

Successful application to University of Chicago

M.S.



Planned Major

English Language and Literature

Admission

Early Decision

5

Honors & Awards

10

Extracurriculars



SAT:

- Reading & Writing (750)
- Math (770)
- Essay (15)

SAT Subject Tests:

- Math Level 2 (740)
- Physics (700)
- French Reading (750)
- Literature (650)

AP:

- Physics 1 (5)
- French Language (5)
- Spanish Language (5)
- English Language & Composition (5)

★ Honors & Awards



Contemporary History
Attainment Award (highest-
achieving student, A*)

International

Geography Competition - High
Distinction (Top 10%)

National

Academic Excellence Award across
all subjects (Top 2%) (Year 9, 11)

School

Prize for Modern History (highest-
ranked student)

School

Prize for English (highest- ranked
student)

School

Academic Tutoring Program, Founder

Community Service (Volunteer)

2.5 hr/wk

Applied strong english skills in simplifying complex concepts & engaging disadvantaged boys aged 12-16 in school work; promoted program in school community

School Debating Team, Captain

Debate/Speech

6 hr/wk

Organized & coordinated 20+ teams; mentored & coached ~30 younger debaters; led 1st team to a highly successful season; awarded with school prize

Diploma of Communications, National Speech Communication Association

Debate/Speech

1.5 hr/wk

Wrote & delivered speeches & poetry, led discussions on wide range of contemporary issues, learned & implemented speaking & breathing techniques

School Prefect (Pastoral)

Community Service (Volunteer)

1 hr/wk

Formed a senior student liaison w/ counseling team for promotion of mental health education and recruitment of future prefects, consolidated seminars

Engineering Intern

Computer/Technology

40 hr/wk

Learned CAD modelling and design skills in SolidWorks, sat in on R&D meetings, assisted in product testing of the wavelength selective switches (WSS)

School Band Pipes & Drums, Sargent

Music: Instrumental

2 hr/wk

In charge of teaching and org. of 100+ snare drummers, performed in 5 parades, including one with over 100,000+ live audience

Rugby, School Team, Outside Centre

Athletics: JV/Varsity

4 hr/wk

Attended training with a team of 20 twice a week; demonstrated teamwork during training and games, learned resilience and respect

Basketball, School Team, Vice Captain & Point Guard

Athletics: JV/Varsity

4 hr/wk

Attended training with a team of 20 twice a week; demonstrated teamwork during training and games, learned resilience and respect

Summer School at Oxford University

Academic

30 hr/wk

Sat in lectures taught by Oxford prof. on contemporary history & poli. sci. and worked on proj. collaboratively w/ students from all over the world

Local Charity

Community Service (Volunteer)

5 hr/wk

Cooked & prepared barbeque lunch for 600 students, collected 100+ pairs of old football boots for the charity, organised a bake sale for participants

**Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others. **

In an effort to entice my year five class into exploring the wonders of basic algebra and long division, my math teacher would often say, “Math is the language of the universe.” Such an appeal to the transcendent nature of math seemed a bit esoteric to me, and wholly too complex for the minds of a class of eleven-year-olds whose cognizance stretched as far as 20 minutes into the future to lunch time. Four years later, as I was about to enter the new accelerated math class, I found out that my old teacher was right—math truly was universal. It was a language for anyone. I had an idea of what accelerated math would look like before it started: covering the coursework at a far quicker pace and completing the highest level of math one year early. As for the class itself, I pictured one filled with hard work, focused students, and of course, no socializing. I was right about the first prediction, at least. Every lesson covered a new, challenging topic, and while the rest

of the year dwelt on these difficulties in class, we had even more work to be done independently at home. The accelerated math class was one of the richest social environments I have ever been in. From the first few lessons, I learned how wrong my assumptions had been. I ended up needing friendship from my classmates: two years later, as we progressed into the 2-unit course, a proper year twelve subject, I struggled. Suddenly the sheen and excitement of being in the fancy new class wore off. Its effacement exposed the difficulties of the work and, even more worryingly, the realization that this course could count towards my final mark. Fortunately, I was able to rely on my classmates to improve. Those who did better than me explained the concepts in ways I could understand, and everyone was willing to help. Our class's group chat typified the friendships and support that allowed me to improve. Pictures of questions—some hastily photographed under the dim glow of a sole desk lamp late at night, others capturing a problem from the board in class that day, written in the distinct spectral blue of a fading whiteboard marker—followed by a rush of ideas for what the solution could be, interjected moments later by yet another question and the occasional joke. It was this constant web of support that enabled me to overcome the difficulties I faced that year. Forged in the fires of complex

numbers, conics, and infinite series, I established some of my closest friendships. If, on the first day, someone had asked me, “What does the stroke of the rowing team, the soccer captain, a debater and a cardist have in common?” I would have been stumped. Yet the same question now immediately prompts me to think about our greatest commonality, the root of our friendship: math. To me, math is more than a class. It is an emotion—the feeling of frustration I get when working on a hard problem, the urge to look at the answers that such a challenge engenders, the deep satisfaction when I finally get it right. It is a place, too: classroom S-408, filled with the familiar sight of the previous lesson still on the board, and the morning light off Sydney harbor pouring through the windows. Most of all, math is a community. One in which we socialize, where the trust and commitment is as valuable a resource as the textbook, and where, of course, we all complain about how hard math is. Above all, I have learned from my math class that a friendship is an opportunity to learn and help. The most challenging class I undertook in school produced my closest friends and my most improved results.