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Personal Statement - 4/15/2026

AI Check

Law appeals to me as it is a discipline that makes good use of intellectual work applied to ambiguity of human behavior, which interests me.

Previously, I had already studied this specific topic from psychological perspective, and now I would like to understand how the state uses various mechanisms to account for this wide diversity of behaviors in society.

For example, in my practice I had a case of forced marriage, which had such a complex cultural and emotional component that I gained interest in legal categories of consent, coercion, and agency.

The client in this occurrence had a wide spectrum of fear and confusion that are understandable for a therapist but might not be so easy to project in a legal proceeding, in spite of their obvious importance for the establishment of whether there was a claim of force.

I learned that sentimentality and empathy are often not enough to secure rights for people.

Therefore, categorical clarity is absolutely needed for dealing with complex human behavior, and law does provide that, as well as the means to act upon this knowledge.

In the case that I have mentioned above, even one sentence in the client's story can change the legal interpretation the situation.

This means that law, rather than being moral judgement, is a system that is designed to be objective, and I would like to know how definitions are constructed, how evidence is weighed, how procedural rules are used, as these mean a lot for outcomes in human lives.

Legal reasoning must turn ambiguous human experiences into categories that can be defended logically.

As I already have the analytical capacity for such work, I would like to develop it further for being able to help vulnerable populations.

For that, I need to understand how courts evaluate contradictory narratives, how rules of evidence constrain or allow interpretation, and how legal categories are built and justified.

My psychology degree seems to be very appropriate for further work with behavior, evidence, and complex situations.

I have had an exposure to legal processes when working with therapeutic compliance and informed consent, for example.

My studies might be important for legal practice, as I was already taught to analyze contradictory accounts without moral judgment.

I believe I would be able to progress with legal analysis easier with the competencies that I gained in critical interpretation, concept definition, and structured reasoning.

I know how to analyze behavior systematically, how to make sense of context, and how to handle inconsistency with clarity from theoretical concepts.

Law demands precision in evidence, definitions, and thresholds, and I have already practiced the most important cognitive skills needed for that.

Considering that I also practiced difficult cases and for vulnerable clients too, I believe that I have also demonstrated qualities needed for studying and practicing law.

From my experience with people, I learned in a hands-on manner being responsible at fact-gathering, respect for procedure, emotional steadiness, precise communication, and work with uncertainty.

Earlier work in a mental-health organization strengthened my approach by teaching me to listen and maintain clarity.

As I have mentioned above, the particular experience of working with a woman in forced marriage has given me the opportunity to both reinforce my existing knowledge and confront the previously vague for me area of law.

I have been able to show discipline, neutrality, and procedural awareness when I listened and recorded the account of my client, and in the process, I became more interested in evidence, definitions, reasoning.

I understood why the client's ambivalence made sense psychologically, yet I also saw how the same detail might carry different weight under legal standards.

It made clear to me how important it is to handle information with discipline, especially when small inconsistencies can change the meaning of a claim.

I became comfortable holding several possible interpretations at once.

This ability to manage uncertainty without forcing a simple narrative is why I see myself suited to legal study.

Law requires that one analyze complexity, define its boundaries, and decide which elements are relevant for a particular doctrine or evidentiary standard.

I found that I could stay focused in these situations, even when the material was fragmented or emotionally charged.

This steadiness, and the habit of approaching ambiguity as something to be examined rather than avoided, is one of the main reasons I believe I would be a strong candidate.

I have worked, thus, at the edge of law, collecting material that will later be evidence.

The habits formed in this work now can form the basis of how I will approach legal problems.

That is, for example, restraint under pressure and integrity in handling testimony, which I equipped myself with to respect the boundary between helping and influencing the client.

The other way around, I also have been capable to maintain my intellectual independence, ability to separate empathy from procedural distortion, and awareness of institutional limits.

My work with unprotected clients developed greater self-control in me, ethical consciousness, and comfort with ambiguity.

These competencies can be the ground on which to build more precise and technical ones demanded by legal training.

They reflect the qualities I want to bring into a program that values discipline, reasoning, and reliability.

High Human Impact ●●●●●● High AI Impact

FAQs

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text with support for English, Spanish, French, German, and other languages. To date, GPTZero has served over 17 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-5, GPT-4, GPT-3, Gemini, Claude, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.