CUHS PS Example
Economics 2026

Q1. Why do you want to study this course or subject?
This is your opportunity to showcase your passion and knowledge of your chosen subject area and to demonstrate to universities and colleges why they are a good fit for you and your future ambitions.

I became acquainted with economics through Freakonomics by Levitt and Dubner. I was captivated by its use of ideologically free causal analysis to understand the effects of polarizing policies such as abortion legalisation. Subsequently, I gained my first overarching view of the discipline through Mankiw's Principles of Economics. I became fascinated by the abundance of economic mismanagement in Hungary, such as monetary expansion in an inflation cycle, or subsidising negative externalities. My curiosity led me to Milestone Institute, an extracurricular enrichment programme for Hungary's top students. Here, modules like Macro- and Microeconomics furthered my understanding of the mathematical foundations of the subject. However, the courses also evoked scepticism in me regarding the utility as the sole incentive of rational agents in the models. Pursuing answers, I came upon Utilitarianism and Other Essays by Mill and Bentham, which helped me adopt a broader interpretation of utility, associating it with justice and virtue through pleasure and pain –connections I perceive as vital to humanize economics.

Determined to better comprehend how economics can help solve real issues, I read Acemoglu and Robinson's Why Nations Fail, enabling me to identify the political institutional roots of Hungary's suboptimal economic policy, such as the lack of central bank independence, which leaves it susceptible to political incentives. Ever since, I have longed to help reform economic establishments through political ones and to contribute to more fair and simultaneously efficient market mechanisms in my home country.

Q2. How have your qualifications and studies helped you to prepare for this course or subject?
This is your chance to shout about the relevant or transferable skills you've gained from your education and highlight your understanding of how they will help you succeed in this subject area.

Complementing my qualitative understanding of economics is a passion for advanced mathematics. My first great achievement was winning both the national and the subsequent international rounds of the Bólyai team math competition in 2021. We have advanced to the national top 10 every year since, and in 2025, we managed to come in 1st in the national and 3rd in the international rounds. I also achieved 2nd place nationally in the Dürer math competition, D category, in 2024. A combination of my skills in mathematics and my theoretical knowledge led to my placing 3rd in the national selection competition for the IOA-organised Economics Olympiad in 2025 and 26th place (silver medal) in the international final.

Q3. What else have you done to prepare outside of education, and why are these experiences useful?
This is your chance to reflect on any other activities you have undertaken outside of your education, or personal experiences which further demonstrate your suitability for the course. This section is likely to be deeply personal to you, so anything you include should be meaningful and relevant to you.

Inspired by the close ties between economics and politics, I assumed the presidency of the Milestone Politics Society, managing a committee and organising events for up to 70 people.

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We were able to invite prestigious guest speakers, such as a European Parliamentary Representative and two former candidates for prime minister, among them Gergely Karácsony, the current mayor of Budapest, with whom we had an in-depth discussion about managing the finances of a city. Excited by the productive discourses, I took charge of editing the student newspaper The Extra Mile, coordinating the work of over 15 contributors with the aim of initiating public discussion.

I put my statistics knowledge to use in business during my sales internship at Hotel & More. Noticing they lacked a system for measuring ad effectiveness, I designed one using their website data, which persuaded the management to make notable modifications in their advertisement strategies. I was then tasked with teaching other employees how to operate the system.

Interested in how policy shapes the social landscape, I witnessed the national minority inclusion strategy's flaws as a volunteer at BAGázs, where I organized group activities for Roma children living in segregated communities. I then wrote an article, accepted for the peer-reviewed journal Jakobsleiter (2025 issue), exploring non-monetary ways to include Roma in higher education. My survey-based statistical legwork, combined with interviews I conducted with experts on the topic, revealed widely implemented practices that fell short of expectations, as well as some that exceeded them.