Interview Preparation Workshop

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Today’s session

• What are we looking for and why do we interview?
• Practicalities of the Cambridge interview
• Sample questions
• How to prepare
  • Engaging with your subject
  • Resources
  • Oracy
  • Problem solving
  • Critical thinking
  • Refresh your memory
What are we looking for and why do we interview?
What are Oxbridge looking for?

- Academic ability and potential
- Satisfy any subject requirements
- Ability to think independently, critically and analytically
- Genuine subject interest, motivation and enthusiasm
- Good ‘fit’ between applicant and course
- Vocational commitment (where appropriate)

All universities are looking for the brightest and the best students, irrespective of social, religious, school or financial background. So go for it!
What information do we use to assess applications?

No part of an application is considered in isolation – all available information is looked at together before decisions are made. We consider every application individually, taking all aspects into account:

- Academic record
- Personal statement
- Teacher’s reference
- Performance in any admission test/assessment (where required)
- Written work (where required)
- Contextual information and data
- Interview (if interviewed)
Interviews

- First two weeks of December
- Usually interviewed in person, online in 2020 and 2021
- 20–30 minutes
- 2 interviewers
- Cambridge interviews 75–80% of applicants
- Cambridge interviews are normally over just one day
Why do we interview?

Around 80% of students that apply to Cambridge are realistic applicants in terms of having the ability to meet the entry requirements for the course. We need a way to distinguish between them.

- Interviews tell us much more about applicants than the UCAS application, admissions assessments, etc.
- Interviews help us distinguish amongst excellent applicants by assessing your academic qualities – essentially, how do you think?
- To assess the skills and aptitudes essential for successful study in higher education
- Discussion is a key part of our supervision teaching
Practicalities
Practicalities

• Interviews take place in the first 2 weeks of December
• Most applicants will have two interviews in the college they applied to
• Interviews last between 20 to 40 minutes
• Usually there are two interviewers
• You may be given some preparatory material to read/work through before your interview
• Wear whatever you feel comfortable in
Remote interviews

• The principles and aims of interviews remain the same – just with a different format
• Specific instructions will be sent to you by your College
• Information for online interviews can also be found on the university’s website: undergraduate.study.cam.ac.uk/applying/interviews/online-interviews
• We currently plan for our interviews to take place in the weeks beginning 6\textsuperscript{th} and 13\textsuperscript{th} December
• Don’t worry about technology/internet issues on the day
What to expect

• Discussion-based and intellectually challenging
• Conducted by lecturers and predominantly academic and subject-focused
• Model teaching session – like having a mini-supervision
• Discussions might include:....
  • Academic interests or relevant experience mentioned in the personal statements
  • Discussion surrounding subject-related current events
  • Challenging questions related to topics studied in school
  • Exploration of new material you’ve never studied before
  • Discussion of any submitted work
  • A text or problem sheet to discuss and work through
  • ‘Quirky’, open-ended questions designed to test your ability to apply existing knowledge in new ways

• The last piece in the jigsaw rather than the final hurdle
What to expect: Arts, Humanities and Social Sciences

In at least one interview, you can expect to be given a text or resource you’ve never seen before. You will be asked to discuss it with the interviewers. This could be, for example:

- English – a piece of poetry, an extract from a piece of literature
- History – a historical source (primary, secondary, or both)
- Law – a legal opinion, a verdict, a definition, a thought experiment
- Social sciences – some data, an extract from a report, an academic text

These are just some examples. Anything relevant to the field is possible.

You may be given time before the interview to read the text and study it or you may be given it when you come into the interview.
What to expect: Sciences and Maths

In at least one interview, if not both, the interview will be based around some material/s that you will work through with the interviews. These could be, for example:

- A problem sheet with mathematical problems related to your area of science (sketching graphs of relevant functions is common)
- A scientific report or article that you will discuss with the interviewers
- A specimen to discuss
- A diagram or other representation

Like the arts/humanities, you may be given time before the interview to read one/some of the texts and study them, or you may be given them during the interview.

For mathematics, you can expect a series of mathematical problems for both of your interviews. It is common to be given some time to prepare for one interview, but to be given the problem sheet for the other only when you arrive at the interview.
What interviews are NOT

• Full of trick questions with bizarre answers
• A memory or knowledge test
• Questions with immediately obvious answers
• An opportunity for interviewers to trip you up
• A public speaking or debate contest
• A test of how you speak, dress, sit or shake hands
• A cultural or social test of what type of person you are
• Scripted and identical for all applicants
What are interviewers looking for?

They are trying to assess your academic potential. This means they are looking for:

• Clear, flexible and analytical thought
• The ability to assimilate new ideas or apply existing knowledge to challenging new contexts
• Willingness to engage
• Independent mindedness
• Informed enthusiasm for your subject
• Vocational/professional commitment (where relevant)

Above all, they want to know whether you are someone who will thrive in an intellectually demanding course taught in small-group sessions.
Sample questions
Psychology

What is ‘normal’ for humans?
Psychology

What is ‘normal’ for humans?

- Various ways to approach this question
- Distinguish the normal from the statistical average
- Identify issues about judging normality
  - ‘Biological’ factors
  - Cultural and historical perspectives
- The discussion might extend to topics such as the relation between abnormality and eccentricity
Biology

Is it easier for organisms to live in the sea or on land?
Biology

Is it easier for organisms to live in the sea or on land?

• Define ‘easier’
  • Less complexity?
  • Less energy expenditure?
  • Less likely to be eaten?

• Discuss problems living in the sea and on land

• Environmental challenges

• Physical challenges

• Which of the two ecosystems have been more successful? But what do you mean by ‘successful’?
These questions are all effectively asking the same thing...

**Maths**
What was the most beautiful proof in A-Level Mathematics?

**Biological sciences/medicine**
What do you like most about the human body?

**English**
Tell me about your favourite poem

**History**
Which person in the past would you most like to interview, and why?

**Geography**
If I visited your local area, what would I be interested in?

What are they asking you to do?
These questions also have something in common...

**Computer Science**

It is a fact that, apart from the peripherals, the whole of a computer can be created from NAND gates. The Egyptians created NAND gates using marbles rolling down chutes and used them for booby trapping pyramids. Therefore, the Egyptians invented the computer.

**Psychology**

What is ‘normal’ for humans?

**Biology**

Ladybirds are red. So are strawberries. Why?

**Economics**

Why are rich countries rich and poor countries poor?

**History/Politics**

What makes civil wars so different from other wars?

**Law**

Why should justice not be retributive?

How do you think the interviewers want you to respond?
Other questions will ask you to apply your existing knowledge, understanding of a subject or ideas to new and challenging circumstances. They are deliberately designed to be different or slightly ‘odd’, or to have a thought experiment style. For example:

**Psychology**
Is it moral to hook up a psychopath to a reality-stimulating machine so that he can believe he is in the real world and kill as much as he likes?

**Geography**
What do you think would be the major difference on Earth if plate tectonics did not exist?

**Philosophy**
Differentiate between power and authority

**English**
Why might it be useful for an English student to read the Twilight series?

**Physics/Engineering**
Why do aeroplanes tilt to turn corners?

**Music**
Consider Girls Aloud and football anthems with reference to functionality of music

**Law**
If the punishment for parking on double yellow lines were death, and therefore nobody did it, would it be a just and effective law?
The other main type of question you may be asked ‘blind’ (i.e. not related to any preparatory or discussion material) is a technical question closely related to the subject you have applied for. For example:

**Classics**
How many Latin cases are there including the vocative? How many do you think might have been in Proto-Indo-European?

**Maths/Physics/Engineering**
Sketch $y=\cos(x)$ and $y=\cos(2x)$, then shade the area represented by the integral of $\cos(x)$ from $\pi$ to $0$.

**Chemistry**
Draw ethanol and propane. What are their states at room temperature. Why do they differ?

**Theology**
What’s the importance of literacy in the development of religions? Can you give some examples?

These do require some prior knowledge, which you use to work out the problem you have been asked to consider.
Now it’s your turn...

1. **Medicine**
   Should doctors ever have to think about value for money in treatment?

2. **Physics/Engineering**
   Why do aeroplanes tilt to turn corners?

3. **Biology**
   Ladybirds are red. So are strawberries. Why?

4. **Economics**
   Why are rich countries rich and poor countries poor?

5. **English**
   Why might it be useful for an English student to read the Twilight series?

6. **History**
   What can a historian learn from critical assessment of a programme like EastEnders?
Preparing for the interview
Preparing for the interview: **Practice!**

- Familiarises you with the process
- Builds your key skills
- Builds your confidence
Preparing for the interview

- Engaging with your subject
- Critical thinking
- Problem solving
- Oracy
- Refresh your memory

Resources
Preparing for the interview: **Resources**
Preparing for the interview: Resources

Cambridge publishes guidance videos: https://www.undergraduate.study.cam.ac.uk/applying/interviews

Law: https://youtu.be/npEcenV-Y08
Engineering: https://youtu.be/f3IYdO0XYL4
Linguistics: https://youtu.be/27FQwzEUxQM
History and Politics: https://youtu.be/5F08vpo0yDk
Physics: https://youtu.be/gncFmrU5gNw
Preparing for the interview: Resources

Database of first-hand student interview experiences:

- **Medicine**
  - Gonville & Caius (2016)
  - My first interview was the 'medicine' interview. This involved a brief...
  - READ MORE

- **Natural Sciences (Physical)**
  - Clare (2015)
  - In the first interview there was a broad range of questions covering...
  - READ MORE

- **Psychological and Behavioural Sciences**
  - Christ's (2015)
  - The first interview with the OxS; I was very nervous but I also felt quit...
  - READ MORE

- **Linguistics**
  - Jesus (2016)
  - Both interview had a similar format: the first half consisted of questions...
  - READ MORE

- **English**
  - Newnham (2018)
  - One of my interviews was entirely based on a poem which I had 15 mi...
  - READ MORE

- **Maths**
  - Churchill (2018)
  - Both interviews were exclusively maths questions. In the first, I was...
  - READ MORE
Preparing for the interview:

Resources

**Interview Format**
Test taken: English Literature Admissions Test (ELAT)

Number of interviews: 2

Skype interview: no

Time between interviews: 1 hour

Length of first interview: 30-40 minutes; Length of second interview: 30-40 minutes

**What happened in your interview? How did you feel?**
One of my interviews was entirely based on a poem which I had 15 mins to look at before my interview in the library. They first asked what I thought was interesting in the passage. The poem was quite ambiguous in subject matter, so they asked me to pin down what it could be about and I offered a few suggestions. There was a word I was unfamiliar with (so I had made an educated guess on what it meant), which kind of impacted my interpretation of the meaning of the poem, so we spoke about that and then the actual definition of the word! They were very keen to see me shape my answers and consider multiple interpretations. They appreciated me picking out specific words/phrases etc and trying to place the work (e.g. time period).

The other interview also had a text element to it, which I also had 15 mins to look at in the library. This was a longer piece of prose, not a modern text, so required a bit more close reading to consider what it meant. We discussed this briefly; what I thought it meant, what I found interesting, where did I think it was from, etc. Then we moved onto questions about my personal statement and my written
Preparing for the interview: Resources

• Remember this advice isn't official
• There is no guarantee it will reflect your experience because interviews and admission processes can change between years
• Someone else's experience may not reflect your own
Preparing for the interview: 

Resources

Law

Interviewer: Ben McFarlane, Faculty of Law

What does it mean for someone to 'take' another's car?

There is no right answer to this question. For example, can you take a car without driving it, or even without moving it? Our focus is on the candidate's reasoning – how he or she formulates an initial definition, and how he or she then applies and refines that initial definition in response to hypothetical examples provided by the interviewers. One example might be: 'I am walking along the street when it starts to rain. I open the door of an unlocked car and sit there for 15 minutes until the rain passes. Have I 'taken' the car?' The aim of the interview is to give the candidate a chance to show his or her application, reasoning ability, and communication skills.

Interviewer: Liora Lazarus, St Anne's College

• Oxford sample interview questions
• www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/guide/interviews
Preparing for the interview:
Engaging with your subject
Preparing for the interview: Engaging with your subject

Just because you’ve finished your personal statement, doesn’t mean you should stop engaging with your subject!
Preparing for the interview: Engaging with your subject

- University lectures or talks
- Films or documentaries
- Theatre Podcasts or radio shows
- Visits to museums or exhibitions (including digital collections)
- Work experience
- Wider reading
- Practicing key subject-specific skills
- Keeping up to date with current events
Preparing for the interview: Engaging with your subject

- Lucy Cavendish College resources list
- Sidney Sussex College – Beyond the Syllabus
- Discover Downing Resources Finder
- University reading lists
- Ask you subject teachers for recommendations
- #exploreyoursubject hashtag on Twitter
Preparing for the interview:
Engaging with your subject

Wider Reading

• Quality over quantity and depth over breadth: you don’t need to read everything, and you should read what you enjoy!

• You don’t necessarily need to read the whole book – it could just be relevant extracts/chapters

• Not just books! Newspapers, blogs, magazines and academic journals
Preparing for the interview: Engaging with your subject

Current events

- It’s important to engage critically with current events, both to educate yourself and to think about the wider contextual implications for your academic research.

- Sometimes current events can be relevant to particular subjects (e.g., scientific discoveries or law cases) but often major current events will have implications for all areas of academia.

Content Warning: the next section of the presentation will include discussion of the Black Lives Matter movement, Covid-19, climate change and mental health.
Preparing for the interview: Engaging with your subject

How can I link current events to my subject?

- Covid-19
- Olympic Games
- Black Lives Matter
- Climate change
- Mental health
Preparing for the interview: Engaging with your subject

How can I link current events to my subject?

7. Covid-19
8. Olympics
9. Black Lives Matter
10. Mental health
11. Climate change
Preparing for the interview: Engaging with your subject

How can I link current events to my subject?

Event

Black Lives Matter

Subject-level

History/History and Politics
Abolitionism

Linguistics
African American Vernacular English

Resource-level

In Our Time – Frederick Douglass episode
A Very Short Introduction to Abolitionism
African American English: A Linguistic Introduction
Preparation for the interview: Engaging with your subject

How can I link current events to my subject?

**Black Lives Matter**

**Event**
- Black Lives Matter

**Subject-level**
- Medicine
  - Ethics and race in Medicine
- Computer Science
  - Racial bias in algorithms

**Resource-level**
- The Immortal Life of Henrietta Lacks, Rebecca Skloot
- Tuskegee Study of Untreated Syphilis in the African American Male
- Nature article about racial bias in healthcare algorithms
Preparing for the interview: Engaging with your subject

You should be aiming to think critically and carefully about what you have been presented with – try and come up with your own ideas about it.
Preparing for the interview: **Critical Thinking**
Critical thinking is the art of making clear, reasoned judgements based on interpreting, understanding, applying and synthesising evidence gathered from observation, reading and experimentation.” (Burns & Sinfield, 2016)

“Critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do” (Ennis, 1987)
Preparing for the interview: Critical Thinking

Analytical skills

Inductive reasoning

Problem solving

Deductive reasoning

Creativity
Preparing for the interview: **Critical Thinking**

- Analytical skills
- Understanding arguments
- Inductive reasoning
- Applying logic effectively
- Problem solving
- Ability to critique information
- Deductive reasoning
- Evaluating information
- Creativity
- Thinking around problems
- Ability to critique information
Preparing for the interview: Critical Thinking

• Critical thinking lets you assess evidence from a variety of sources and make reasoned conclusions.

• We all need to be critical thinkers to help us navigate our way through an information-rich world.

• Developing critical thinking skills is essential to your success at interview, university and beyond.
Preparing for the interview: **Critical Thinking**

Three steps:
1. Question assumptions
2. Reason through logic
3. Diversify thought
Preparing for the interview: **Critical Thinking**

Diversifying thought: Asking idea-generating questions

- Who?
- What?
- When?
- Where?
- Why?
- How?

These questions would then lead on to other questions, or a wider examination of the subject.
Preparing for the interview: Critical Thinking

Diversifying thought: Brainstorming

• Brainstorming is a way of generating ideas
• It is a good method to try if you are attacking a specific problem, whether alone or as part of a group
• You need to think freely about the subject at hand
• You then work with the ideas
  • Can any be improved?
  • Do they lead you to another idea?
• Once several ideas have been generated, you sift through them to see which work and which don't
Preparing for the interview: **Critical Thinking**

**Diversifying thought: Shifting perspective**

- If you are female, what might a male perspective be? Would it be different? Why?
- If you are looking at a conservative argument, what might a liberal view be?
- If you were examining something scientifically, how would a social scientist approach the situation? What methodology would they use? What theory would they engage with?
- If you are looking at something in detail, try to step back and see it from a broader perspective, and vice versa.
Preparing for the interview: *Critical Thinking*

Three steps:
1. Question assumptions
2. Reason through logic
3. Diversify thought

Your turn…

- Could we end poverty?
- Are humans ruining the earth?
- Is a robot a person?
- Do aliens exist?
- Would it be better if we all spoke the same language?
Preparing for the interview: **Critical Thinking**

Three steps:
1. Question assumptions
2. Reason through logic
3. Diversify thought

Your turn…

1. Could we end poverty?
2. Would it be better if we all spoke the same language?
3. Is a robot a person?
4. Do aliens exist?
5. Are humans ruining the earth?
Preparing for the interview: **Critical Thinking**

Responding to stimulus material

Anything can be critically analysed:
- Images
- Objects
- Concepts
- Text
- Film
- Lectures
- Documents
- Data
Preparing for the interview: Critical Thinking
Preparing for the interview: Critical Thinking

Description
- Red background
- Trump in suit, little girl in pink
- ‘Welcome to America’ in white
- TIME in Capitals
- White border

Analysis
- Blood, fire, jarring
- Intimidation, barring entrance, helplessness, mismatch
- Rhetoric vs. Reality
- A ‘timely’ issue?
- America is for whites?

Critical Analysis
- Colour of Republican Party
- Trump immigration policy and events
- How have US immigration policies changed over time
- TIME’s readership/political leaning
- Who ‘belongs’ in the US; racial diversity, etc.
Preparing for the interview: Critical Thinking

Some questions to start with...

1. Description
   - Did you enjoy this? Why?
   - What are the supporting arguments used? Do you think they are convincing?

2. Analysis
   - What new concepts or ideas did you come across?
   - What assumptions have been made?

3. Critical Analysis
   - How does this idea compare to others?
   - What are the main conclusions?
   - Did this challenge or confirm your prior knowledge and views?
   - What questions are we trying to answer?
   - How is this text shaped by its context?
Preparing for the interview: Problem Solving
Preparing for the interview: **Problem Solving**

- Make sense of the problem
- Identify, access and apply required knowledge

1. Identify
   - Can I put the problem into my own words?
   - Can I create a mental image of the problem?

2. Break it down
   - What am I uncertain about?
   - What is the problem?

- What do I know?
- What do I need to find out?
- What exactly am I being asked to do?
- What topic is this?
Preparing for the interview: Problem Solving

• Identify possible knowledge and skills gaps that may need addressing
• Consider novel approaches and/or solutions
• Don’t be afraid to ask for help!

1. Is there some notation that will help?
2. Is there another way of representing the information?
3. Is there a diagram I could draw to help?
4. Have I seen something like it before?
5. Can a model help me solve this problem?
Preparing for the interview: \textbf{Problem Solving}

\textbf{Resilient problem solvers...}
- Are confident in their abilities
- Are curious and engaged
- Are willing to seek help and know how to get it
- Take responsibility for their own understanding
- Embrace challenges
- Know it is okay to make mistakes
- Refuse to feel ‘stupid’ when solving problems
- Learn from feedback and self-evaluation

\textbf{How do I become a better problem solver?}
- Solve lots of problems!
- Practice a range of problem-solving methods
Preparing for the interview: Problem Solving
Preparing for the interview: Oracy
Preparing for the interview: **Oracy**

Oracy is the ability to **present** and **share your ideas** clearly, confidently and effectively in speech.

- Teaching at Cambridge and Oxford places a big emphasis on **small-group, discussion-based teaching**
- Students get the most out of supervisions when they communicate effectively, and feel confident doing so
  - Present effective and coherent arguments through speech
  - Ask appropriate and productive questions
  - Examine critically and constructively the arguments presented by others
- Interviews are like mock supervisions and you will have to discuss your ideas in interviews
Preparing for the interview: Oracy

Content
• Exercise judgement over what content is relevant and interesting for the context
• Draw upon the ideas and contributions of the interviewer

Structure
• Select and organize the content of your speech so that it is relevant, clear and comprehensible

Self-regulation
• Maintain focus on task
• Maintain a natural flow of discussion

Clarifying and summarising
• Seek information and clarification through questions
• Aim to provide a clear summary of what is discussed
Reasoning
• Give reasons to support views
• Critically examine ideas and views expressed in a constructive way

Listening
• Listen actively and respond appropriate
• Attend and listen to what your interviewer says
• Provide appropriate, relevant and clear answers

Audience awareness
• Judge what knowledge a listener can be assumed to have
  • Making assumptions is justifiable if the speaker has good evidence that such knowledge was held in common
  • But equally, including basic information about a topic in a speech to an audience of experts on that topic would demonstrate a poor judgement of the level of understanding of that audience

Preparing for the interview: Oracy
Preparing for the interview: Oracy

Consider these statements. Which do you think is the most important and why?

- Ask for reasons why
- Build on what the interviewer has said
- Be prepared to change your mind
- Clarify key terms and ask for more information
- If the interviewer gives a reason you don’t think is good, question it
- Be critical of ideas
- Listen to the interviewer

Preparing for the interview:

Oracy

Clarify key terms and ask for more information
Preparation for the interview: **Oracy**

Things that do NOT matter:

• Pace of speaking
• Accent
• Body language
• Facial expression
• Eye contact
• Vocabulary choice
• Register
• Grammar

The best way to feel **confident** is to be **yourself** and do what comes **naturally**! If you feel confident, this will come across in your speech.
What can I do to feel more confident in my oracy skills?

• Read broadly around the subject
• Discuss things with your friends and teachers
• Practice discussing your subject and thinking about new material out loud
Preparing for the interview: Refresh your memory
Preparing for the interview: **Refresh your memory**

Refresh your memory about:

- The course for which you applied
- Recent school/college content
- UCAS personal statement
- Any submitted written work
- Wider reading

…and think of related questions
Preparing for the interview
Preparing for the interview

- Engage with resources to get an idea of what to expect from your interview
  - Keep exploring your subject!
  - Read widely
  - Engage with current events
  - Think critically about the materials you engage with
- Your course
  - Relevant A-Level (or equivalent) content
  - Personal statement
  - Written work
  - Wider reading
- Consider limitations and biases
- Engage with alternate views
- Think independently and originally about material
- Discuss your subject out loud!
- Read broadly around your subject and practice key skills – this will help build your confidence
- Solve lots of problems!
  - Sciences and Maths – try challenging subject-specific problems using the resources mentioned
  - Talk through your problem-solving method out loud

What’s one thing you’re going to do to prepare for your interview?
Preparing for the interview

- **Engage with resources** to get an idea of what to expect from your interview
- **Keep exploring your subject!**
  - Read widely
  - Engage with current events
  - Think critically about the materials you engage with
- **Your course**
  - Relevant A-Level (or equivalent) content
- **Personal statement**
  - Written work
  - Wider reading
- **Consider limitations and biases**
- **Engage with alternate views**
- **Think independently and originally about material**
- **Discuss your subject out loud!**
  - Read broadly around your subject and practice key skills – this will help build your confidence
- **Solve lots of problems!**
- **Sciences and Maths – try challenging subject-specific problems using the resources mentioned**
- **Talk through your problem-solving method out loud**

**Practice!**
Final points
Interviews: top tips

• Listen carefully
• Pause, think, reflect and try to structure your answers
• Think out loud: talk through your thought processes, explaining yourself as you go
• Don’t be afraid to ask questions
• Don’t pretend to know something if you don’t; do have a go at working it out if it’s new
• Expect to get some answers wrong
• Strike a balance: consider new ideas given to you but don’t be afraid to have a strong reasoned opinion
• Be yourself
• Try to enjoy the experience!
After the interview

• Don’t discuss the questions with the other candidates or over analyse what was said
• The interview is meant to be challenging, but that isn’t the only way we assess applications
  • GCSE results and predicted grades
  • Pre-interview and at-interview assessment scores
  • Personal statement
  • Teacher reference
  • Contextual data
• You can only do your best and that’s all Cambridge, Oxford or anyone else can ask of you
Key points

• Oxbridge looking for academically high achieving students with a genuine, well-informed enthusiasm for their subject, irrespective of background
• Subject specific skills, knowledge and enthusiasm is assessed all the way through the application process
• The process is holistic, so all aspects of the student’s application are taken together
• Let your own interests and personality shine
• The interview is the final piece of the jigsaw, rather than the final hurdle
In summary

- Practice
- Be yourself
- Listen
- Think out loud
- Only part of the process
- Enjoy it
Any questions?
Contact the college you applied to or email me:
outreach@lucy.cam.ac.uk