CUHS PS Example
Land Economy (Environment, Law and 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.

Ten years ago, as I stood beside my father at the edge of an illegal landfill in the suburbs of Budapest, I could not yet grasp the social potential of land revitalisation but was fascinated by the idea of transforming a neglected space. Seeing him convert this site into a thriving eco-subdivision — home to 800 families, including my own — I aspired to understand the legal and strategic planning his project required. Motivated by my favourite subjects, Geography and Mathematics, and eager to bridge gaps in the standard curriculum, I embarked on a journey of academic exploration at Milestone Institute, an extracurricular institution for gifted students. During one course there, I encountered the concept of the use-value of land and recognised how low-value sites, like the one I saw, can warrant stimulation over preservation. I prepared investment case studies for undeveloped plots, applying risk and revenue analysis, and concluded that in Budapest, the future of real estate hinges on reconciling profit maximisation with cultural heritage conservation. My perspective and economic thinking were most broadened by Kate Raworth's non-conformist approach in Doughnut Economics. She exposes the shortcomings of traditional development goals and reveals how our historical fixation on GDP growth overlooks crucial environmental and behavioural aspects. This solidified my belief that development can unite the seemingly contrary objectives of economic success and social consciousness and strengthened my desire to combine economics with social sciences in my future studies.

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.

Although often treated separately in the Hungarian system, I have always enjoyed integrating quantitative and qualitative methods. This found an outlet in my junior year, when an economics class on global poverty inspired me to question the effectiveness of policies aimed at influencing human behaviour. I explored this theme in my entry for the Immerse Essay Competition, arguing that removing the direct link between work and income, as with Universal Basic Income, undermines individuals' drive to improve their productivity. I further critiqued incentive-based government interventions in an essay awarded by Harvard GlobalWE, contending that Hungary's demand-side pro-natalist measures — such as state-subsidized housing loans — are morally flawed, as they tie financial benefits to reproductive autonomy. To investigate the socio-economic dimensions of housing policy, I attended a Cambridge Masterclass on rent control, where we studied Berlin's 2020–21 first-generation rent freeze and found that, while rents fell, it stifled supply and triggered spatial arbitrage as demand shifted beyond city limits. To challenge myself, I took part in numerous national geography and history competitions. In a 25-page paper for the Hungarian Geography Olympiad, I explored the geographical causes and consequences of war, focusing on energy infrastructure destruction in the Russo-Ukrainian conflict and the emerging ecological crisis in Donbas. This sparked a broader interest in energy, which I examined through the lens of historical responsibility and international law in my senior year, drawing on authors like Daniel Yergin. In my final essay for a university-level module on this

topic, I deemed carbon offset markets less effective than foreign direct investment for advancing green transitions in the Global South.

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.

I seized opportunities to apply my studies beyond pure theory, beginning with a debate on climate legislation and supranational aid that led me to assume the vice-presidency of our Debating Society. Earlier this year, my award at the Harvard GlobalWE contest allowed me to deepen my commitment to women's rights by helping judge new entries, while I also advocated and created content for the Financial Times. These experiences have reinforced my drive to tackle complex issues and my motivation to study in a globally oriented academic environment with an interdisciplinary focus.