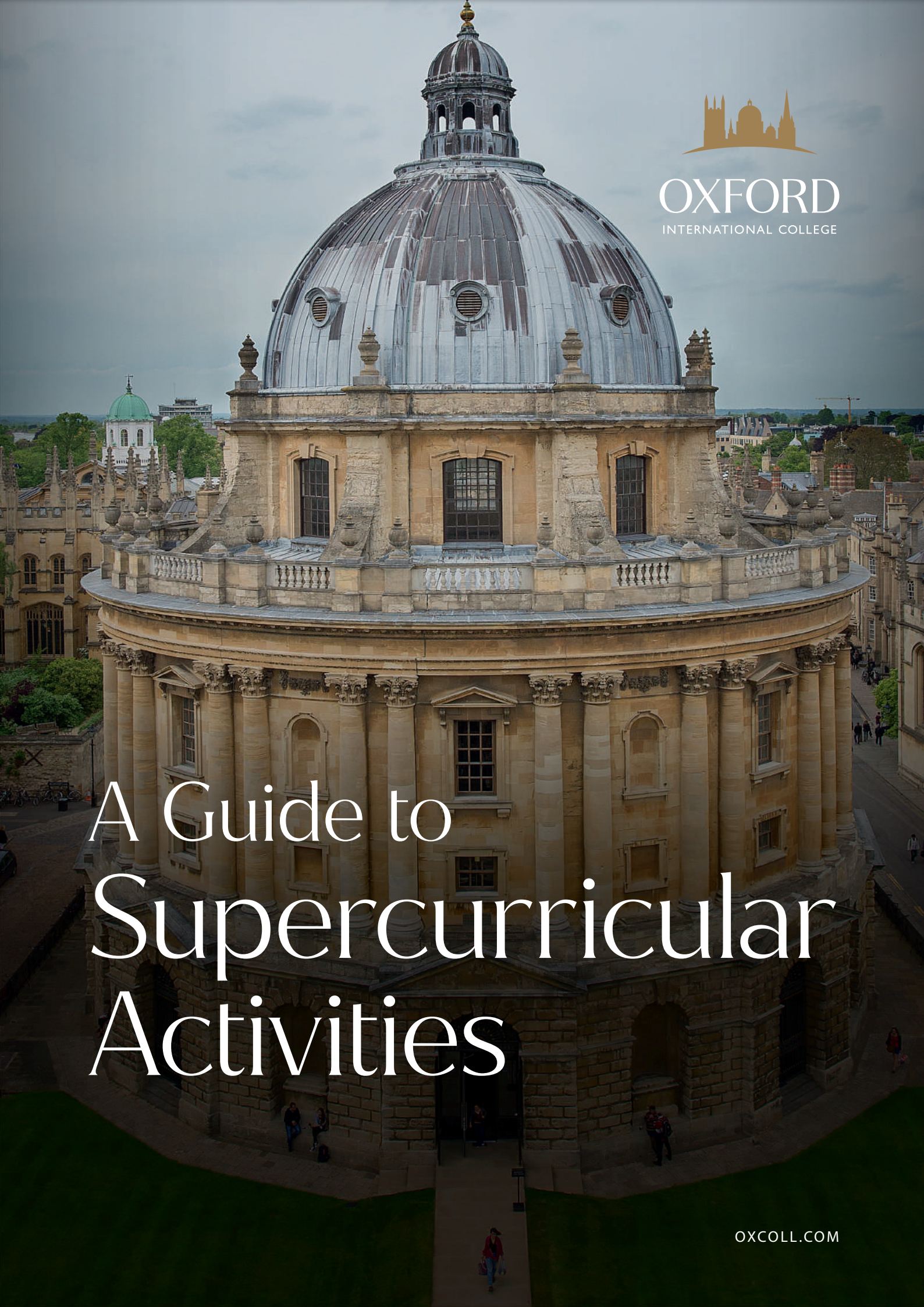

OXFORD
INTERNATIONAL COLLEGE

A Guide to Supercurricular Activities

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Contents page

An introduction to OIC

OXFORD
INTERNATIONAL COLLEGE

Oxford International College (OIC) was established in 2002, led by Dr Mario Peters, and grew into a successful tutorial college, before subsequently evolving into a sixth form college and school.

We now provide GCSEs and A-Level qualifications and strive to not only get the basics right but to innovate in new ways which enable students to achieve. One end goal, ultimately, is to facilitate successful university applications. Nevertheless, we go beyond this, as our motivation is reinforced by the aim to not only see students achieve through university offers but to also develop rounded individuals who have the tools to go on and succeed further in their future ambitions.

A successful school reflects life's realities whilst preparing students for the increasingly technological and scientific age of tomorrow. Our aim is to nurture curiosity, foster resilience and inspire the joy of discovery, alongside developing understanding of the complex issues facing our time. Our Chief Education Officer, Yasmin Sarwar, has carved the 'Strategic Global Pathways' model, focusing on three interconnected fundamentals of student progress: Academic, Career and Personal Development. The Supercurricular Department provides the linchpin holding this model together.

Yasmin Sarwar joined Oxford International College in 2017 as a Chief Education Officer. Under her academic leadership, OIC has gained global recognition as UK's Number 1 A-Level college. She is also the cofounder of a school named 'Britain's brainiest school' for topping the A-Level tables for nine consecutive years.

Throughout her nearly 20-year career, Ms Sarwar has sent over 350 students to medical schools and over 250 to world-class institutions including Oxford, Cambridge, London School of Economics, Imperial College London, Harvard, and Hong Kong University. Ms Sarwar is on the interview panel at several top Russell Group Universities, enabling her to design successful personalised academic and career plans for students.

What is meant by ‘supercurricular’?

By engaging in supercurricular pursuits, one is developing their academic and personal experiences by going above and beyond the conventional classroom syllabus.

Performing well in subject exams and building extensive classroom knowledge is essential; fostering a sense of academic passion and aspiration towards university subjects and possible future careers is not something done instead of classroom studying, but very much operates in parallel. The term “extra-curricular” is used as a broad reflection of things which one may do outside of the classroom, conversely, “supercurricular” includes the processes of developing students into motivated and independent learners. We want to maintain a purposeful environment to nurture academic passion and self-discovery.

Integral to the Supercurricular Department, is the delivery of individualised 1:1 sessions and Career Meetings, where students are categorised and supported within groups of related academic disciplines. Therefore, our students do not only enter university applications with strong grades, but also a tangible appreciation and understanding of their future subject and career plans. To that aim, the Supercurricular Department is guided by two underpinning principles: (1) to develop rounded individuals by offering opportunities to build upon personal skills and experiences; (2) to enable students to be as competitive as possible when applying to top universities. In addition to offering students a package of clubs and societies, we also customise innovative programmes to enhance the student experience – examples include workshops on the growth mindset, essay writing masterclasses, networking sessions and university preparation activities.

As detailed above, the Department can be conceptualised into six main strands. The remaining pages of this guide will further expand on each strand, by offering a brief introduction and list of the main features within.

> The Department is constantly evolving and taking on new opportunities. This guide provides the overview to the Supercurricular structure and delivery. For a real-time update on available activities, please consult our website or contact a member of our executive team.

Meet the executive team

Eleanor Dear
DIRECTOR OF STUDIES AND SUPERCURRICULAR

Ellie completed her degree, from Loughborough University, in 2009. After which, she was keen to continue within a career which allowed her to maintain her passion for education.

Ellie has had an extensive impact upon the School, taking on a variety of roles until becoming our Director of Studies in 2012. Ellie's longstanding commitment to the development of the School and broad range of experience, lends her well when she is considering the future development of students.

From a Supercurricular perspective: what are the students' strengths, where is support required and how best can we make this happen? As outlined by the six strands of the Supercurricular Department, there are a wide range of components which are required to work together in order to enable the delivery of successful student outcomes.

Ellie oversees the implementation of the Department's strategic planning and innovation of unique programmes. Not only does she guide the Department but is also available to speak with students individually.

Jason Brooks
ASSISTANT DIRECTOR OF SUPERCURRICULAR

Jason has over a decade of experience working in industry. After studying Business and Management and specialising in strategy and development within organisations, Jason went on to secure roles with leading pharmaceutical companies. These roles included Assistant Accountant and Senior Finance Coordinator. He also has experience as an accountant working within property management. Jason is a member of the Association of Accounting Technicians. Prior to his position in the Supercirricular Department he was also the OIC bursar. It is this knowledge and wealth of experience which Jason brings to the Supercurricular Department, where he instils a sense of business acumen and structure. For example, Jason has been a strong believer in our open-door policy and thus ensures that all students have access to 1:1 support.

Each student is unique and therefore the delivery of Supercurricular activities is tailored to the specific student. Jason often mentions that his main motivation is to see students fulfil their potential. In particular, Jason leads on our clubs and societies, as well as programmes, awards and competitions.

Dominic Fuge
SUPERCURRICULAR MANAGER, PSYCHOLOGY & EPQ TUTOR

With an academic curiosity for evolutionary biology and ancient civilisations, Dominic completed his undergraduate degree, at Durham University, in Anthropology and Archaeology. His interests then developed into investigating the evolutionary underpinnings of psychopathology, leading to a master's degree in Clinical Psychology at the University of Edinburgh.

What those degrees have in common is the pursuit of understanding people – thus one aspect which Dominic enjoys is to innovate ways to facilitate student development. For example, he leads our growth mindset and active recall workshops, organises university residential trips, delivers the Analytical Writing Task and supports students by engineering our Career Meetings.

Dominic oversees the progress of students from when they first arrive at OIC, through to when they are completing university applications – assisting students to identify their passions early and then helping them engage in ways to build upon personal skills and demonstrate those passions. It is a process of developing rounded candidates ready for university.

STRAND 1:

Beyond the syllabus

The emphasis of this strand is on providing students with the academic skills and curiosity to engage with their interests and extend their knowledge.

The main ways we do this is to develop essay writing skills, expose students to wider research and university-style learning and support students with their enquiry into the possibilities of how to apply their abilities to the world of work.

Examples of main features

- Extended Project Qualification (EPQ)
- Analytical Writing Task
- Online access to journal articles
- Current affairs, trends and research classes
- Educational trips and conferences
- Monthly guest lectures
- Public lectures at the University of Oxford
- Oxford Union
- Subject-specific career workshops
- CV and cover letter masterclasses
- Work placements and volunteering
- Online courses and internships

What is the Extended Project Qualification (EPQ)?

The EPQ is a Level 3 qualification and worth the equivalent of half an A-Level. This is an independent research task where students are able to follow their passion for a particular topic. There are a variety of formats whereby students can submit their final projects, the overwhelming majority choose to do this as a university-style dissertation of 5,000 words. Whilst this is an independent research task, students are supported by weekly classes and a supervisor to offer personalised support and oversee the project.

In EPQ classes, students are taught how to source and use peer-reviewed journal articles, as well as referencing and how to build evaluative and critical arguments. The experience of conducting their own research and then writing this up formally gives students an insight into the tasks expected at university. This not only provides students with a useful head start before university studies, but also demonstrates to universities that the student has a good grasp of what is required to succeed during the degree. This shows that the student is passionate about their chosen field, has relevant experience of formal writing and research and has excellent time management skills (the 5,000 dissertation is completed alongside A-Levels).

The benefit that the EPQ provides during the university application process has been highlighted in a 2019 article by The Times, where is was reported that a growing number of leading universities are willing to lower their A-Level requirements should a student achieve an A or A* for their EPQ.

How are work placements delivered?

Early in the academic year, students are provided with CV and cover letter masterclasses, whilst also being taught ways to communicate with employers and people from industry. Subsequently, students are then supported with their efforts to secure their own placements. As opposed to giving students a list of placements to choose from, encouraging students to be able to source their own opportunities allows them to build upon skills such as communication, independence and perseverance. We find that there is a sense of personal satisfaction in learning how to market yourself, create your own opportunities and then achieve.

There are three central reasons for facilitating work placements: (1) to give the individual student an opportunity to apply their subject knowledge to a real-world environment (reinforcing their understanding); (2) to provide students the scope of sampling a specific industry and to establish whether this is a career area which they would like to pursue further; (3) to be more competitive when applying to universities by being able to draw upon unique and reflective experiences

STRAND 2:

Programmes, awards and competitions

Examples of main features

- Goodwill Ambassador Programme (GAP)
- Academic competitions (e.g. essay writing, subject Olympiads and business achievements)
- Duke of Edinburgh Award
- Young Enterprise Programme
- Young Investor Challenge
- LAMDA
- KEEN Young Leaders Programme
- Wings of Hope Award
- Future Leaders Programme
- House Competitions
- CUHK Knowledge Enrichment Programme

We offer a comprehensive range of opportunities, where students are able to enhance both subject knowledge (in terms of academic competitions) and also build the ability to work in a team and show leadership in the context of programmes and awards.

The programmes, awards and competitions within this strand not only nurture personal development but also provide students with official certificates and/or the acknowledgment of taking part in recognised activities. These, therefore, enable students to showcase their abilities, personal achievements and experiences to universities in the application process.

STRAND 3:

Clubs and societies

Choosing to be a member of a club or society has the use of not only being part of a group and to engage in relevant tasks and share information within a specific domain, but also is an opportunity for students to further their passions and demonstrate to universities that they have been active in wanting to learn more by participating with others.

Whilst some of our clubs and societies are delivered by staff, others are often student-led and we encourage students to create their own societies – in terms of following the aspirations and interests of the cohort. For example, History Society and planning our own TEDx Youth Conference, were new additions in 2020, based on the requests of students. There are several groups which are compulsory (e.g. Computational Thinking for prospective Computer Science students and Debating Society for those interested in pursuing a degree in Law), however, by and large, choosing (or creating) clubs and societies is a way for students to reflect their individuality and further shape their interests.

Moreover, whereas many groups are subject or career-related, we also want to nurture a healthy attitude to studying and thus offer a selection of sports and other non-subject-driven clubs and societies.

Examples of main features

- A selection of sports (e.g. Badminton; tennis; basketball; football; volleyball)
- Annual TEDx Youth Conference
- Computational Thinking (compulsory for Computer Science students)
- Philosophy workshops (compulsory)
- Debating Society (compulsory for Law students)
- Subject extension groups (e.g. Medic Society; Law Society; Maths Club)
- Additional extension groups (e.g. History of Art (HAS) Society; Documentary Society; Economics and Statistics Society)
- The Hygge Room (Creativity and Mindfulness)
- Art Club

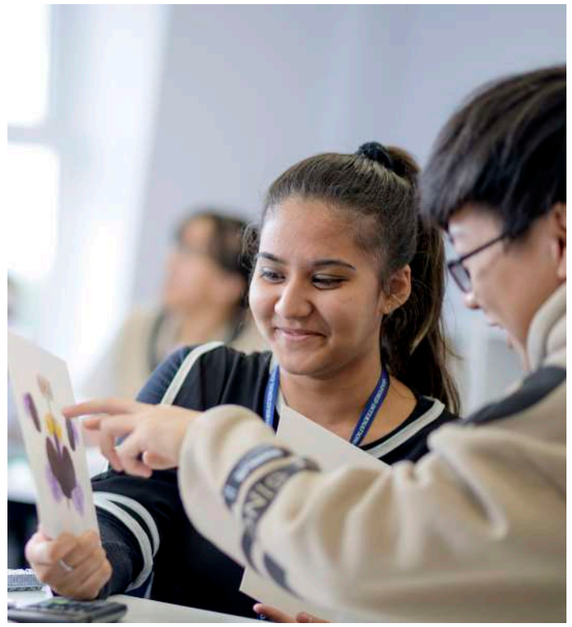
STRAND 4:

Further personal development

With the correct formulae and personalised guidance, all students can achieve (evidenced by our 2019 league table results).

Knowledge is acquirable, goals are changeable, motivation and inspiration are unpredictable. The ability to persevere, for example, creates the winner mindset that we value. Despite such differing backgrounds amongst our students, given the right environment, our students do not only 'cross the line' but successfully achieve both excellent results and places at top universities for competitive courses.

Providing students with the right platforms to further develop their personal skills not only enables them to succeed with us at OIC, but the definitive aim is that we also equip students with the confidence and experiences to be able to continue achieving in the future – whether that be at university or in their subsequent careers. One of the ways by which we do this is to internally deliver lectures and workshops on the growth mindset and active recall learning – where we explore the techniques and psychological underpinnings of successful attitudes.



Examples of main features

- Growth mindset and active recall learning
- Cultural enrichment (e.g. theatre and museum visits)
- Mindfulness training
- Networking masterclasses
- Business negotiation workshops
- OIC alumni events
- Self-development book of the month
- House competitions
- Reading Challenge
- Oxford Preservation Trust

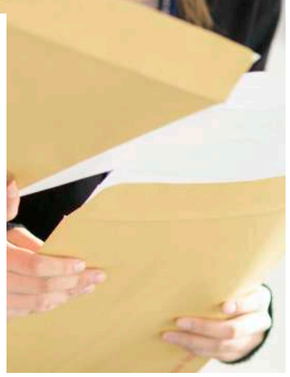
What is a growth mindset?

Popularised by the American psychologist, Carol Dweck (who has taught at Harvard, Stanford, Columbia, and the University of Illonis), people either operate in a 'growth' or 'fixed' mindset. Those who think with the fixed framework tend of consider their abilities as something which they were born with and those with a growth mindset consider their innate abilities to be the result of continuous learning and training. Therefore, from this binary option, to adopt a growth mindset prompts individuals to recognise their current skills and acknowledge that further hard work will deliver the outcomes of additional success. In other words, a growth mindset promotes greater perseverance and motivation. This theory of intelligence has since been used to develop individuals in a variety of settings – such as education and in industry.

What is the importance of active recall learning workshops?

There are certainly the conventional ways to absorb and revise subject knowledge. Some of which include creating condensed notes from the textbook, mind maps, flash cards, online quizzes, highlighting printouts and discussing in revision groups. These are tried and tested techniques which are perhaps practiced almost universally across students. Whilst the familiar ways of studying are important, we always encourage students to be reflective and that includes evaluating their own approaches to revision. What is effective about the way you study? How long does this take? How can it be improved? Through asking such questions early, students begin to further consider the various ways to revise and start to establish their own strategies and select the techniques which work best for them.

Our workshops on active recall offer students a different technique to studying. This involves having less of a reliance on notes, by creating a bank of important questions, which then strengthen the recall of subject knowledge. This process of answering relevant questions without the use of notes, over a period of time (space repetition), is supported by cognitive psychology and is further outlined in books such as 'Make it Stick' (Brown et al., 2014).



STRAND 5:

Considering university options

Examples of main features

- Career Meetings (group and 1:1)
- Annual University Fair (September)
- Residential and day university trips
- Guest lecture visits
- University seminars and workshops
- Frequent visits from undergraduate outreach teams
- University of Cambridge Programme
- International Summer in Oxford (ISO)
- Cambridge Summer Academy (CSA)

A crucial phase before making the decision to apply to university, is to consider the options available. This on one level involves deciding on a university course and subject area and on another level involves being informed about which universities offer your desired course.

There are multiple factors one must consider when choosing between universities, such as the course content, teaching style, assessment method, culture, staff-student ratio and geographic location. Knowing which questions to ask and then knowing the answers to these questions is an important process in deciding upon which universities to apply. Visiting university open days, experiencing residential trips, meeting with university representatives and attending our internal University Fair are some of the ways to help students make informed decisions.

Moreover, in all situations and circumstances, we must be a strategist. Therefore, choosing universities is not only completed by considering available options, but students are supported in creating individualised plans to maximise their chances of success based on their personal requirements.

STRAND 6:

Applying to university

This sixth stand involves providing students with the best possible guidance to support them along the entire application process of each university. Students apply to UK universities, through the UCAS portal. In addition, as part of our Global Strategic Pathways, students to also apply to a host of universities from a variety of countries – such as Australia, Ireland, Hong Kong and Singapore.

Examples of main features

- University Preparation Programmes
- Aptitude test preparation
- Pre-Summer and Post-Summer UCAS Sessions
- Individualised university application support
- Aptitude test preparation and practice
- Oxbridge mentors

Student resources: Online courses

There are a diverse range of online courses available and many of which are free to engage with.

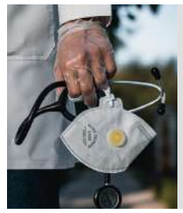
Below details an example of some of the free online courses, offered by Harvard University, listed under our Career Meeting groups.

However, often the course provider will charge a small fee should you wish for your work to be graded or to be awarded with a certificate. These courses can be found by directly accessing the university website (e.g. online-learning.harvard.edu/catalog), or by using online learning platforms, such as edx.org.

Some of the courses previously listed do require commitment (e.g. 4-12 weeks). If you would also like to supplement these with shorter courses, one example of where this can be found is the Open University. They offer free online courses which can take several hours or days to complete. In addition, often a statement of participation certificate will be provided free of charge.

Please find a link to the full catalogue here: open.edu/openlearn/free-courses/full-catalogue. Below are some examples of what is available, again listed by Career Meeting group.

HEALTHCARE & BIOLOGICAL SCIENCE



Lessons from Ebola: Preventing the Next Pandemic

Free, 4 weeks long

The FDA and Prescription Drugs: Current Controversies in Context

Free, 8 weeks long

Fundamentals of Neuroscience, Part 1: The Electrical properties of the Neuron

Free, 5 weeks long

PHYSICAL SCIENCE & MATHS

CS50's Introduction to Game Development

Free, 12 weeks long

CS50's Web Programming with Python and JavaScript

Free, 12 weeks long

Fat Chance: Probability from the Ground Up

Free, 7 weeks long

SOCIAL SCIENCE & COMMERCE

Pyramids of Giza: Ancient Egyptian Art and Archaeology

Free, 8 weeks long

Child Protection: Children's Rights in Theory and Practice

Free, 11 weeks long

Entrepreneurship in Emerging Economies

Free, 6 weeks long

HEALTHCARE & BIOLOGICAL SCIENCE

'The MMR vaccine: Public health, private fears' Advanced level, 20 hours to complete

'The science of nutrition and healthy eating' Introductory level, 24 hours to complete

'Living Psychology: Animal minds' Intermediate level, 12 hours to complete

'Infection and immunity' Introductory level, 12 hours to complete

'Exploring the relationship between anxiety and depression' Advanced level, 3 hours to complete

PHYSICAL SCIENCE & MATHS

'The Big Bang' Advanced level, 20 hours to complete

'Can renewable energy sources power the world?' Introductory level, 24 hours to complete

'Computers and computer systems' Intermediate level, 20 hours to complete

'Egyptian mathematics' Intermediate level, 9 hours to complete

'Microelectronic solutions for digital photography' Advanced level, 4 hours to complete

SOCIAL SCIENCE & COMMERCE

'Asset allocation in investment' Advanced level, 9 hours to complete

'Discovering development management' Advanced level, 3 hours to complete

'Company law in context' Intermediate level, 10 hours to complete

'Rights and justice in international relations' Advanced level, 13 hours to complete

'Art and visual culture: Medieval to modern' Intermediate level, 10 hours to complete

Student resources: Subject-specific reading list

Another way to enhance your knowledge and demonstrate academic passion is to engage with subject reading.

In our Career Meetings, we discuss the importance of peer-reviewed journals and specialised academic literature. As students delve into their readings, the aim is to develop both breadth and depth of knowledge in their specific areas of interest.

Students start by engaging with introductory and autobiographical readings, which is effective in building breadth (e.g. Guru Madhavan's (2015) Think Like an Engineer; Ivan Pastine and Tuvana Pastine's (2017) Introducing Game Theory; Paul Kalanithi's (2016) When Breath Becomes Air). The next phase, in developing depth, is to select areas within the subjects and gain specialised knowledge. For example, following a process of becoming more familiarised with foundational concepts, theories and approaches within Engineering, a student can then begin to select narrower and specific areas of interest (e.g. aerodynamics, nanotechnology, computer-aided manufacturing, or analytical mechanics). These readings, for instance, can take the form of textbooks, general books, or academic journal articles.

Below is a reading list, displaying an example of the literature one could engage with when developing knowledge depth and is broad in reflecting the diverse range of subjects within each Career Meeting group.

HEALTHCARE & BIOLOGICAL SCIENCE

Alberts, B., Bray, D., Hopkin, K. & Johnson, A. (2009) Essential cell biology. USA: Garland.

Ahmed, N. (2016). Clinical biochemistry (2nd edn). UK: Oxford University Press.

Ahmed, N., Glencross, H. & Wang, Q. (2016). Biomedical science practice (2nd edn). UK: Oxford University Press.

Ashcroft, F. (2012) The spark of life: Electricity in the human body. UK: Penguin Books.

Avent, N. (2018). Transfusion and transplantation science (2nd edn). UK: Oxford University Press.

Berg, J.M., Tymoczko, J.L., Gatto, G.J. & Stryer, L. (2015). Biochemistry (8th edn). USA: W.H. Freeman & Co.

Brooker, R.J. (2017). Genetics: Analysis and principles (6th edn). USA: McGraw-Hill Education.

Brüne, M. (2015). Textbook of evolutionary psychiatry and psychosomatic medicine: The origins of psychopathology (2nd edn). UK: Oxford University Press.

Calvin, W.H. & Ojamann, G.A. (1995). Conversations with Neil's brain: The natural nature of thought and language. USA: Basic Books.

Carey, N. (2012). The epigenetics revolution: How modern biology is rewriting our understanding of genetics, disease and inheritance. USA: Columbia University Press.

Clayden, N., Greeves, N. & Warren, S. Organic chemistry (2nd edn). UK: Oxford University Press.

Dawkins, R. (2004). The ancestor's tale: A pilgrimage to the dawn of evolution. UK: Mariner Books.

Dawkins, R. (2006). The blind watchmaker. UK: Penguin Books.

Dawkins, R. (2016). The selfish gene: 40th Anniversary edition (Oxford Landmark Science). UK: Oxford University Press.

Francis, R. (2011). Epigenetics: The ultimate mystery of inheritance. USA: W.W. Norton & Company.

Gawande, A. (2014). Being mortal: Medicine and what matters in the end. USA: Metropolitan Books.

Gluckman, P., Beedle, A., Buklijas, T., Low, F. & Hanson, M. (2016). Principles of evolutionary medicine (2nd edn). UK: Oxford University Press.

Gylnn, I. (2010). Elegance in science: The beauty of simplicity. UK: Oxford University Press.

Hilal-Dandan, R. & Brunton, L. (2013). Goodman and Gilman manual of pharmacology and therapeutics (2nd edn). USA: McGraw-Hill Education.

Hill, R.W., Wyse, G.A. & Anderson, M. (2016). Animal physiology (4th edn). UK: Sinauer Associates, Inc.

Horowitz, A. (2009). Inside of a dog: What dogs see, smell, and know. USA: Scribner Book Company.

Housecroft, C.E. & Sharpe, A.G. (2018). Inorganic chemistry (5th edn). UK: Pearson.

Howard, P.A. (2016). Basic & applied concepts of blood banking and transfusion practices (4th edn). USA: Mosby.

King, J. (2011). Reaching for the sun: How plants work (2nd edn). UK: Cambridge University Press.

Lavers, C. (2000). Why elephants have big ears. UK: Victor Gollancz.

Loke, Y.W. (2013). Life's vital link: The astonishing role of the placenta. UK: Oxford University Press.

Moalem, S. (2007). Survival of the sickest: A medical maverick discovers why we need disease. USA: William Morrow.

Montgomery, D.R. (2015). The hidden half of nature: The microbial roots of life and health. USA: W.W. Norton & Company.

Mukherjee, S. (2011). The emperor of all maladies: A biography of cancer. USA: Schribner.

Murphy, K. & Weaver, C. (2016). Janeway's Immunobiology (9th edn). USA: Garland Science.

Murray, J.J., Nunn J.H. & Steele, J.G. (2003). The prevention of oral disease (4th edn). UK: Oxford University Press.

Nobel, P.S. (2005). Physicochemical and environmental plant physiology (3rd edn). Holland: Elsevier Academic Press.

Nott, D. (2020). War doctor: Surgery on the front line. UK: Picador.

Orchard, G. & Nation, B. (2014). Cell structure & function. UK: Oxford University Press.

Pocock, G., Richards, C.D. & Richards, D.A. (2017). Human physiology (5th edn). UK: Oxford University Press.

Sacks, O. (1985). The man who mistook his wife for a hat and other clinical tales. UK: Gerald Duckworth.

Starr, D. (2002). Blood: An epic history of medicine & commerce. USA: Diane Pub Co.

Simons, D. Potter, C. & Temple, G. (2007). Hypnosis and communication in dental practice. UK: Quintessence Publishing.

Tappia, P.S., Bhullar, S.K. & Dhalla, S.N. (2020). Biochemistry of cardiovascular dysfunction in obesity. USA: Springer.

Tortora, G.T. & Derrickson, B.H. (2009). Essentials of anatomy and physiology: International student version. USA: John Wiley & Sons.

Vogel, S. (2013). Comparative biomechanics: Life's physical world (2nd edn). USA: Princeton University Press.

Washer, P. (2009). Clinical communication skills. UK: Oxford University Press.

Widmaier, E.P. (1998). Why geese don't get obese (and we do). USA: W.H. Freeman and Co.

Willmer, P. Stone, G. & Johnston, I. (2004) Environmental physiology of animals (2nd edn). UK: Blackwell Publishing Ltd.

Yong, E. (2016). I contain multitudes: The microbes within us and a grander view of life. UK: Bodley Head.

PHYSICAL SCIENCE & MATHS

Aalen, O., Borgan, O. & Gjessing, H (2008). Survival and event history analysis: A process point of view. USA: Springer.

Aaronson, S. (2013). Quantum computing since Democritus. UK: Cambridge University Press.

Anderson, J.D. (2010). Fundamentals of aerodynamics (Mcgraw Hill Series in Aeronautical and Aerospace Engineering) (5th edn). USA: McGraw-Hill Education.

Ball, P. (1999). Made to measure: New materials for the 21st century. USA: Princeton University Press.

Bell, E.T. (1996). Mathematics: Queen and servant of science. UK: G. Bell and Sons Ltd

Botton, A. (2014). The architecture of happiness. UK: Penguin Group.

Ching, F.D.K. (2015). Architectural graphics (6th edn). USA: John Wiley & Sons.

Dewdney, A.K. (2003). New Turing omnibus. UK: Palgrave Macmillan.

Fetter A.L. & Walecka J.D. (2003). Quantum theory of many-particle systems. USA: Dover Publications Inc.

Forbes, P. (2006). The gecko's foot: How scientists are taking a leaf from nature's book. USA: Harper Perennial.

Glasserman, P. (2010). Monte Carlo methods in financial engineering. USA: Springer.

Gordon, J.E. (2018). The new science of strong materials. USA: Princeton University Press.

Hills, W.D. (2001). The pattern on the stone: The simple ideas that make computers work. UK: Phoenix

Hogg, R.V & Tanis, E.A. (2015). Probability and statistical inference, global edition (9th edn). UK: Pearson Education Limited.

Hughes, E., Hiley, J., McKenzie-Smith, I. & Brown, K. (2016). Hughes electrical and electronic technology (12th edn.). UK: Pearson.

Körner, T.W. (1996). The pleasures of counting. UK: Cambridge University Press.

Kurzweil, R. (2005). The singularity is near. USA: Duckworth.

Lorrain, P. & Corson, D.R. (1990). Electromagnetism, principles and applications (2nd edn). USA: W. H. Freeman & Co Ltd.

Macdonald, A.S., Richards, S.J. & Currie, I.D. (2018). Modelling mortality with actuarial applications. UK: Cambridge University Press.

MacKay, D.J.C. (2008). Sustainable energy – without the hot air. UK: UIT Cambridge Ltd.

Main, I.G. (1989). Vibrations and waves in physics (3rd end). UK: Cambridge University Press.

Meriam, J.L., Kraige, L.G. & Bolton, J.N. (2016). Engineering mechanics: Dynamics (8th edn). USA: John Wiley & Sons.

Neale, V. (2017). Closing the gap: The quest to understand prime numbers. UK: Oxford University Press.

Norman, E., Cubitt, J., Urry, S. & Whittaker, M. (2000). Advanced design and technology. UK: Longman Group Ltd.

Perec, G. (2008). Species of spaces and other pieces. UK: Penguin Classics.

Petzold, C. (2000). Code: The hidden language of computer hardware and software. USA: Microsoft Press.

Rogers, G. & Mayhew, Y. (1992). Engineering thermodynamics: Work and heat transfer (4th edn). UK: Pearson Education Limited.

Sautoy, M. (2004). The music of the primes: Why an unsolved problem in mathematics matters. USA: Harper Perennial.

Sautoy, M. (2009). Finding moonshine: A mathematician's journey through symmetry. USA: Harper Perennial.

Silver, N. (2012). The signal and the noise: Why so many predictions fail – but some don't. UK: Penguin Group.

Spiegel, M.R. (1959). Vector analysis and an introduction to tensor analysis. USA: Schaum Publications.

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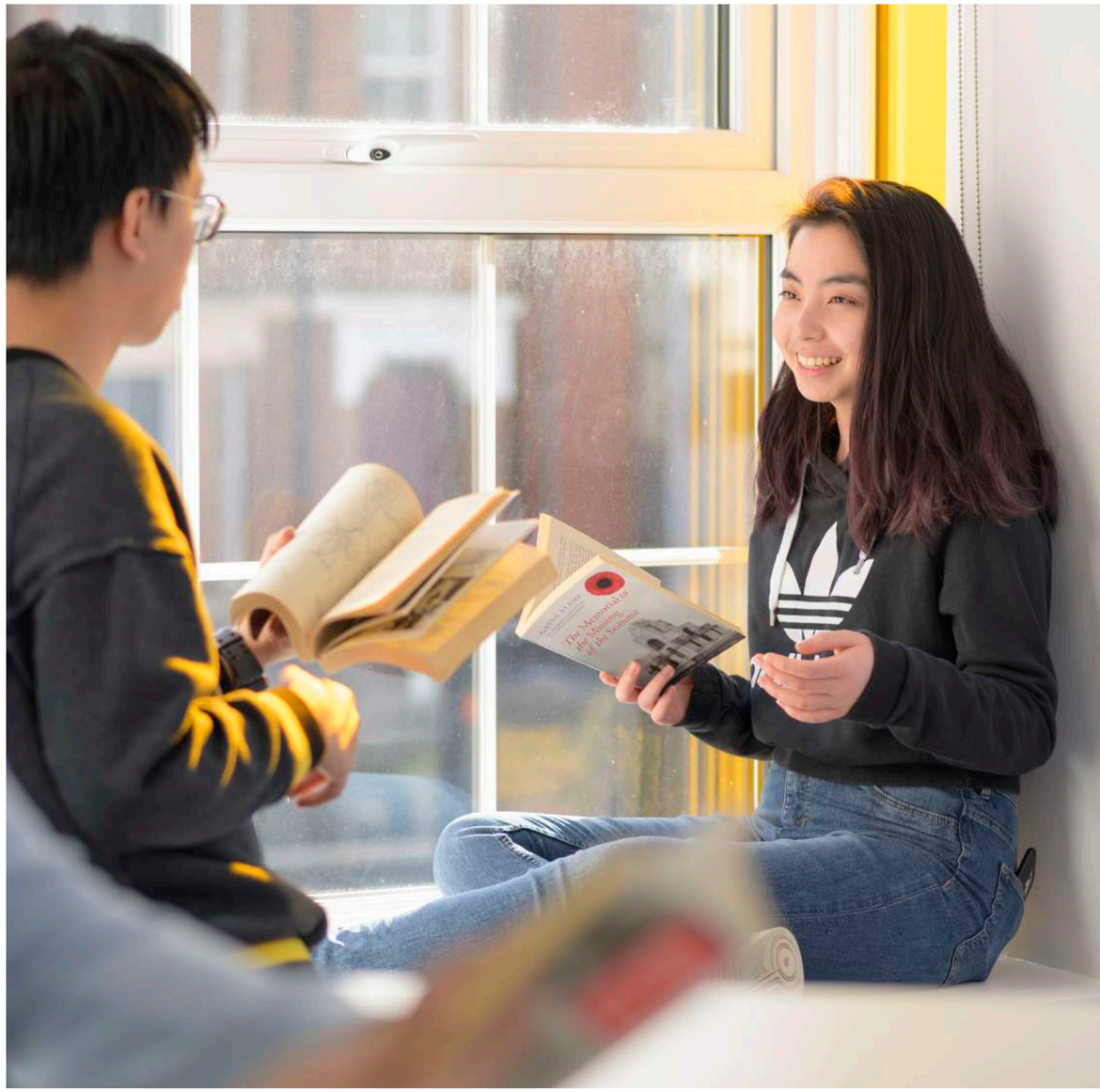

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Student resources:
Local volunteering opportunities

OXGROW COMMUNITY GARDEN
Find out more at oxgrow.org/get-involved

OXFORD FOOD BANK
Find out more at oxfordfoodbank.org/support-us/volunteer

YELLOW SUBMARINE
Find out more at yellowsubmarine.org.uk/volunteer/volunteer-opportunities

HELEN & DOUGLAS HOUSE
Find out more at helenanddouglas.org.uk/volunteer-opportunities/detail/49178

THE STORY MUSEUM
Find out more at torymuseum.org.uk/get-involved/volunteer

HOSPITAL VOLUNTEERING
Find out more at ouh.nhs.uk/get-involved/volunteering

KEEN
Find out more at keenoxford.org/get-involved-1

OXFAM
Find out more at oxfam.org.uk/get-involved/volunteer-with-us

AMI
Find out more at withami.co.uk

TARGET CAREERS
Find out more at targetcareers.co.uk/careers-advice/skills-and-experience/894117-volunteering-for-teens

OXFORD PRESERVATION TRUST
Find out more at oxfordpreservation.org.uk/content/volunteer

CARE HOME VOLUNTEERING

Iffley Residential and Nursing Home
Anne Greenwood Close, Iffley, Oxford, OX4 4DN
Tel: 01865 718402

The Headington Care Home
Roosevelt Drive, Headington, Oxford, OX3 7XR
Tel: 01865 988305

Marston Court
Marston Road, Oxford, OX3 0DJ

Isis Court and Isis House
Cornwallis Road, Donnington, Oxford, OX4 3NH

Shotover View
Craufurd Road, Horspath, Oxford, OX42SQ

Townsend House
Bayswater Road, Headington, OX3 9NX

Longlands
Balfour Road, Blackbird Leys, OX4 6AJ

The Lady Nuffield Home
165 Banbury Rd, Oxford, OX2 7AW

Fairfield Residential Home
115a Banbury Road, Oxford, OX2 6LA

Brookfield Care Home
Little Bury, Greater Leys, Oxford, OX4 7UY

Albany Care Home
7 London Road, Headington, OX3 7SN

Green Gates Care Home
2 Hernes Road, Summertown, Oxford, OX2 7PT

Vale House
Sandford-on-Thames, Oxford, OX4 4XL

St Luke's Hospital
Latimer Road, Headington, Oxford, OX3 7PF

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The Department is constantly evolving and taking on new opportunities. This guide provides the overview to the Supercurricular structure and delivery. For a real-time update on available activities, please consult our website or contact a member of our executive team.

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