwork and decision-making skills. I also learnt how to correctly insert a catheter into the bladder of a male patient, recognising that great care is needed when performing clinical procedures like this, especially in terms of sterile conditions and the trust between the patient and doctor.

Studying medicine comes with challenges and difficulties which I am excited to face. My
motivation to positively impact others drives me to a career of life-long learning that is
medicine.

As a child from a mixed background, I was treated at the Emergency Room in Clinca E Lipjanit and QEH in London, where I observed two very different systems in action. The treatment I received at the hands of the NHS, both in terms of basic hygiene and in terms of patient-centred care, was far superior, and brought home to me the unique nature of this fantastic institution. This experience led me to attend lectures at Kings College, where I was able to talk to a doctor who gave me my first insight into the realities of a career in medicine. His explanation of the challenges involved only motivated me further to pursue this career.

The QMUL summer school provided workshops that involved a taste of day to day clinical tasks, such as the systematic A to E assessment. I had the opportunity to examine diseased human organs first hand in the labs which aided my understanding of the complexity of the human body, and taught me the importance of pathologists in understanding diseases. We also explored key issues of medical ethics. Recent cases such as that of Charlie Gard and the sugar tax raise important questions where the core principles play a crucial role in decision-making. In terms of Charlie Gard’s case, the ethics were particularly complex and conflicting, leading to a long public legal battle between the two.

Whilst on the Imperial College work experience programme, I shadowed a PhD student who was part of a team researching Idiopathic Pulmonary Fibrosis. Slicing lungs and observing them under a microscope, I saw first-hand how technology aids the development of medical research. During my work experience at Croydon University Hospital, I learnt the importance of establishing a professional yet empathetic relationship with patients. In the mornings, the multi-disciplinary team meetings made clear the value of communication between different specialist, in order to create an effective plan with the patient at its centre. In theatre, I observed how the WHO checklist promoted a decreased risk of ‘never events’ occurring, further enhancing patient safety. Taking part in ward rounds has reinforced the importance of good bedside manner but also that of autonomy when deciding a treatment for the patient.

Volunteering to mentor year 11s allowed me to develop my listening skills, and helping them to achieve their goals as others have done for me is incredibly rewarding. As a team leader with the National Citizenship Service, my collaboration skills improved through building relationships with new people. As part of my role, it was my responsibility to coordinate activities, enhancing my organisational as well as my leadership skills, in order to raise funds to improve the school’s facilities. Within the short space of a week I led us to exceed our target.

I have taken on the role of President in my sixth form’s student-run Lecture Society, and inspired by medical ethics lectures at UCL, I am giving the first lecture this year on this topic. This has really helped my critical thinking as well as my debating skills. This role has really helped me to develop my confidence in my leadership abilities, and my organisational and interpersonal skills.

In my free time, I enjoy a variety of sports to de-stress – from talking to medical professional throughout my experiences, I know this will be important in coping with the demands of a medical careeer. My role in the school basketball team requires dedication, time management and self-discipline. I also enjoy being creative, and I have taught myself how to knit.

All my experiences have made me determined to pursue a degree and a career in medicine. The continuing drive to learn and improve which I have witnessed in all the medical professionals I have observed has been inspiring, and I know that while the pressure is intense and the challenges tough, being able to improve peoples’ quality of life so directly will be worthwhile.

Growing up in Nigeria, I only realised universal healthcare which is free at the point of need
could exist when I came to the UK. Being a part-time carer for my mother during her lifelong
battle with a degenerative illness brought the inequalities and injustices of this home to me
and, in particular, the vast difference in patient autonomy between the two systems. In many
places, choice is only available to the very wealthy. Together with the dedication of medical
professionals I've witnessed, it is this that has motivated me to pursue medicine as a
vocation.

My interest in medical ethics led me to read 'The immortal life of Henrietta Lacks'. I was
fascinated by the tension between ethics, racial politics and scientific progress: the ethics
of taking the DNA of a poor black woman without her consent, weighed against the significance of these genes as the tool which led to so many medical advances. This interest led to my giving a lecture on medical ethics to my school's lecture society, which resulted in a lively debate. I have now taken up the role of chair to hone my analytical abilities. I had the opportunity to explore the developing world of evidence-based medicine in a 6-week course with UCL postgraduate students, which ended in a group presentation for younger years
on the adverse effect of "study drugs". I gained a wider understanding of the hierarchy used
to validate research, which I applied to my own research on Euthanasia at a UCL summer school, and whilst reading the BMJ's evaluation of the movement towards personalised medicine, such as in immunotherapy.

Attending a KCL Clinical and Academic Research Society lecture, I realised the need for doctors to adapt to the changing scope of medicine. I now place a high value on the importance of self-directed learning to improve competency. I observed the adaptability of medical professionals while volunteering at a local hospital. Prioritising dignity and comfort meant that an x-ray machine was transported to the bedside rather than moving an immobile patient. I sought out opportunities to improve my clinical skills during my 8 months of volunteering, such as assisting with observations, taking blood pressure using quantitative skills whilst observing a patient chart. I was then able to successfully apply these skills during my work experience at Bristol Royal Infirmary. The different methods of record keeping I saw in each institution highlighted the importance of moving towards greater standardisation to improve quality of care.

The importance of a holistic approach to patient care was evident during my placement at
Croydon Hospital. Observing MDT meetings on the trauma and orthopaedics units revealed the doctor as a teacher who aided reflection and that each expert had an invested interest in the optimal welfare of the patient. On several occasions, I observed junior doctors attempt to
draw blood with some difficulty, which really tested their problem-solving skills; when new
techniques proved unsuccessful, they called for help, showing humility but also determination and recognition of their limitations. Engaging with all aspects of university life whilst attending Bristol University medical summer school helped me achieve 'Best' in my subject stream. I was encouraged to develop my interpersonal skills whilst attending other medical summer schools in year 12, and I learnt from medics of the need to actively seek out opportunities to de-stress (swimming weekly has helped with this). As a member of my school council, I have enjoyed being able to solve problems for the wider school community.

Attending KCL Medicine in Action lectures deepened my awareness of the stressful aspects of the profession; however, due to my experiences not only I am confident that I have the
resilience to experience the rewards of a medical career, but I would relish the privilege to
be part of the NHS, an institution which enshrines free universal health care as a fundamental right.

I want a career where I can make a real difference to the lives of many; my school’s motto is “education to change the world for the better,” and I can think of no prouder way of achieving this than working within the NHS, an institution which enshrines healthcare which is free at the point of need as a fundamental right. The chance of fulfilling my scientific curiosity whilst also helping those most in need of care has fuelled my decision to apply to medicine.

Securing work experience at UCL institute of neurology exposed me to the day to day routines of a range of consultants in various subspecialties of neurology and realistic insight into the operation of the department. This highlighted the importance of multi-disciplinary teamwork, professionalism, and compassion. Whilst there, I asked to see a lumbar puncture, demonstrating my scientific literacy through asking questions and furthering my knowledge with the SHO regarding the medical instruments and anaesthetics being used. An unsuccessful attempt taught me that doctors are not infallible, and they can and do make mistakes; in this case, the successful lumbar puncture was only possible with help from the supervising registrar,  proving that medicine is a career of continual self-development and education, with great dependency on teamwork. This mirrors my own experience at a blood taking clinical workshop - only with the guidance of the supervisor and through multiple attempts was I successful. In the Intensive Care unit, I was introduced to a patient with Guillain-Barre Syndrome, a rare disorder that challenged my understanding of the nervous system and autoimmune diseases. I learnt how paralysis can happen due to damaged myelin sheaths affecting neurotransmission - mechanisms behind disease can be complex, but the need to quickly process and retain new information is crucial in the medical world due constant advancements in technology and research. Seeing a consultant examine a vocally impaired patient, I realised that medicine cannot always provide a cure or facilitate an instantaneous recovery.  Recovery can be slow, but I was able to witness small improvements which signified the start of recovery, and made me appreciate all efforts from the healthcare team. This confirmed for me that, despite its challenges, the rewards of a medical career make it worthwhile.

I arranged 6 months volunteering at a primary school, taking up an assistant teaching role where I exhibited my leadership, decision making and communications skills. I was required to adapt methods and materials to each individual pupil; doctors need to also adapt to each patient and treat them as individuals, especially when it comes to diagnosis and treatment. Working with children demanded patience, empathy and trust, skills in which are imperative to a doctor as they ensures a good patient doctor relationship. Recently I have started volunteering on a gastroenterology ward at my local hospital which has underlined the importance of all the staff, from administration to meal time nurses, all of whom are vital in the functioning of the ward. It also presents me with all the issues regarding the NHS such as shortage of beds and understaffing.

To further my understanding of science beyond the syllabus and medicine as a career, I regularly attend lectures and masterclasses at universities, such as a recent KCL lecture on the different specialities within medicine and a Cambridge masterclass on the effect of hormones in male and female reproduction. Liaising with an academic researcher from UCL taught me how embryonic stem cells can differentiate into motor neurons to cure neurological diseases like spinal muscle atrophy.

Free healthcare is a human right, and it is this key principle that drives my desire to be a doctor. Medicine is a career that sustains and nurtures life itself, and one which offers continual opportunities for development – I cannot imagine anything more satisfying.

As a child my younger brother had continual episodes of unexplained illness. During hospital visits I experienced a variety of professionals working to reach a diagnosis; this gave me an insight into the breadth of specialties that a career in medicine might offer. Seeing doctors draw upon a vast base of knowledge and scientific evidence, whilst also approaching patients in a holistic fashion, fuelled my desire to study medicine.

My A levels have helped to equip me with key skills required in a doctor. Maths has developed my lateral thinking and problem-solving abilities. I love history as it helps me systematise and cross reference information effectively, and chemistry and biology have stimulated my interest in the scientific basis of disease, sparking excitement in the discovery of new treatment options. I look forward to combine my solid knowledge of the sciences and ability to approach questions logically to help me succeed as a medical student. Participating in a NASA biomedical course, I learnt more about human physiology. In teams we devised a biological experiment, and my team reached the finals demonstrating successful teamwork. The Extended Project and UCL Medicine and Society course made me appreciate the importance of clarity in written work. My essay for the UCL course won the Best Essay prize, and prompted a discussion into the ethics of medical intervention.

Volunteering at Queen Elizabeth's hospital since 2012 has offered me an insight into the complex journeys of patients, and how the workings of a multidisciplinary team ensure cohesion in patient care. I have also observed professional practice that I would like to emulate - those of teamwork, effective communication and empathy. I am also now aware of MRSA and infection control measures at the hospital. In A+E and ICU I became conscious of the quick decisions needed while maintaining professionalism. Working with a Consultant Cardiologist left me fascinated by the role that technology - such as angiograms, angioplasty, ablation therapy and echocardiograms - now plays in diagnostics and therapeutics.

I also carried out a placement at the NHNN, where I was intrigued by interesting cases of cluster headaches, and learnt general staples in patient care such as the Glasgow Coma Score and Waterlow Score. I furthered my cultural awareness by shadowing a Registrar in a hospital in Egypt, allowing me to reflect upon the key differences between their health system and the NHS. During my internship with EY, I learnt more about key features of the NHS such as audits and cost targets to maximise service. During the intensive three weeks I enhanced my presenting and networking skills, accountability, and professionalism. I particularly enjoyed the leadership opportunities when in charge of team activities.

I am enthusiastic about contributing to the growth and development of others. Volunteering at a local youth group, I have had to establish myself quickly as a trustworthy figure and a role model. I've also mentored students in a range of subjects, demonstrating and developing responsibility, time management and patience in the process. My leadership skills, integrity and accountability have grown through regular liaison with governors and the Heads of the school as part of the Student Voice team. I actively seek to improve my communication skills and was proud to reach regional finals of the Speak Up Speak Out competition. In addition I am a regular contributor to my school's science paper Alchemy, presenting complex ideas to a non-specialist audience.

In my spare time I enjoy a variety of activities. I regularly cycle which helps me make smart decisions quickly to stay safe. I also recently completed the Race for Life, overcoming exhaustion through the connection with the other participants running for one great purpose. I am dedicated, enthusiastic and committed to developing a lifelong career in medicine and am excited to embark on this journey.

As a young child in Syria, I used to visit my aunt's dental clinic, where I was fascinated by the intricate work that she did and the delicate equipment used to execute complex tasks; I found myself asking more and more questions about the processes, and it soon became clear that dentistry was my future.

My curiosity grew as I was able to undertake work experience at a Kidbrooke NHS Practice. The work there included routine checkups and filling procedures and after closely observing the behaviour of the dentist, I discovered how focused and attentive to small details he was. I learnt about the importance of collaboration between the dentist and other team members, as well as the importance of excellent interaction with patients which is key to building relationships that can deliver the optimal treatment and ensure patient satisfaction. My experience at an implant specialist surgery where I witnessed procedures such as the attachment of a crown to an implant in a decayed tooth also helped me to see that patience and the ability to work carefully under pressure for long periods of time were key for successful operations. The work was extremely challenging and showed me the variety of procedures that dentists perform, as well as the vast knowledge that they possess.

My interest persisted through my A-level choices; I relish studying chemistry, particularly aspects of organic chemistry such as optical isomerism, which contributes in drug synthesis. This is key to dentistry, as being a dentist requires frequent prescription of a variety of drugs and therefore knowledge of their properties and suitability. Chemistry also teaches me the importance of rigorous and meticulous laboratory methods as well as how to spot patterns in data and analyse them, as does biology, where I have enjoyed learning about the nerves' main arteries, such as inferior alveolar, and how they conduct impulse to supply sensation to the lower teeth through sensory branches. Maths has helped me to develop strong problem-solving skills, and the ability to examine and analyse complex data. I'm particularly interested in how modern technology gives rise to new dental procedures, such as tooth implants and laser whitening.

I think I have an unusually international outlook for someone of my age. At school in Syria, I captained our maths team that won the gold medal in the 'NSA' Olympiad in Aleppo; I was also in the Scouts there, and have a good understanding of the importance of civil society during the time when there was an unstable civil environment. As a caring individual, who is keen to give back to the community, I found volunteering to help blind people use braille keyboards and contributing in the 'Ihsan' charity in their work for the deaf incredibly rewarding. I also lived in Rome for three years between 2004 and 2007, where I played nationally competitive basketball. Competing at this level meant I learned about resilience, commitment and the need to be able to keep calm under pressure - this set of skills which made me a great team member are clearly vital in the dental field. I speak relatively good French and completely fluent Arabic because I've moved around a lot, this helped me develop social skills as I learnt to get along with people from different cultures and interact with them effectively. One of the things I'm looking forward to as a professional dentist is the diverse backgrounds of people involved, and communicating with them in a respectful manner is crucial.

What's happened to my family because of the Syrian conflict has also made me aware of the value of education: I'm excited about the challenges that university will offer.

Science has long been a pivotal discipline in my life, but it was only after my clinical experience at Belmont Dental Care and UCL Hospital that it became clear - dentistry was my vocation. I was impressed by the well-balanced integration of patient interaction, teamwork and science to enhance treatment, and convinced that a career where I could use my love of science in a hands-on way to help people and communities was the one for me. Becoming involved with patient interaction gave me a very realistic insight into the profession, as it forms an integral part of the field. Direct communication accelerates the process of identifying symptoms and progressing towards correct treatment. It gave me the chance to understand the importance of empathy when dealing with patients who were to undergo orthodontic treatment. I saw first hand the importance of calming fears and putting patients at ease, in order to create trust - an essential aspect of the career.

My experiences have also enlightened me as to the practical skills involved in dentistry. At UCLH I was introduced to a workshop involving a simulated patient - this activity allowed me to exercise manual dexterity and familiarise myself with basic instruments, like the periodontal probe and the explorer. I was also fortunate enough to observe an array of treatments - from orthodontics to extractions and root canal procedures - all of which I observed being skilfully done. Witnessing surgery was fascinating as it demonstrated how simple treatments can relieve a patient from trauma and prevent further disease. Furthermore, during my time at UCL's maxillofacial department, I observed a tracheotomy taking place. This procedure gave me an insight into a further, crucial aspect of dentistry - the element of teamwork. Dentists are surrounded by a range of specialists, such as hygienists, technicians, anaesthetists, and dental nurses. This exposes the diverse and collaborative nature of the profession and uncovers a network of specialisms available to ensure the best treatment is provided.

In the current climate, we are facing a shortage of UK dentists - this position is only going to be exacerbated by the growing population. Since the establishment of the NHS in 1948, life expectancy has increased 16.04% and the 'baby boom' following WW2 means more and more people are living longer and longer. The implications of this for the numbers who will require dental care in the future are obvious. I would love to be part of a new generation of dentists providing more and better care for the whole population. Outside of academia, I recognise the importance of maintaining a healthy balance. I captain my football team and have won many awards for athletics, showing my leadership skills and my competitive nature as well as my ability to work as part of a team. As well as working twenty-hours a week in retail, I think it is important to give back to the community, so I fundraise for the NSPCC and have collected donations for the recent humanitarian crisis in Gaza. Also, I dedicate time to looking after my grandfather who suffers from dementia, this duty of care has taught me a lot about perspective; being able to see the struggles of others allows me to be more sensitive and sympathetic.

I am confident my subjects have equipped me to succeed within the field of dentistry. Geography and history have helped me become a critical thinker; analytical, evaluative and a sound decision maker through the use of evidence; skills necessary for dealing with patients. Biology and chemistry have helped me to work systematically with observation and experiment, as well as sparking my interest in anatomy, physiology and pharmacology - disciplines key in understanding and treating oral conditions. Dentistry is a challenge, I know, but one that I am ready for and one that excites me. I am eagerly looking forward to the opportunities that a degree and career in dentistry will open up to me.

My fascination with medicine, and emergency medicine in particular, stems from my membership of St John Ambulance, which I joined when I was eleven. I regularly provide first aid cover at public events ranging from Lewisham Peoples' Day to the Live 8 concert. Working with doctors, nurses, paramedics, physiotherapists and occupational therapists has given me the chance to see how these roles interconnect.

My first aid training has included advanced elements such as defibrillation and medical gases - training in the administration of oxygen and entonox has given me a small insight into what it is like to make clinical decisions. Finding myself in physically and emotionally demanding situations has provided me with some understanding of the stresses and rigours involved in a medical career. However, St John has not all been about first aid. I now hold the highest rank of Leading Cadet, and was chosen by London District HQ to be the treatment centre manager for the largest centre along the 2009 Marathon route. This involved delegating tasks to 60 people throughout the day and liaising with the event organisers, the police and the London Ambulance Service. My divisional role is to assist in the efficient running of the unit and to provide pastoral support to the cadets. I now teach first aid to cadets in the division which has boosted my confidence significantly and shown me that I can explain difficult ideas.

My voluntary work in a nursing home on Saturday mornings has given me a completely different view of health care from my St John work as it involves long term, rather than immediate care. I enjoy talking to the residents about their lives and their experiences of care, and have learnt a lot from them. During my work experience at Queen Elizabeth Hospital, a week in the Medical Records Department taught me to appreciate the importance of the administrative staff in the NHS. My second week was in radiology - highlighting for me the benefits of technological advances in medicine. Sitting in on baby clinics and doctors' and nurses' surgeries at a large and busy GP practice this summer, it was very interesting to observe the wide variety of facilities available and the benefits to patients. Last summer I volunteered as a buddy on a youth multi-activity course with the Back-Up Trust (a spinal injury charity) in the Lake District, which gave me a valuable insight into what it is like to live with a disability - I was highly impressed at how seamlessly the participants incorporated it into their lives.

On the Dick Whittington Summer School at UCL, I had the chance to learn more about the reality of a medical career by talking to doctors about their day-to-day activities. Interviewing a patient with sickle-cell anaemia, I gained an insight into living with a chronic condition. Clinical skills sessions were highly enjoyable, and at the end of the week I was given the award for best clinical skills. During the Cambridge University Shadowing Scheme, I had the opportunity to find out more about the pressures of being a medical student. I also spent a day at Aston University on a microbiology course where I learnt how to perform simple DNA extraction and how to separate the DNA using electrophoresis. This helped me to develop my practical scientific skills, which have been very useful in my A-level courses. As a subscriber to the student BMJ, I enjoy reading about current medical issues. I recently read an article about presumed consent for organ donation - a topic which has been much in the news recently - and I am interested in the ethics surrounding issues like this one.

I take a very active part in the wider life of the school through my work as an anti-bullying, reading and peer mentor. My favourite pastimes, music and sport, are very important to me, and I intend to continue to pursue these interests throughout my time at university. I am looking forward the challenges and rewards of a medical career.