



# Admissions Form Guide

This guide was written by the Milestone Admissions Team to help you with your application to Milestone. Our goal was to provide further explanation of what we are interested in learning in each question of the application form and to give you some useful examples.

We wish you the best of luck with your application and hope to see you at the entrance exam!

## Before you begin

Please review all the questions in the Application Form before starting to enter your responses, observing the character count of each question. The system will keep you from inserting responses above the given character count! It is also advised that you work on your answers on a separate draft first for safekeeping (e.g. Word).

## Passport-style photo

**Q: Please upload a PASSPORT-STYLE photo of yourself: a close-up of your head, facing forward, against a white or grey background. Please note that this photo will be on your student ID card if admitted.**

As reference, you may use the PASSPORT-STYLE photo instructions available on most government websites, such as [this one](#).

## Education

**Q: What is your grade average in your official transcript from the last school year you completed ('év végi bizonyítvány', normally for Academic Year 2020-2021), excluding the grades for discipline ('magatartás' and 'szorgalom')?**

If your school uses a numerical marking scheme different from, the Hungarian standard (1-5) or a non-numerical marking scheme (i.e. poor, average, excellent etc.), please convert it using the following guideline:

$$\frac{\text{Grade average in your School's (non-Hungarian) marking scheme}}{\text{Top mark in your School's (non-Hungarian) marking scheme}} \times 5$$



See two examples below:

| Example 1: Numerical marking scheme<br>(e.g. International Baccalaureate - IB)                                                                                                                                                                                | Example 2: Non-numerical marking<br>scheme (e.g. Österreichische Schule)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------|-----------|---|---|------|---|---|--------------|---|---|------------|---|---|--------------|---|---|------|---|---|
| <p>Marking scheme: 1-7<br/>Top mark: 7<br/>Student's grade average in non-Hungarian marking scheme: 5.7<br/>CALCULATION:</p> $\frac{5.7}{7} \times 5 = 4.07$ <p>Therefore, this student's converted grade average, using the Hungarian standard, is 4.07.</p> | <p>Marking scheme:</p> <table border="1" data-bbox="810 533 1385 851"> <thead> <tr> <th>Judgement</th> <th>Grade Letter</th> <th>Grade Point</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>A</td> <td>6</td> </tr> <tr> <td>Good</td> <td>B</td> <td>5</td> </tr> <tr> <td>Satisfactory</td> <td>C</td> <td>4</td> </tr> <tr> <td>Sufficient</td> <td>D</td> <td>3</td> </tr> <tr> <td>Insufficient</td> <td>E</td> <td>2</td> </tr> <tr> <td>Fail</td> <td>F</td> <td>1</td> </tr> </tbody> </table> <p>Top mark: Grade Letter A, Excellent<br/>First calculate the student's grade average in non-Hungarian, numerical marking scheme: 5.7<br/>Then convert the numerical grade average to the Hungarian marking scheme.<br/>CALCULATION:</p> $\frac{5.7}{6} \times 5 = 4.75$ <p>Therefore, this student's converted grade average, using the Hungarian standard, is 4.75.</p> | Judgement   | Grade Letter | Grade Point | Excellent | A | 6 | Good | B | 5 | Satisfactory | C | 4 | Sufficient | D | 3 | Insufficient | E | 2 | Fail | F | 1 |
| Judgement                                                                                                                                                                                                                                                     | Grade Letter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Grade Point |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
| Excellent                                                                                                                                                                                                                                                     | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6           |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
| Good                                                                                                                                                                                                                                                          | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 5           |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
| Satisfactory                                                                                                                                                                                                                                                  | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4           |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
| Sufficient                                                                                                                                                                                                                                                    | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3           |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
| Insufficient                                                                                                                                                                                                                                                  | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2           |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |
| Fail                                                                                                                                                                                                                                                          | F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1           |              |             |           |   |   |      |   |   |              |   |   |            |   |   |              |   |   |      |   |   |

## Application information

**Q: Which programme would you like to apply to?**

The best way to identify the programme for you is to first check which programme type suits you the best (Core or Access Programme). If you opt for the Core Programme, then check the year of graduation of each Milestone year group and match it to your year of 'érettségi' (see the list of options coming up when clicking into the relevant box). If you feel you would benefit from a lower year programme, you are welcome to apply for the year group that is below your corresponding school year. In this case, please explain your decision in the relevant field below.

It is important to note here that at the end of the admissions process, you may be offered a place in a programme type or year that is **different** from the one you applied for. For example, students who applied for the Core Programme may be offered a place in the Access Programme instead, or students who applied for a certain year in the Core Programme (e.g.



Senior) may be given a Lower Year Offer (e.g. Junior). In these cases, applicants will always have an opportunity to discuss their offer with a member of the Admissions Team.

**Q: Please tell us about three topics and/or issues you became interested in and the ways in which you explored them over the last 2 years.**

If you are applying to the Access Programme or the Core Programme Freshman or Sophomore Year, please choose three of your favourite subjects at secondary school that you would like to learn more about or research topics that you had been working on or would like to work on in the future.

If you are applying to the Core Programme Junior or Senior Year, tell us about ways you have explored these fields outside of the classroom, by, for example, explaining what you have been reading, watching, doing or organising related to these topics.

Here is one example that might illustrate what we are looking for:

*"I am fascinated by genetic engineering. In order to learn more about the field, I am taking higher level biology at school with a strong focus on molecular biology and genetics. I am particularly keen on learning about the medical applications of the technology, in curing or treating diseases like sickle cell anaemia, congenital eye conditions or Huntington's."*

**Q: Please tell us about the fields of study you can see yourself pursuing in the future.**

You may be tempted here to talk about a specific occupation or line of work. Keep in mind that many things will likely change in your life by the time you start working. Instead, tell us which issues and topics you would like to learn more about. Explain what university courses you are interested in or that you can see yourself pursuing in the 3 to 5 years following your high school graduation. Also, rather than mentioning many topics that you find interesting, try to choose two or three areas that you would genuinely be happy to study later, at university.

**Q: Please indicate your primary/secondary pathway choice**

Please note that even though as part of the Access Programme and Core Programme Freshman Year students do not have the option to choose modules, it is important to fill out this question, so we can learn more about your academic interest.

### **Arts and Humanities**

**Applied Aesthetics** (*Film Production, Fine Art, Design, Architecture, Music*) invites students to enrich their creative practices by theory, reflection, individual and group projects across mediums.

**Highlighted modules:** Product Design, Portfolio Development, Musicology, Architecture

**Law and Humanities** (*Law, Theology, Classics*) explores central questions around legality and morality in the context of classical and religious traditions.

**Highlighted modules:** Good and Evil, Comparative Religious Studies, Ideas of Enlightenment, Greek Tragedy



MILESTONE

INSTITUTE

**Past, Narrative, Interpretation** (*Archaeology, English Literature, History, Modern Languages, Art History, Film Studies, Drama and Theatre Studies*) combines historical inquiry with scholarship in literature and the arts, equipping students with essential skills in textual and visual analysis and interpretation.

Highlighted modules: Historical Myths, Close Reading: Literature, Ugliness and the Exotic

### **Numerical Sciences**

**Mathematics and Its Applications** (*Mathematics, Computer Science, Economics*) ranges from a quantitatively minded perspective on economics, through a mathematically informed approach to computer science to pure mathematics.

Highlighted modules: Calculus, Algorithms and Data Structures, Econometrics, Game Theory

**Physics and Engineering** (*Physics, Engineering*) covers theoretical and applied approaches to the physical sciences and their applications in technology and engineering.

Highlighted modules: Electromagnetism, Modern Physics, Astronomy, Engineering Lab

### **Natural Sciences**

**Chemical, Material and Earth Sciences** (*Chemistry, Earth Science, Materials Science*) is concerned with the scientific investigation of matter from the molecular to the planetary scale.

Highlighted modules: Chaos and Order, Quantum Chemistry, Materials in Electronics, Earth System Modelling

**Thought, Language, Behaviour** (*Psychology, Linguistics, Philosophy*) explores the fundamental questions of the human mind, drawing from a long tradition of philosophical thought and empirical approaches of modern cognitive and language sciences.

Highlighted modules: Developmental Psychology, Human Nature, Language and Mind,

**Life Sciences** (*Biochemistry, Biology, Biomedical Science, Medicine, Veterinary Science*) combines various examinations of life on Earth from cells to ecosystems, from enzymatic reactions to evolutionary dynamics, with a special emphasis on human health and the environment.

Highlighted modules: Evolution and Behaviour, Physiology of Organisms, Biotechnology, Moment of Death

### **Social Sciences**

**Politics, Society, Culture** (*Politics, Sociology, Social Anthropology*) offers a rigorous curriculum organised around core issues of the social sciences such as race, class and inequality, prompting academic immersion, personal reflection and social action.

Highlighted modules: Diversity and Dialogue, Nation and Nationalism, Civil Resistance, Social Research Lab

**Regions, Development, Enterprise** (*Land Economy, Geography, Business and Management, International Relations, Area Studies*) investigates current challenges in the economy, environment and sustainability on a global as well as regional level, combining multiple ways of analysis ranging from economics, history, international politics and environmental science.



**MILESTONE**

INSTITUTE

Highlighted modules: Fossil Capitalism, Physical Geography, Urban Studies, Imperialism and Modern Politics

**Q: Please describe in detail things that you decide to do in your free time.**

Tell us what you do outside of your classes, why you enjoy these activities and how they make you happy. These can be sports, clubs, camps, music, etc. - anything you have not mentioned before and that you are passionate about. We are especially interested in how these activities shape your character and what you gain from them.

**Q: Please elaborate on why you are interested in joining Milestone.**

Tell us what captured your attention about Milestone, what you like in the programme and what you expect Milestone to be about.

**Q: What do you hope to gain from the Milestone experience?**

Make sure to do your research on what to expect from the Milestone experience (e.g. visit our Open Days, read the website). The more you know about the academic programme and Student Life at Milestone, the more convincing and specific response you will be able to provide here. For example, you can tell us which areas of your life you would like to further develop with us and what aspect of the Milestone community will help you with that.

**Q: What do you believe you would contribute to the Institute? For example, if you could start a new Society in Milestone, what would it be? Or if you were to design a new Milestone Module, what would it be?**

Milestone is a community as well as a place of study. You can find a list as well as a description of currently live Milestone Societies and Clubs [here](#). Our Module Catalogue, including a list of our previously taught Modules is available [here](#). What will you bring in that we will all benefit from?

**Q: Please tell us about any additional work or volunteering experience you may have.**

For example, tell us if you have been volunteering at a shelter, interning at a company, helping at Bátor Tabor, or helped organise a field trip at your school. How did this build your vision of who you want to become?