

JOURNALISM

The thought of studying literature for three years is simply exhilarating. Although I am, at present, studying certain styles, genres and periods, I find every aspect of literature compelling and I am ardent to delve into new and exciting areas to enrich my knowledge and passion for literature. My current study of Marlowe's 'Doctor Faustus' has encouraged me to examine metaphysical topics to which I was previously oblivious - especially the afterlife, hell and man's true essence. Analysing Marlowe's play has given me an insight into transitional eras and how such a play dramatizes the tension between the Medieval and Renaissance epochs or eras. It has enabled me to locate the play in the social, cultural and historic forces of the time and interpret it accordingly. Furthermore, the controversy that literature, and specifically Elizabethan theatre, had on a deeply religious society and Marlowe's audacity in dramatizing polemical questions surrounding man's sin and the capacity to create his own destiny is enthralling. My main independent reading at present, however, lies in the 19th century novel: Jane Austen's presentation of Regency England and how its hierarchical society was struggling to accommodate a rising middle class is fascinating. In addition how, for a woman in particular, social reputation was paramount whilst an underlying and radical force of love and sexuality simmered, threatening to subvert hierarchy and order.

Studying History at A level has allowed me to comprehend the historical context of literature to a greater degree. Exploring the 1600's and James I's reign encouraged me to study the world of Shakespeare, and I seized the opportunity to perform 'King Lear' in the Shakespeare Schools' Festival playing 'Cordelia' who transcends the traditional female role to uphold truth and loyalty. This exceptionally rewarding experience served to clarify the intricate language and provided me with a deeper understanding of the underlying subtext. The study of the First World War from an American perspective and the study of society and its economy enriched my understanding of 'The Great Gatsby'; I could recognise how the intense prodigality of the age provided a distraction from the consternation of World War I through the new god of consumerism.

Last term I was appointed Head Girl with a combined vote of over 300 people, and I believe that it is my conscientious attitude and allegiance to the school which inspired the support of my peers. This has allowed me to take responsibility for aspects of school life, especially those affecting the students. It has been an honour and a real insight to attend school governor meetings and be able to propose a strong argument for the student cause.

Extra-curricular activities, such as music and the Duke of Edinburgh's Award Scheme have strengthened me by heightening my confidence, my sense of achievement and my ability to be part of a team. Throughout my Music A level, the practical, creative and academic aspects of music have captivated me whilst also achieving Grade 8 on the clarinet and 7 on the bassoon. Furthermore, my appreciation for orchestral music has enabled me to be a member of several orchestras for eight years, providing me with unforgettable opportunities to travel abroad, including Barcelona and Lake Garda. I hope to continue with music in University and hopefully become a member of an orchestra where I can sustain my musical interest. I am also proud to have completed my Bronze and Silver Duke of Edinburgh Awards; I am currently completing my Gold Award and this has been a challenging and rewarding journey of personal discovery.

In February 2012 I will commence work experience with 'Grazia' magazine in London where I will work alongside the editorial department, experiencing the way a fashion magazine company functions. This is a once in a life-time experience and I am confident that editing and journalism are careers I wish to pursue in the future.