

Psychology is unique as a science because it remains analytical and systematic while leaving room for creativity and originality. I want to study psychology because I am fascinated by both scientific and human inquiry, and this field weaves the two together perfectly. Due to my early interest in psychology, I sought out extracurricular courses pertaining to the topic. I completed classes in English including Cognitive Psychology, Developmental Psychology, and Statistics and Research Methodology at the Milestone Institute, an institute of advanced studies for high schoolers, where I received a Research Fellowship and became a member of the Psychology Society. Some of the most interesting concepts I learned about was that practicing recollection improves information retention better than crude memorisation long-term, as demonstrated by Roediger & Karpicke. I also gained skills in basic statistical calculations, including ANOVA calculations and correlations analysis, and discovered that infants' sensitivity to variances between phonemic structures facilitates early language acquisition. Applying my passion for psychology in the John Locke Essay competition, I conducted a literature review on psychological differences between sexes and genders, which was ultimately shortlisted for the 2020 cycle. One year later, I competed in the TOPSS Essay Competition organized by the American Psychology Association by exploring the topic of resilience. Through reading 'Inventing Ourselves' by Sarah-Jayne Blakemore, I discovered my fascination with child and adolescent psychology. This curiosity led me to volunteer at the Centre of Scientific Wonders assisting a guided exhibition for 6th graders, and to conduct a research project through surveying 136 of my peers, which assessed the rate of anxiety and self-efficacy in high school students using previously validated measures. I discovered that my sample of interest had alarmingly low rates of self-efficacy (detrimental to wellbeing and academic performance) and high rates of anxiety. This project received a special award at the Conference for the National Association for Student Research in Hungary and is currently being considered for an international publication receiving high school students' research. This positive experience and newfound excitement for psychological research segued into a second project: assessing imposter syndrome among high achieving high school students. I discovered that my adolescent sample had disconcerting rates of imposter feelings, higher than a sample of students from one of the top universities in Hungary. I won the First Prize at the National Scientific Essay competition with an essay that disclosed my findings from this research project. My passion for research continued in conducting a sociological qualitative study in collaboration with a group of fellow students, assessing the attitudes of teenagers towards abortion in Hungary. We discovered that the topic is critically under-discussed and largely connected to national identity. Through my research projects, I realised that my enthusiasm for research stems from creating something novel and about a topic that I personally find fascinating and relevant. I have also committed myself to

community engagement, in parallel to my studies. As a Representative for the Senior Year group at Milestone Institute, I organized social events, and launched and mediated a peer-mentoring and community-building initiative. For the last seven years, I have also trained in competitive gymnastics and have won numerous national and world titles – this has helped me strengthen my character, translating into my persistence in academics. I wish to continue to challenge myself through a rigorous program of study in a top university in the UK as I feel intense curiosity and enthusiasm for furthering my knowledge in psychology, and believe I possess the persistence and passion to complete such a program.