

How to Apply – in 10 Steps

- All you need to apply to the UK, US or Canada is in this booklet.
- **Tick** off actions as you do them.
- Bring this booklet to **every** meeting with me.
- Be as **independent** as possible: this gives you all the information you need.
- I expect you to **use this document at every part of the process.**
- Page 8 tells you **what to do and bring to each of the 5 meetings.**
- Page 10 gives you an idea of **where most of our students** apply.
- **Your parents and you need to read and sign the promises** on pages 13-15.
- Use the **checklists** on **pages 16 to 20** to check, check and check again your PS and details prior to every meeting.

Read and action the following steps exactly. Tick each sentence to show when you have done it. Any missing ticks mean delaying your application.

STEP	ACTION	DUE DATE	WHO	HOW TO DO	DONE	OUTCOME
RESEARCH – 2 HOURS						
1	Find the 5 universities in the US or UK courses that most interest you (or Canada). See the list below for popular Florimont choices – in “Notes”.	March 30th	Student.	Go to http://search.ucas.com/subject the UK, then check the rankings using the Times University Guide . Buy the Fiske’s Guide for the US from Amazon. (COPIES WILL BE IN LIBRARY TOO)	<input type="checkbox"/> <input type="checkbox"/>	2 SIDES OF NOTES – PAPER.

ADMINISTRATION – HOW TO MEET WITH ME – 1 HOUR

2	Gather your reports from 3ème (US Grade 9), 2nde (US Grade 10) and 1ère (US Grade 11). Where are your strongest marks? What is your position in the class, roughly? Highlight your strongest subjects and best comments.	February 28 th .	Student.	If you have lost any of your reports, ask at Réception for a copy.	<input type="checkbox"/>	REPORTS IN ORDER IN MY CASIER.
3	Create your transcript ¹ . Complete the “ questionnaire ” Google Form. Transcript "Modeles"	Your 1 st meeting with me. February-March. March 30th at latest.	Student.	Click on this link: Checklist and fill out the form accurately.	<input type="checkbox"/>	

FIND A FOCUS & GO DEEPER – 1 HOUR

¹ Click on « Transcript Modeles » above, **download** the appropriate spreadsheet, **save** it into your Google Drive folder as a **Google Sheet (no other format)** then **fill in the marks accurately**. Subjects must be in **same order** as bulletins ; **coefficients correct ; all info at top correct** (number of students, date of birth etc). **DO NOT change the formatting**. Name the document « **SURNAME – transcript** ». I will ignore any transcripts sent separately from your GD folder.

4	<p>When you have chosen your 5 UK universities, choose your dream course, copy and paste the headings from the subject guide and brainstorm how you would demonstrate experience, interest or understanding for the most important 2 or 3 skills or knowledge headings.</p>	<p>Your 1st meeting with me. February-March. March 30th at latest.</p>	<p>Student and family, friends, coaches etc.</p>	<p>Go to the 1ère Pack Google Drive folder - https://drive.google.com/open?id=0B4mQJCx6ZZBGfmxWeDEyS3NtTjJLc0lfWHVOS2NJXzNDZ1NUX3p5Qm5DeU5KNTg5bDdMU2s - and in “Subject Information”, find the courses and universities which interest you most. You will base your PS on <u>the course you would love to attend</u>. LEAVE THESE HEADINGS AT THE TOP OF ALL 3 VERSIONS OF YOUR PERSONAL STATEMENT!</p>	<input type="checkbox"/> <input type="checkbox"/>	
6	<p>If applying to the UK, watch the LSE personal statement webinar and take notes on the key points. <i>It does not matter</i></p>	<p>1st meeting with counselor. February-March. March 30th</p>	<p>Student.</p>	<p>See https://vts.inxpo.com/scripts/Server.nxp?LASCmd=AI:1;F:US!100&PreviousLoginCount=NULL&ForceProfileToBeFilledOut=0&Di</p>	<input type="checkbox"/>	

	<i>if you are not planning to apply to LSE.</i>	at latest.		splayItem=NULL&ShowKey=35473&ShowFrameFormatOverride=NULL&RandomValue=1485192426472		
WRITING & ADMIN						
7	Write 600 words on why you are planning to apply to the universities and courses you most wish to attend, with detailed reference to location, course content, your suitability, your grades and how realistic the choices are. Put this in the Google Drive folder.	2nd meeting with counselor April-May and <u>May 30th at latest.</u>	Student.	E.g. “I have looked at 10 universities offering Business, all in the south or London area (this is v important to me because...). The one that stood out more than any other was Royal Holloway, because firstly....secondly...and finally...The course really appeals to me because....My second choice would be....The module about econometrics offered in the 2 nd year looks particularly interesting to me: we hav already looked at statistics in my Econ option, and....I am likely to	<input type="checkbox"/>	600 word research piece – Google Doc.

				achieve a 4.75 in the matu and the course page states that a 4.5 is usually enough – or 30 IB points...This would be my dream choice, but another one would be...		
8	Produce a first version (3 versions maximum) of your personal statement or Common App essay – put in your Google Drive folder. NO emailed versions. <u>Must be pre-checked by another person using the checklist.*</u>	2 nd meeting with counselor April-May and May 30th at latest.	Student.		<input type="checkbox"/>	Essay or personal statement – version 1. <u>Must be brought with the completed checklist if UK – see “Personal Statement Checklist”.</u>
9	Once UCAS and Common App have opened in May, create an account and complete all details: select IB or French Bac or Matu (in	<u>May - May 30th at latest.</u>	Student.	For the US – consult https://www.commonapp.org/ready - many useful docs to guide you. <i>Check this before asking me</i> For the UK – consult https://www.ucas.com/uca	<input type="checkbox"/> <input type="checkbox"/>	UCAS or Common App form completed with all details.

	qualifications) and then add modules for each subject. July of 1ère for épreuves anticipés, July of Terminale for subjects you still need to take.			s/undergraduate/apply-and-track/filling-your-ucas-undergraduate-application . There are videos which address every part of the form-filling process. USE THEM!		
TREAT YOUR 2 TEACHERS NICELY AND HELP THEM DO A GOOD JOB FOR YOU						
10	Talk to your 2 key teachers and complete the subject-specific Google forms together: your teachers will ask you questions: together, think of 2 specific projects or pieces of work which most demonstrate your suitability for the course you want.	During April and May - May 30th at latest!	Student and the 2 key Florimont teachers.	Make an appointment with the 2 key teachers and brainstorm answers together to the questions they ask you. (This is to help them write high quality comments which I use to write your reference).	<input type="checkbox"/> <input type="checkbox"/>	

YOU HAVE THE RIGHT TO 5 MEETINGS WITH THE UNIVERSITY COUNSELLOR – IF YOU TURN UP WITHOUT THE BELOW REQUIREMENTS, YOU WASTED ONE OF YOUR OPPORTUNITIES!

MEETING	FOCUS	WHEN?
1	STUDENT BRINGS ALL DOCUMENTS AND WE CHECK THESE TOGETHER. STUDENT INDICATES POSSIBLE SUBJECT CHOICE – COUNSELLOR INDICATES WHICH EXAMPLE PS TO READ.	FEBRUARY-MARCH
2	STUDENT BRINGS PS v.1, COMPLETED PS CHECKLIST & 600 WORD ESSAY . WE CHECK UNIVERSITY CHOICES IN LINE WITH PREDICTED GRADES .	APRIL-MAY
3	EARLY ENTRY STUDENTS BRING PS VERSIONS 2 & 3 TO 2 AFTER-SCHOOL MEETINGS IN THE 2 ND & 4 TH WEEK OF SEPTEMBER – PLUS ALL UCAS DETAILS FILLED OUT. REGULAR ENTRY STUDENTS BRING PS VERSION 2 FOR CHECKING. PLUS ALL UCAS DETAILS FILLED OUT.	EARLY ENTRY – SEPTEMBER. REGULAR ENTRY – SEPTEMBER-OCTOBER.
4	STUDENT BRINGS PS FINAL VERSION FOR CHECKING.	OCTOBER-NOVEMBER.

NB If you decide at any point not to apply you must inform the University Counsellor in writing with your parents in email.

Popular choices:

- **Economics** (& Finance or Accountancy) – LSE, Warwick, Kings, City, UCL (top grades only), Exeter (slightly lower).
- **Politics, Economics, Politics & International Relations** (maybe with History): Warwick, Bath, Bristol, Kings, Surrey (backup for top students, reach choice for others), Sussex, Durham, Manchester (typically a back-up), Exeter.
- **Sports Management:** Bournemouth, Chester, Loughborough, Kent, Derby.
- **Medicine:** Leicester, St George's, Kings, Queen Mary.
- **Law:** Coventry, Chester, Brighton, Bournemouth (all 24-30 IB points), Oxford Brookes, Kent, Royal Holloway.
- **Engineering:** Bath, Manchester, UCL, Imperial, Cambridge, Southampton, Birmingham, Bristol, Aston.
- **Business Management:** Warwick, Queen Mary, Royal Holloway, Kings, Brunel, Goldsmiths, Kent, Sussex, Southampton, Durham, Bristol.
- If you HAVE to be in **London** and don't care too much where: Westminster, London Metropolitan, Greenwich
- **(Robotics &) Computing:** Plymouth, Warwick, Leeds, Bristol (West of England), Kings, Warwick, UCL, Exeter, Imperial.
- **Liberal Arts:** Exeter, Royal Holloway, Kent, Surrey, UCL.
- **Physics:** Exeter, Cardiff, Sussex, Portsmouth, Southampton.

REQUIREMENTS FOR MEETING 1 (FEB-MARCH) – REPORTS, TRANSCRIPT AND ONE GOOGLE DOC FILE INCORPORATING ITEMS 3 AND 4.	CHECK – DONE?
1. Put your 3ème, 2nde and 1ère reports in order in my casier. Must be stapled together and have key comments highlighted	<input type="checkbox"/>
2. Must have created transcript and put this in a Google Drive folder.	<input type="checkbox"/>
3. Must have watched the LSE personal statement webinar and taken notes.	<input type="checkbox"/>
4. Must have researched university choices and have a list of 5 to 8 possible choices.	<input type="checkbox"/>
5. Must have completed the Questionnaire (Google Form) in detail.	<input type="checkbox"/>
REQUIREMENT FOR MEETING 2 (APRIL-MAY) – ESSAY AND PS V.1 PUT IN A GOOGLE DOC FILE, EACH WITH A WORD COUNT.	
Put your 600 word essay and 1st version of personal statement in your Google Drive folder and book an appointment on the planning form to the right of the door of the “Orientation” office.	<input type="checkbox"/>

HOW TO WRITE A PERSONAL STATEMENT FOR THE UK

1. Ask yourself and your parents: “ if you knew back when I was 5 years old that 12 years later I would be applying for (say) Economics, why would that make sense?” Or – “ What little stories would you tell about me or I can I tell about myself from the past that show that one day it would be my destiny to study (insert subject name here)?”	<input type="checkbox"/>
2. Spend some time having that conversation and write down everything they say.	<input type="checkbox"/>
3. Imagine how you would complete the following sentence starters- DISCUSS WITH FAMILY, FRIENDS AND TEACHERS.	<input type="checkbox"/>
4. “ <i>I would like to study X because not only do I love....but also because....</i> ” – 2 OR 3 REASONS.	<input type="checkbox"/>
5. “ <i>Three experiences in my life led me to the point I am at today where I have made the choice to study X: firstly, at the age of (number) I.....secondly, in (year), I was able to attend such and such an event which involved....(a, b and c) and from this I learned that.....Thirdly, studying x and y at school has added to my interest because....</i>	<input type="checkbox"/>
6. “ <i>By doing my Extended Essay, which took x hours and involved a, b and c, I developed skills of....and realized for the first time x & y.</i> ” (Or TPE or Travail de Maturité).	<input type="checkbox"/>
7. Now write your first version – ensure you include	<input type="checkbox"/>
8. at least 5 subject-specific, technical words	<input type="checkbox"/>
9. 5 specific words used in the course description (e.g. qualitative v quantitative research; problem-solving skills et al)	<input type="checkbox"/>

THE PROMISES YOU AND YOUR PARENTS MAKE

To avoid unnecessary stress and tears on all sides...
 As **parents**, we promise...

1. To put this planner in a prominent place in the house and encourage our child to tick off each action point as it is completed.	<input type="checkbox"/>
2. To ensure all the administrative procedures outlined in “quick and easy guide” are efficiently and quickly completed by the indicated deadlines .	<input type="checkbox"/>
3. To encourage our child to take responsibility for his or her own application.	<input type="checkbox"/>
4. To respect the expertise of the trained florimont counsellor and encourage our child to ignore most of what he or she comes across on the internet.	<input type="checkbox"/>
5. To respect the policy of the school: 2 missed deadlines without good reason means application quality will be compromised.	<input type="checkbox"/>
6. To encourage our child to check carefully whether targets have been implemented - before meeting the counsellor – using the checklist provided in “personal statement” folder of the “1ère pack” google drive folder.	<input type="checkbox"/>
7. To respect the confidentiality of the application process: predicted grades are generally not shared with students.	<input type="checkbox"/>

SIGNATURE: _____

As a student , I promise...	
1. To put this planner in a prominent place in the house and to tick off each action point as it is completed.	<input type="checkbox"/>
2. To ensure all the administrative procedures outlined in “quick and easy guide” are efficiently and quickly completed by the indicated deadlines.	<input type="checkbox"/>
3. To take responsibility for my application.	<input type="checkbox"/>
4. To respect the expertise of the trained Florimont counsellor and not spend time pointlessly surfing the internet or implementing poor advice from untrained or ignorant counsellors.	<input type="checkbox"/>
5. To attend 2 or 3 September application sessions after school if i am applying “early entry” (15th October) for us or uk.	<input type="checkbox"/>
6. To attend the May and early October personal statement workshops (regular entry, regular decision).	<input type="checkbox"/>
7. Not to complain when an email goes home if and when I miss a deadline.	<input type="checkbox"/>
8. To respect the policy of the school: 2 missed deadlines without good reason means my application will be delayed, given lower priority and quality compromised.	<input type="checkbox"/>
9. To only follow Florimont targets on my personal statement and to leave these on (not mark as “resolved”) between each of the 3 versions.	<input type="checkbox"/>
10. To use the UCAS or Common App videos easily available via Youtube if i have questions about how to complete the online application forms.	<input type="checkbox"/>
11. If I am applying to Canada , to read the instructions for each university about how to create an account, and ensure I have my computer with me open at any application page prior to having a meeting with the counsellor.	<input type="checkbox"/>

SIGNATURE: _____

USEFUL RESOURCES

1. CONCERNING GOOGLE DRIVE – CREATING FOLDERS ETC - https://support.google.com/drive/answer/2375091?co=GENIE.Platform%3DDesktop&hl=en .	<input type="checkbox"/>
2. AN OVERVIEW OF THE UCAS APPLICATION PROCESS - https://www.ucas.com/ucas/undergraduate/ucas-undergraduate-getting-started .	<input type="checkbox"/>
3. MANY MORE SUPPORT VIDEOS FOR UCAS - https://www.ucas.com/connect/videos/ucas	<input type="checkbox"/>

UCAS DETAILS CHECKLIST

Before you ask me to send your application, you must double-check the following. Don't expect me to respond to requests for help until you have completed these details correctly.

	FEATURE TO CHECK	EXAMPLE	CHECKED!
	Capitals for 1st main words in address and commas between the different elements of the address?	E.g 34 Avenue de Champel, Geneva, 1206 Switzerland	<input type="checkbox"/>

	French words changed to English?	E.g. “Geneva”, not “Genève”	<input type="checkbox"/>
	Date of 1st entry to UK	20 th August of entry year.	<input type="checkbox"/>
	Fee Code	02 if you have been living in CH or EU last 3 years.	<input type="checkbox"/>
	Nominated access	Duncan Lally, University Counsellor	<input type="checkbox"/>
	Subjects (in “Education”) with capitals for first letter?	e.g. “History-Geography” not “history-geography”	<input type="checkbox"/>
	All university choices entered?	You need to know which unis and courses you are applying for!	<input type="checkbox"/>
	All subjects being done in French Bac, Swiss Matu or IB entered, with correct date and result (for epreuves anticipés)?	I cannot enter predictions unless you do this!	<input type="checkbox"/>

Personal Statement Checklist

Ensure that your personal statement meets all of the following criteria **before you seek feedback**. If you fall into these traps, our time will be less productive – and you will have wasted a valuable opportunity for feedback.

Criteria	Descriptor	VERSION 1	VERSION 2	VERSION 3
1.	The statement is 4000 characters (with spaces) and 47 lines or less.			
2.	You have included the phrases “From this, I learned...” or “I realized that not only...but also...” AT LEAST 3 TIMES.			
3.	You have included at least 5 subject-specific or otherwise very technical terms – e.g. from Economics, from Management theory, from linguistics, from Maths.			
4.	You have copied and pasted the subject description and left the key headings at the top of the Google Doc PS BETWEEN EACH VERSION.			
5.	You have left the Counsellor’s comments on the document and NOT marked them as resolved.			
6.	The opening paragraph does not contain an unoriginal quote. (e.g. Churchill, Shakespeare etc.)			
7.	The opening paragraph is original and clearly demonstrates why you wish to study that particular			

	subject.			
8.	The opening paragraph does not contain references to family members.			
9.	The statement does not make excessive use of the word 'I'			
10.	The statement does not tell the reader what they can read in another part of the application (e.g. what subjects you are studying)			
11.	The statement does contain hyperbole (e.g. I am so passionate about literature)			
12.	FOR EACH OF THE 3 KEY EXPERIENCES you follow up with "By doing this, I learned that...and developed skills of..."			
13.	The statement is at least 90% about the subject for which you are applying – HIGHLIGHT THE 2 SECTIONS ELECTRONICALLY TO SHOW THIS.			
14.	The statement has a theme that links the paragraphs together. Be clear in your head what this theme is.			
15.	The statement makes a link between the academic area of interest and the extra-curricular activities. (content and/or skills)			
16.	The statement demonstrates that you have pursued your academic area of interest beyond the classroom. E.g. "When I attended the linguistics seminar, I was surprised to find that..."			

17.	The statement does not simply 'name drop' books, journals or societies – “By reading this, I learned that...I realized that...”			
18.	The statement contains evidence of critical thought. (State your opinion on an issue, challenge the views of others in your field etc.)			
19.	The paragraphs that comprise the statement are linked and the ideas flow smoothly from one to the next.			
20.	The statement does not attempt to tackle an excessive number of issues. (This will make it impossible to be critical)			
21.	The statement is your own work.			
22.	The statement 'shows' the reader that you are academically able and interested in your subject without having to resort to 'telling' them (The latter is extremely tedious and dull for the reader).			