

Educational Excellence *for* Life and Leadership

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# SCHOLARSHIP APPLICATION FORM



HARROW  
INTERNATIONAL  
SCHOOL  
哈罗国际学校

SHENZHEN QIANHAI 深圳前海



# SCHOLARSHIP APPLICATION FORM

For entry into Year \_\_\_\_\_

## 1. PUPIL INFORMATION

Name:		Date of birth	
(Internal candidates only) Class Teacher			

## 2. TYPE OF SCHOLARSHIP(S)

Please tick which type of Scholarship(s) you wish to apply for.

- Academic
  Music
  Sports
  Arts

## 3. REFERENCE DETAILS

Complete details of ONE teaching professional who can comment on your suitability for Scholarship as appropriate to the Scholarship(s) you are applying for.

For internal candidates, a reference will also be obtained from your Class teacher.

Reference for Academic Scholarship	
Name of Referee	
Position	
Email address	
School/Organisation	

Reference for Music Scholarship	
Name of Referee	
Position	
Email address	
School/Organisation	

Reference for Sports Scholarship	
Name of Referee	
Position	
Email address	
School/Organisation	

Reference for Arts Scholarship	
Name of Referee	
Position	
Email address	
School/Organisation	

Please complete and submit the relevant sections overleaf.

This form, along with supporting evidence, must be submitted to the email address:

[Scholarships@harrowshenzhen.cn](mailto:Scholarships@harrowshenzhen.cn)

## 4. ACADEMIC SCHOLARSHIP

4.1. Rank your main area(s) of interest from 1 to 3, with 1 being the area of most interest

- English     Humanities     Science Technology Engineering & Mathematics

4.2. List below any significant academic achievements form the last five years:

Achievement	Level (if applicable)	Date

4.3. Describe your current involvement in academic activities inside and outside of school e.g. teams, societies, competitions, etc.

## 5. MUSIC SCHOLARSHIP

5.1. Please give details of your primary instrument(s)

Instrument / Voice	Grade	Score in most recent exam	Length of learning
1.			
2.			
3.			

5.2. Lessons

Do you intend to have individual music lessons at Harrow Shenzhen?  Yes  No

If yes, please state which instruments/voice: \_\_\_\_\_

Please give details of highest theory exams passed: \_\_\_\_\_

5.3. List below any significant achievements from the last five years:

Achievement	Level (if applicable)	Date

5.4. Describe your current involvement with Music inside and outside of school e.g. choirs orchestras, competitions, etc.

**Ensure you also submit recordings (preferably video) of performances of two pieces of music (total no longer than 10 minutes) with your application form.**

## 6. SPORTS SCHOLARSHIP

6.1. Please give details of your primary sport(s)

Sport	Level of Participation			Year of Playing
	Local	National	International	
1.				
2.				
3.				

6.2. School sports squads

(1) Have you received any sports awards? \_\_\_\_\_

(2) Which sports? \_\_\_\_\_

6.3. List below any significant achievements from the last five years:

Achievement	Level (if applicable)	Date

6.4. Describe your current involvement with Sports inside and outside of school.

**Ensure you also submit video of performances, and/or submit testimony from a coach with your application form.**

## 7. ARTS SCHOLARSHIP

7.1. Please indicate whether you are applying for Drama or Art scholarship.

Drama                       Art

7.2. Describe your current involvement with Drama OR Art both inside and outside of school, including any significant achievements:

7.3 For the **Drama scholarship**: refer to the 2 example monologues attached. Send a video recording of the chosen monologue with the completed application form. (For the Drama monologue examples, please see *appendix - monologue*.)

7.4 For the **Art scholarship**: 5 - 10 x high quality digital photographs or scans of your work should include the following: Drawings, paintings, print making, sculpture and digital artwork that show the best of your ability to explore and experiment with a variety of media.

## 8. PERSONAL STATEMENT

This statement forms part of the Scholarship application procedure and will be considered together with the Scholarship assessment(s) and performance at interview.

Please explain below, why you wish to be considered for your chosen Scholarship(s).

I confirm that all the information provided is correct.

<b>Signature of Candidate:</b>		<b>Date:</b>	
<b>Signature of Parent/Guardian:</b>		<b>Date:</b>	



## Appendix - Monologues

### Audition piece – Contemporary male, Year 6 - Year 9

Ernie's Incredible Illucinations by Alan Ayckbourne

#### **Context**

This is a bright comedy by the famous English comic playwright about the extraordinary powers of Ernie Fraser, a dreamer with a difference. Ernie is 11 years old and has a vivid imagination; and his thoughts have the disconcerting habit of turning into reality.

#### **Ernie**

*(To the Audience, after a second)* It started with these daydreams. You know, the sort everybody gets. Where you suddenly score a hat trick in the last five minutes of the Cup Final, or you bowl out the West Indies for ten runs - or saving your granny from a blazing helicopter, all that sort of rubbish. It was one wet Saturday afternoon and me and my mum and my dad were all sitting about in the happy home having one of those exciting afternoon rave-ups we usually have in our house. I was reading this book about the French wartime resistance workers and of the dangers they faced - often arrested in their homes. I started wondering what would happen if a squad of soldiers turned up at our front door, having been tipped off about the secret radio transmitter hidden in our cistern - when suddenly ...

### Audition piece - Contemporary female, Year 6 - Year 9

Invisible Friends by Alan Ayckbourn

#### **Context**

Here, Lucy takes us through the series of events that lead to the fateful fall that caused Zara the invisible friend to materialize.

#### **LUCY:**

*(To audience)* So I came upstairs again with Zara. Feeling even more depressed. Because I know that, partly anyway, that had all been my fault. I know what would happen if I brought Zara downstairs. I knew Dad would go mad. He always does. I think, in a funny way, they get like that about Zara because she frightens them. Well, the idea of her frightens them. Because they don't understand about her at all. But then people are always frightened of what they don't understand. They didn't understand why I needed her. Let's face it. They didn't understand, full stop. So I sat up in my room with no supper and I talked to Zara. Because she did understand.

*(WALT and JOY come upstairs and go off to their bedroom.)* And finally we stopped talking and Zara ended up on the end of my bed and fell asleep like she often did and maybe I fell asleep, too, I don't know. And when I woke up I could hear Dad and Mum going up to their room to bed. And I thought about going in there and saying I was sorry to them both and then I thought, "No, why should I?" So instead, I switched off my light so they'd think I was asleep (She does this.) Though I know that really I should have gone and said sorry to them. That's what I should have done. Then none of what happened next would have happened. But it did

## Appendix – Monologues

### Audition piece - Traditional female, Year 9 +

Antigone by Euripides

#### **Context**

ANTIGONE is talking to her sister ISMENE who is afraid of breaking the law.

#### **Antigone**

What further dishonor could I bring upon our family? We pay for our parents' sins. I am not afraid to die by honoring the greater law of the gods. You fear punishment for disobeying the laws of man. I fear punishment for violating the laws of heaven. Polyneices, our brother, lies unburied on the battlefield. Birds and animals ravage his body. I will obey the higher law and give him the honor and rites decreed by the gods. I will not insist that you help me bury Polyneices. If you do not have the mind and strength to aid me, I will act alone. Your choice is to live; mine is to die, for I have no illusions that this act will go unpunished. My tomb will be my bridal bed. I will not know the joys of marriage and children. I will die before my time, but I will die unafraid and unashamed.

### Audition piece - Traditional male, Year 9 +

#### **Rosencrantz and Guildenstern are Dead by Tom Stoppard**

#### **ROSENCRANTZ**

Do you ever think of yourself as actually dead, lying in a box with the lid on it? Nor do I really. Silly to be depressed by it. I mean, one thinks of it like being alive in a box. One keeps forgetting to take into account that one is dead. Which should make all the difference. Shouldn't it? I mean, you'd never know you were in a box would you? It would be just like you were asleep in a box. Not that I'd like to sleep in a box, mind you. Not without any air. You'd wake up dead for a start and then where would you be? In a box. That's the bit I don't like, frankly. That's why I don't think of it. Because you'd be helpless wouldn't you? Stuffed in a box like that. I mean, you'd be in there forever. Even taking into account the fact that you're dead. It isn't a pleasant thought. Especially if you're dead, really. Ask yourself: if I asked you straight off I'm going to stuff you in this box now – would you rather to be alive or dead? Naturally you'd prefer to be alive. Life in a box is better than no life at all. I expect. You'd have a chance at least. You could lie there thinking, well, at least I'm not dead. In a minute, somebody's going to bang on the lid and tell me to come out. (knocks) "Hey you! What's your name? Come out of there!" It's easy to be depressed by it. I wouldn't think about it if I were you.