My interest in economics originates in the rigorous training I received at Fazekas Secondary School's specialized mathematics class. Taking on advanced level topics in the curriculum and my desire to properly understand concepts resulted in me achieving top places at national and international maths competitions.

My first direct encounter with economics through Varian's "Intermediate Microeconomics" and fundamental concepts revealed how my background in maths can help uncover the underlying patterns that govern economic phenomena. I learned about free markets, utility, supply and demand, revealed preference, surpluses and possible burdens to efficient market outcomes. Last year I enrolled in Milestone, an educational programme for high-achieving students, where I attended the economics pathway, taking on Micro- and Macroeconomics, Land Economy, Game Theory and Mathematics for Economics courses. During Microeconomics we examined how much firms produce in different market scenarios and why government intervention might be justified, a counterintuitive idea bearing in mind the principle of the invisible hand. Reading about Cournot competitions in our Game Theory textbook, I realized that its mathematical model is feasible to predict actual outcomes in the general case. I also took biweekly tutorials during which we worked our way through Mankiw's "Macroeconomics" and wrote essays on each major topic. Given the importance that macroeconomics attributes to the idea of GDP growth I read "Prosperity Without Growth" by Tim Jackson, a strong criticism of the pursuit of never-ending production accretion. While the book identified problems accurately, such as consumerism and its respective environmental costs, the outlined framework of solutions left me unconvinced. I am yet to understand why the creation of tradeable permit schemes cannot lead to better outcomes; nor did Jackson provide elaborate ideas on how to incentivize people and firms to make alternative, environmentally sustainable investments. I also found interesting the interpretation of the use of the banking sector in terms of economy-wide influence, in relation to which I explored John Kay's "Other People's Money" and Mervin King's "The End of Alchemy".

Besides economics, I am intrigued by finance. I was first introduced to financial derivatives in a maths camp in 9th grade during a series of lectures on option pricing. Since then I acquired mathematical methods, such as calculus and linear algebra that make determining the price easier; and I have learnt enough economics to recognize the numerous simplifications that are unlikely to be encountered in real life. As a result, I delivered a presentation on derivatives in our school's economics study group and read parts of John C. Hull's "Options, Futures and Other Derivatives". I further developed this interest through becoming an associate and investor of MFC, a small equity firm, and by taking on a summer internship at UniCredit in the context of the bank's Merit Scholarship scheme.

I have encountered the policy implications of economics through participating in Fazekas' MUN Club, of which I was elected Deputy Secretary-General this year. Our class won a trip to the European Parliament in Strasbourg, where I worked on the issue of high youth unemployment in the EU. I also take part in Milestone's Debate Society, where I have debated on issues such as government bailouts of failing financial institutions.

I started an IT project with two of my classmates on which we are making the last refinements before selling it to a marketing company. I kayaked for 7 years and now I enjoy running and playing squash. I also played chess competitively, and brigde with my friends. I tutor students in maths as paid work. I read The Economist magazine and also entered a year-long innovation contest.

Studying in the UK attracts me because of the combination of personal tutoring with acknowledged experts and independent study.