

## Programme Specifications

### NATURAL SCIENCES TRIPOS

<b>1</b>	<b>Awarding body</b>	University of Cambridge
<b>2</b>	<b>Teaching institution</b>	University of Cambridge
<b>3</b>	<b>Accreditation details</b>	British Psychological Society The Geological Society Institute of Physics Institute of Materials, Minerals and Mining Royal Society of Chemistry
<b>4</b>	<b>Name of final award</b>	Bachelor of Arts (Honours) (for all students) Master of Natural Sciences (M.Sci) (for students who take Part III of the Tripos)
<b>5</b>	<b>Programme title</b>	Natural Sciences Tripos
<b>6</b>	<b>UCAS code</b>	BCF0 BA/NS
<b>7</b>	<b>JACS code(s)</b>	B000, C000, F000
<b>8</b>	<b>Relevant QAA benchmark statement(s)</b>	Biosciences, Chemistry, Earth Sciences, Environmental Sciences and Environmental Studies, Materials, Mathematics, Physics Astronomy and Astrophysics, Psychology
<b>9</b>	<b>Qualifications framework level</b>	6 (Honours) 7 (Master of Natural Sciences)
<b>10</b>	<b>Date specification produced/ last revised</b>	July 2014
<b>11</b>	<b>Date specification last reviewed</b>	July 2014

### Programme Aims of the Natural Sciences Tripos

The programme aims to:

- provide an education of the highest calibre across all sciences in order to produce graduates of the quality sought by industry, the professions, and the public service, and to provide academic teachers and researchers for the future
- provide a broad introduction to a range of sciences and scientific skills at University level, through having studied at least three experimental science subjects and mathematics to some extent
- allow students to develop specialised knowledge in one or more subjects, by studying these in depth if they so choose
- provide an intellectually stimulating environment in which students have the opportunity to develop their skills and enthusiasms to the best of their potential
- attract outstanding students from all backgrounds

### Programme Outcomes for the Natural Sciences Tripos

Students who qualify with a B.A. degree, having taken Parts IA, IB and II of the Natural Sciences Tripos, should have:

- had experience of a number of broad areas of science from a choice of options, taken to an advanced level, at which current research can be appreciated in some depth
- completed courses designed to increase their understanding of the broad applicability of their chosen subject in the wider context of scientific study

- had experience of independent work, including an introduction to aspects of scientific research
- substantially developed intellectual and professional skills in key areas of science
- substantially developed experimental and data analysis skills through a wide range of experiments in the practical laboratories to illustrate major themes of the lecture courses
- substantially developed communication and management skills through individual and group activities.

Students who qualify with an M.Sci. degree, having also taken Part III of the Natural Sciences Tripos, should have:

- carried out a substantial independent research project in their chosen field and become well-prepared for a career in academic or industrial research.

### **Teaching and Learning Methods**

Each course employs a variety of teaching and learning methods, including lectures, seminars, small-group teaching sessions (supervisions), computer work, practical classes, examples classes, on-line resources, and field trips; not all may be used in each course.

### **Assessment**

The individual courses employ a range of assessment techniques, including unseen written examinations, assessed coursework, experiment write-ups, literature and experimental reports, marked essays, oral examinations and project reports and presentations.

Examiners are appointed separately for each course. In the first and second years of the Tripos (Parts IA and IB) the marks for each course are moderated to ensure a fair and comparable distribution of marks is achieved across each subject. Students are awarded a class based on the aggregate mark of the subjects taken.

In the third and, where applicable, fourth years of the course (Part II and Part III), examiners award marks and classes based on marking criteria approved by the relevant course organisers and Faculty Board.

### **Aims, Outcomes and Assessment of Courses**

Each major course of the Tripos has identified its aims, learning outcomes, teaching and learning methods, assessment, and any prerequisite courses. These are included as Appendix A.

### **Support for Students and their Learning**

- individual course handbooks, on-line learning resources and web sites (accessible from the NST website <http://www.natsci.tripos.cam.ac.uk>):
- University, Departmental and College libraries and computing facilities;
- students are assigned a Director of Studies and a personal Tutor by their College;
- small group tutorials (supervisions) provided by Colleges, often with collaboration of Departments for the smaller and/or more specialised subjects;
- extensive staff contact in practical classes and, where applicable, field courses.

### **Criteria for Admission**

It is essential for students to have obtained at least two science/maths A Level (or the equivalent). Some subjects require or recommend particular A Level prerequisites.

Typical offers from Colleges would be three A Levels at grade A\*A\*A .

### **Mechanisms for evaluating and improving the quality of student learning support**

Students have termly meetings with their College Tutor and Director of Studies to monitor and review their progress in the Tripos. This is facilitated by reports submitted to the Colleges by the student's supervisors on each course. Supervisors normally meet students on a weekly basis.

Each course in the Natural Sciences Tripos has a course management (or teaching) committee which regularly reviews the content of that course, student feedback and comments from examiners. Students have representation on these committees, either directly or through dedicated staff-student committees.

All Part II and Part III courses and some Part IB courses have external examiners, who are required to submit a report to the University. This is normally responded to by the appropriate Head of Department, or an appointed deputy. The report and response is scrutinised by the General Board's Education Committee.

The Committee of Management for the Natural Sciences Tripos, meets twice termly, and has student representation. It is responsible for the strategic direction along with routine matters of administration and assessment for the Tripos. The structure and philosophy of the Tripos, in the light of developments in the scientific world and other external changes that may affect the teaching of scientific subjects, is kept under review by the Committee of Management for the Natural Sciences Tripos. The Committee is informed by, and in turn informs, the Faculty Boards and comparable bodies who contribute to the teaching of Natural Sciences.

All Departments who teach in the Tripos are reviewed by the General Board once every six years.

### **Employment and Careers**

The General Board considers that preparation for any specific branch of employment is not the main objective of most educational courses provided by the University, and takes the view that the requirement to include specific employers' needs and opinions in programme specifications would distort the aims and objectives of many Cambridge courses.

Preparation for employment in general is provided in the opportunities for acquisition of relevant transferable skills which are outlined at

<http://www.natsci.tripos.cam.ac.uk/prospective-students/tskills>

The Careers Service maintains links with relevant employers and takes into account employer needs and opinions in the services which it provides for students. Details of its services can be found at [www.careers.cam.ac.uk/](http://www.careers.cam.ac.uk/). The Careers Service also allocates a Careers Adviser to each College, Faculty and Department to act as a point of contact.

## Structure of the Natural Sciences Tripos

The Natural Sciences Tripos is the framework within which most of the sciences are taught and examined in Cambridge. It is taught primarily by sixteen Departments and includes a wide range of physical and biological sciences, and the history and philosophy of science. Departments provide the structure for the Tripos, teaching in lectures, and practical and examples classes; all students are members of a Cambridge College, which provides advice on the direction of studies and, in collaboration with the Departments, small-group teaching (supervisions).

The programme is only offered as a full-time course and normally lasts for three or four years, depending on the specialist subjects chosen. Students have a wide choice of subjects from their matriculation and therefore each student has an individual programme of courses leading to their degree. Further information on the Tripos and the individual courses can be found at <http://www.natsci.tripos.cam.ac.uk>

### The First Year (Part IA)

Students may enter Part IA of the Tripos if they have satisfied the criteria for admission specified for the Tripos, and have been admitted to a Cambridge College.

Students take four subjects: three experimental subjects and mathematics taken from the lists below. Computer Science and Biology of Cells are timetabled at the same time and therefore cannot be taken together. Director of Studies will offer firm advice on the most appropriate mathematical subject, depending on the student's aspirations and previous knowledge.

Experimental Subjects	Mathematics
<b>Biology of Cells</b> <b>Chemistry</b> <b>Computer Science</b> <b>Earth Sciences</b> <b>Evolution and Behaviour</b> <b>Materials Science</b> <b>Physics</b> <b>Physiology of Organisms</b>	<b>Elementary Mathematics for Biologists</b> <b>Mathematics</b> <b>Mathematical Biology</b>

Students are expected to attend, for each of the four subjects taken, three lectures, one supervision and an average of two to four hours of practical work during each week of the eight-week terms. College Directors of Studies give further advice on appropriate levels of extracurricular study.

### The Second Year (Part IB)

Students may enter Part IB of the Tripos if they have successfully completed Part IA of the Tripos. Students may transfer from another Tripos, providing they have satisfied the criteria for admission specified for the Natural Sciences Tripos and have approval from their College Director of Studies. Many of the subjects offered at Part IB assume specific knowledge of particular Part IA courses.

Students take three subjects from the list given below. There are some restrictions on subject combinations, although there are well over 100 different combinations taken each year.

<b>Chemistry A</b>	<b>Animal Biology</b>
<b>Chemistry B</b>	<b>Biochemistry and Molecular Biology</b>
<b>Geological Sciences A</b>	<b>Cell and Developmental Biology</b>
<b>Geological Sciences B</b>	<b>Ecology</b>
<b>Materials Science</b>	<b>Experimental Psychology</b>
<b>Mathematics</b>	<b>Neurobiology</b>
<b>Physics A</b>	<b>Pathology</b>
<b>Physics B</b>	<b>Pharmacology</b>
	<b>Physiology</b>
<b>History and Philosophy of Science</b>	<b>Plant and Microbial Sciences</b>

Students are expected to attend, for each of the three subjects taken, three lectures, one supervision and up to six hours of practical work during each week of the eight-week terms. College Directors of Studies give further advice on appropriate levels of extracurricular study.

### **The Third Year (Part II)**

Students may enter Part II of the Tripos if they have successfully completed Part IB of the Tripos. Students may transfer from another Tripos, providing they have satisfied the criteria for admission specified for the Natural Sciences Tripos and have approval from their College Director of Studies. Many of the subjects offered at Part II require specific knowledge of particular Part IB courses; in some cases, there may be a specific requirement to have studied these courses at Part IB. In addition, there is a restricted number of places on some Part II courses and students compete for a place based on agreed Departmental selection criteria and collaborative procedures.

Students usually choose to specialise in their third year from the subjects outlined below and therefore study one subject in depth.

<b>Astrophysics*</b>	<b>Biochemistry*</b>
<b>Chemistry*</b>	<b>Genetics</b>
<b>Geological Sciences*</b>	<b>Neuroscience</b>
<b>Materials Science*</b>	<b>Pathology</b>
<b>History and Philosophy of Science*</b>	<b>Pharmacology</b>
<b>Physics*</b>	<b>Physiology, Development, &amp; Neuroscience</b>
	<b>Physiology &amp; Psychology</b>
	<b>Plant Sciences</b>
	<b>Psychology</b>
	<b>Zoology</b>

*\* denotes subjects in which you can continue into a fourth year*

Alternatively, students may opt to take one of two more general courses, choosing two subjects from a wider range of topics. These courses allow students to take a course without a practical element.

<b>Physical Sciences</b>	<b>Biological and Biomedical Sciences</b>
--------------------------	---

Successful completion of the third year leads to the award of a B.A. degree.

### **The Fourth Year (Part III)**

Students may enter Part III of the Tripos only if they have successfully completed the corresponding Part II course of the Tripos. Fourth year courses are offered in the following subjects:

<b>Astrophysics</b> <b>Biochemistry</b> <b>Chemistry</b> <b>Geological Sciences</b> <b>History and Philosophy of Science</b> <b>Materials Science</b> <b>Physics</b> <b>Systems Biology</b>
--

Successful completion of the fourth year leads to the additional award of an M.Sci. degree.

There are entry requirements for each Part III subject. You should refer to <http://www.natsci.tripos.cam.ac.uk/students/fourth> for further details.

<p>Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.</p>
--

<p>Further information about specifications and an archive of programme specifications for all awards of the University is available online at: <a href="http://www.admin.cam.ac.uk/univ/camdata/archive.html">www.admin.cam.ac.uk/univ/camdata/archive.html</a></p>
--

## **Appendix A: Programme Outlines for all courses of the Natural Sciences Tripos**

### **Part IA Biology of Cells**

This course is taught jointly by the Departments of Biochemistry, Genetics, Plant Sciences and Zoology.

#### **Aims**

1. to introduce the basic concepts of cell biology, including cell structure, macromolecules, biochemistry, genetics, molecular biology, development and cell communication;
2. to illustrate the experimental approaches and technologies which have led to our understanding of cell biology;
3. to provide laboratory classes and online exercises complementary to the lecture topics to enable students to experience directly the experimental nature of the subject;
4. to provide sufficient background to enable students to continue with more specialised courses in Part IB, such as Cell and Developmental Biology, Biochemistry and Molecular Biology or Plant and Microbial Sciences.

#### **Learning Outcomes**

At the end of the course students should:

1. have acquired an understanding of the major concepts in cell and molecular biology, and the experimental approaches taken to address them;
2. be able to write clear and well-argued descriptions of these topics, based on the course material and textbook articles;
3. be able to design, perform and analyse simple experiments in cell and molecular biology;
4. be able to continue with Part IB courses which have substantial elements of cell and/or molecular biology.

#### **Teaching and Learning Methods**

These include lectures, supervisions, practical classes and web-based exercises.

#### **Assessment**

Assessment for this course is through:

- one unseen written examination, based on lecture material (for aims 1, 2 and 4 and learning outcomes 1, 2 and 4);
- one unseen written examination, based on material from the practical classes (for aims 2-4 and learning outcomes 1, 3 and 4).

#### **Courses of Preparation**

**Highly desirable:** A Level Chemistry.

**Recommended:** Although A Level Biology is not a requirement, students who have not done Biology at A Level may wish to consult an A Level Biology text before they come up.

### **Part IA Chemistry**

This course is taught by the Department of Chemistry.

#### **Aims**

1. to provide an introduction to university level chemistry, building on ideas and topics previously studied in typical pre-university courses such as GCE A level;
2. to introduce topics in chemistry which are relevant to the further study of chemistry and other molecular sciences within the Natural Sciences Tripos;
3. to introduce the key ideas and concepts which are used to understand and rationalize chemical structures and reactions, and to show how these are applied;
4. to introduce quantitative theories, such as thermodynamics and kinetics, and show how these are applicable to understanding chemical reactivity;
5. to develop practical skills in both preparative chemistry and in making relevant measurements, and interpreting these experiments in the light of the ideas and theories presented in the course.

#### **Learning Outcomes**

At the end of the course students should:

1. have an enhanced understanding of the chemical principles introduced in the course;
2. be able to apply these principles to solve problems, make calculations, make predictions and rationalize trends;
3. have enhanced practical skills.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes.

#### **Assessment**

Assessment for this course is through:

- one unseen written examination (for aims 1-4 and learning outcomes 1-2);
- submission of practical notebooks containing records of practical work (for aim 5 and learning outcome 3).

#### **Courses of Preparation**

**Essential:** A Level Chemistry or equivalent (A Level Mathematics is essential for Chemistry A in Part IB).

**Highly desirable:** AS or A Level Mathematics.

### **Part IA Computer Science**

This course is taught by the Computer Laboratory. Undergraduates taking this course will sit Paper 1 of the Computer Science Tripos.

#### **Aims**

1. to provide Natural Science undergraduates with a thorough grounding in computer structure and programming, algorithm design, and the fundamental theories of computer science;
2. to develop skills in programming and analysis of computational problems;
3. to provide Natural Science undergraduates with a taste of academic Computer Science.

#### **Learning outcomes**

At the end of the course students should:

1. have attained a solid foundation in the fundamentals of computer science, including computer structure, algorithm design and analysis, floating point and numerical computation, and computer programming;
2. have developed practical programming skills through a range of assessed exercises and practical classes.

#### **Teaching and Learning Methods**

Lectures (60), supervisions (ideally one for every 3 to 6 lectures), assessed exercises, and practical programming classes.

#### **Assessment**

Assessment for this course is through:

- unseen written examinations;
- submission of practical exercises.

#### **Courses of Preparation**

**Essential:** A Level Mathematics or equivalent

Computer Science students are assumed to be taking NST Part 1A Mathematics in parallel with NST Part 1A Computer Science

**Recommended:** AS- or A Level Further Mathematics and/or a physical science

### **Part IA Earth Sciences**

This course is taught by the Department of Earth Sciences.

#### **Aims**

1. to introduce the geological processes of the Earth and other planets, including plate tectonics, magmatism, metamorphism, rock deformation, atmosphere/ocean processes, climate change, erosion and sedimentation, and the evolution of the biosphere;
2. to introduce key techniques in the study of the Earth, such as geophysical methods, petrographic study, geological maps and sections, sedimentological and palaeontological analysis, and compilation of regional geological history;
3. to provide practical experience, in the laboratory and in the field, of these techniques and of the main classes of geological materials: minerals, fossils, and sedimentary, igneous and metamorphic rocks;
4. to provide sufficient geological foundation to enable students to continue with more specialised courses in Part IB Geological Sciences A and B.

#### **Learning Outcomes**

At the end of the course, students should have:

1. acquired a broad understanding of the major systems of the Earth, and of the approaches used to understand them;
2. learnt to identify and diagnose a range of geological materials and to analyse simple geophysical and geological data;
3. developed the skill of writing concise, well-structured and clearly illustrated descriptions and analyses of these topics;
4. practised appropriate transferable skills, particularly problem solving, oral and written communication and teamwork (particularly in an outdoor field setting).

#### **Teaching and Learning Methods**

The course is taught through lectures, practical classes, supervisions, and field courses, including a one-week residential course.

#### **Assessment**

Assessment for this course is through:

- one unseen written examination, based on material from all teaching methods (for aims 1-2 and learning outcomes 1-3);
- one unseen practical examination, based mainly on material from practical and field classes (for aim 3 and learning outcomes 2 and 4).

#### **Courses of Preparation**

**Essential:** *None*, but a strong science background is required.

**Recommended:** A Levels: At least two of Physics, Chemistry, Biology and Mathematics  
No previous subject knowledge is necessary.



### **Part IA Elementary Mathematics for Biologists**

This course is taught jointly by the Departments of Biochemistry, Psychology, Pathology, Pharmacology and Physiology, Development and Neuroscience.

#### **Aim**

1. to provide students who have not taken mathematics to A level with a toolkit of basic mathematical techniques used in biology.

#### **Learning Outcomes**

At the end of the course students should:

1. have acquired the facility to use algebraic equations to make statements about physical quantities;
2. understand the use of logarithms and powers;
3. be able to use of standard functions such as sine, cosine, natural logarithm and exponential;
4. be able to use calculus to evaluate rates of change and cumulative effects and be able to evaluate simple expressions involving derivatives and integrals;
5. understand basic descriptive statistics and be able to perform simple significance tests;
6. be able to use a spreadsheet program to organize data, perform calculations, and 'fit' theoretical expressions to empirical data.

#### **Teaching and Learning Methods**

These include lectures, examples classes and computer workshops.

#### **Assessment**

Assessment for this course is through:

- one unseen written examination, based on lecture material and the computer workshops (for aim 1 and learning outcomes 1-6);
- five assessed exercises, based on the lectures, examples classes and workshops (for aim 1 and learning outcomes 1-6).

#### **Courses of Preparation**

**Essential:** *None.* The course is intended for students who have NOT taken A Level Mathematics

**Recommended:** Any science courses.

### **Part IA Evolution and Behaviour**

This course is taught jointly by the Departments of Biochemistry, Psychology, Genetics, Plant Sciences, Zoology and the Division of Biological Anthropology, Department of Archaeology and Anthropology.

#### **Aims**

1. to provide a course on evolutionary biology that introduces students to the major principles of evolutionary theory, and ranges from the origins of life, through the evolution of plants and animals to the evolution of behaviour;
2. to prepare students for subsequent biology courses that require an understanding of evolution and behaviour;
3. to show how natural selection ultimately underpins all biological processes and how evolution has generated biological diversity;
4. to outline the major transitions in evolution, from the origin of life and of sex, to hominin evolution;
5. to investigate the evolutionary basis of behaviour in animals, including primates and humans;
6. to develop practical biological skills.

#### **Learning Outcomes**

At the end of the course students should:

1. have an enhanced knowledge and appreciation of evolutionary biology and behaviour;
2. be able to develop cogent and critical arguments based on the course material;
3. be able to perform, analyse and report on experiments and observations in whole-organism biology;
4. be able to integrate related topics from separate parts of the course.

#### **Teaching and Learning Methods**

These include lectures, supervisions, practical classes and a field course.

#### **Assessment**

Assessment for this course is through:

- one unseen written examination (for aims 1-5 and learning outcomes 1-4);
- submission of records of practical work (for aim 6 and learning outcomes 3 and 4).

#### **Courses of Preparation**

**Essential:** *None.*

**Highly Desirable:** A Level Biology

### **Part IA Materials Science**

This course is taught by the Department of Materials Science & Metallurgy.

#### **Aims**

1. to introduce the basic concepts concerning the materials in the world about us and to explain the structure and properties of crystalline and non-crystalline materials, the symmetry and defects of crystal structures, their chemical stability, physical properties, mechanical properties and changes in structure;
2. to explain the experimental approaches and technologies which have led to our understanding of materials' structure and properties;
3. to provide practical classes which are designed to help develop and clarify concepts introduced in lectures and to allow students to experience the experimental methods which have led to our understanding of materials;
4. to provide sufficient background material to enable students to continue with more specialised courses in Part IB, such as Materials Science and other physical science subjects.

#### **Learning Outcomes**

At the end of the course the students should:

1. have acquired an understanding of the main concepts related to the structure and properties of materials and the experimental approaches used to reveal these concepts;
2. be able to understand the three-dimensional nature of crystalline and non-crystalline materials and to calculate values relevant to their structure, physical properties and chemical stability;
3. be able to do simple experiments using laboratory equipment to demonstrate concepts lectured in the course;
4. be able to continue with Part IB courses which utilize many aspects of the science and understanding of materials.

#### **Teaching and learning methods**

These include lectures, practicals and demonstrations, supervisions and extensive use of dedicated software packages.

#### **Assessment**

Assessment for this course is through:

- a number of assessed practicals and a mini-project based on material from the lectures (for aims 1-4 and learning outcomes 1-4);
- one unseen written examination based on material given in lectures and practicals throughout the year (for aims 1, 2 & 4 and learning outcomes 1, 2 & 4).

#### **Courses of Preparation**

**Highly desirable:** A Level Physics or Chemistry *and* Mathematics.  
No previous subject knowledge is necessary.

### **Part IA Mathematical Biology**

This course is taught by the Faculty of Biology and is intended for biologists who have taken mathematics at A level (or have an equivalent level of preparedness, including a grounding in calculus).

#### **Aims**

1. to introduce students to the application of mathematical modelling in the analysis of biological systems including populations of molecules, cells and organisms;
2. to show how mathematics, statistics and computing can be used in an integrated way to analyse biological systems;
3. to develop students' skills in algebraic manipulation, the calculus of linear and non—linear differential and difference equations, mathematical modelling, matrix algebra and statistical methods;
4. to introduce students to the use of mathematical and statistical computer packages for the analysis of biological processes.

#### **Learning Outcomes**

At the end of the course, students should:

1. have an enhanced knowledge and understanding of mathematical modelling and statistical methods in the analysis of biological systems;
2. be better able to assess biological inferences that rest on mathematical and statistical arguments;
3. be able to analyse data from experiments and draw sound conclusions about the underlying processes using their understanding of mathematics and statistics;
4. be aware of the use of computers to assist them in studying mathematical functions and carrying out statistical tests.

#### **Teaching and Learning Methods**

These include lectures, supervisions, and computer practicals.

#### **Assessment**

Assessment for this course is through:

- one unseen written examination, based on lecture material and the computer workshops (for aims 1-3 and learning outcomes 1-3);
- two assessed exercises, based on the lectures, examples classes and practicals (for aims 1-4 and learning outcomes 1-4).

#### **Courses of Preparation**

**Essential:** A Level Mathematics

### **Part IA Mathematics**

This course is taught by the Department of Applied Mathematics and Theoretical Physics with input from other Physical Science Departments.

There are two versions of the course, A and B. Course A provides a thorough grounding in methods of mathematical science and contains everything prerequisite for the mathematical content of all physical-science courses in Part IB of the Natural Sciences Tripos, including specifically Mathematics, Physics and Advanced Physics.

Course B contains additional material for those students who find mathematics rewarding in its own right, and it proceeds at a significantly faster pace. Students are strongly encouraged to take Course A unless they have a thorough understanding of material in Further Mathematics A2 level. Both courses lead to the same examination and qualification.

#### **Aims**

1. to provide a course on elementary mathematical techniques that are used in the physical sciences courses of the Natural Sciences Tripos;
2. to prepare students for more advanced mathematical courses in the Natural Sciences Tripos;
3. to develop mathematical skills and methods appropriate for students in the physical sciences. A detailed syllabus is determined by a committee which has input from the physical science subjects in the Natural Sciences Tripos.

#### **Learning Outcomes**

At the end of the course students should:

1. have a knowledge and understanding of a range of elementary mathematical techniques;
2. be able to solve mathematical problems based on the course material.

#### **Teaching and Learning Methods**

These include lectures, supervisions, and occasional examples classes.

#### **Assessment**

Assessment for this course is through:

- two unseen written papers each of three hours (for aims 1-3 and learning outcomes 1-2);

#### **Courses of Preparation**

**Essential:** A Level Mathematics.

**Recommended:** A Level Further Mathematics

### **Part IA Physics**

The course is taught by the Department of Physics.

#### **Aims**

1. to consolidate school physics, providing a more analytical framework for Newtonian statics and dynamics, oscillations and waves, electric circuits, and gravitational and electromagnetic fields, and to introduce new themes, including special relativity and quantum mechanics;
2. to bridge the gap between school and university level physics by encouraging mathematical model building and by broadening the perspective, so that students appreciate the generality of the laws of physics;
3. to develop basic skills in the collecting and analysis of experimental data;
4. to provide a sound foundation for later courses in physics and in other physical sciences.

#### **Learning Outcomes**

At the end of the course students should:

1. have attained a sound level in basic physics, and laid a secure foundation for NST Part IB Physics A and Physics B, and for other NST Part IB courses;
2. have developed problem-solving skills in basic physics;
3. have developed experimental and data analysis skills through a range of straightforward experiments in the practical laboratories;
4. have developed communication skills in describing physical arguments and reporting the results of experiments.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes.

#### **Assessment**

Assessment for this course is through:

- one unseen examination, based on lectures and some practical class material (for aims 1-2, 4 and learning outcomes 1-2);
- continuously assessed practical work (for aims 2-4 and learning outcomes 3-4).

#### **Courses of Preparation**

**Essential:** A Level Physics and Mathematics, or Mathematics and Further Mathematics (with three units of Mechanics)

**Useful:** AS or A Level Further Mathematics. We also expect students to take the Part IA Mathematics Paper in parallel with Physics.

### **Part IA Physiology of Organisms**

This course is taught jointly by the Departments of Physiology, Development & Neuroscience, Plant Sciences and Zoology.

#### **Aims**

1. to provide a course of basic comparative physiology, introducing students to the principles of normal biological function in a wide range of organisms;
2. to prepare students for subsequent biological courses that require an understanding of the physiology of organisms;
3. to show how animals and plants maintain an internal steady state, how they acquire and dispose of nutrients and how they detect and respond to changes in their environments;
4. to outline the physiology of bacteria and fungi;
5. to investigate the evolution of physiological mechanisms in vertebrates, and the influence that body size has on physiology;
6. to develop practical biological skills.

#### **Learning Outcomes**

At the end of the course students should:

1. have an enhanced knowledge and appreciation of the physiology of organisms;
2. be able to develop cogent and critical arguments based on the course material;
3. be able to perform, analyse and report on experiments and observations in physiology;
4. be able to integrate related topics from separate parts of the course.

#### **Teaching and Learning Methods**

These include:

- lectures, practical classes
- feedback on practical notebooks containing records of practical work (for aim 6 and learning outcome 3).
- College-based supervisions.

#### **Assessment**

Assessment for this course is through:

- a written examination consisting of one practical paper and one theory paper (for aims 1-6 and learning outcomes 1-4);

#### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** AS or A Level Biology and/or Physics.

### **Part IB Animal Biology**

This course is taught by the Department of Zoology.

#### **Aims**

1. to show how the form, function and behaviour of animals become adapted to the environment through evolution;
2. to elucidate general biological principles through the study of specialised or experimentally tractable systems;
3. to prepare students for Part II courses that require knowledge of animal biology at the systems and organismal levels;
4. to develop students' practical scientific skills.

#### **Learning Outcomes**

At the end of the course, students should be:

1. able to appreciate the complexities of biological organisation and be able to address scientifically controversial issues in a rational way;
2. able to interpret material in terms of biological function and the effect of natural selection;
3. able to analyse and report on material learned;
4. able to assess the scope of animal biology and be able to select particular areas for further study;
5. aware of the breadth of studies on the biology of animals as they relate to the evolution, function, behaviour and behavioural ecology of animals;
6. able to integrate related topics from separate parts of the course.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations, based on lecture material (for aims 1-3 and learning outcomes 1-6);
- continuous assessment of practical work (for aims 1-4 and learning outcomes 1-6).

#### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** NST Part IA Evolution and Behaviour (particularly helpful);  
NST Part IA Biology of Cells (helpful);  
NST Part IA Physiology of Organisms (helpful).

### **Part IB Biochemistry & Molecular Biology**

This course is taught by the Department of Biochemistry.

#### **Aims**

1. To build on the Part IA Biology of Cells course, providing an advanced foundation for specialist further study of Biochemistry or other molecular biosciences in:
  - the structural organisation of genes and the control of gene expression in prokaryotes and eukaryotes;
  - protein structure, enzyme catalysis and protein engineering;
  - the control of metabolic pathways, energy transduction and cell growth;
  - the methods used to analyse biochemical structures and processes;
  - the implementation of experimental protocols, use of laboratory equipment and of software to analyse molecular structure and sequences.

#### **Learning Outcomes**

At the end of the course students should have knowledge and understanding of:

1. recombinant DNA technology; chromatin structure, gene expression;
2. protein structure and folding, conformational mobility and stability, principles of enzyme kinetics, enzyme mechanisms, allostery and antibody recognition and protein design;
3. structural basis and mechanism of energy transduction in organelles and organisms, and of the control of metabolic flux;
4. the control of eukaryotic cell cycle; the principal mechanisms by which oncogenes and tumour suppressor genes perturb normal cell proliferation;
5. signal transduction across membranes and within and between cells;
6. molecular interrelations of selected microorganisms (including protozoa) with host organisms;
7. the mechanisms of protein secretion and flagellar motility in bacteria;
8. the analysis and critical interpretation of the results of biochemical experiments using examples from their own laboratory practice, journal clubs and lectures.

#### **Teaching and Learning Methods**

These include lectures, practical classes and discussions, computer applications, journal clubs and supervisions.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations based on the content of the lecture courses (for aim 1 and learning outcomes 1-8);
- one unseen written examination based on practical work conducted throughout the year, and drawing on the background given in lectures (for aim 1 and learning outcomes 1-8).

#### **Courses of Preparation**

**Essential:** NST Part IA Biology of Cells  
Knowledge of A2-level Chemistry is assumed.

### **Part IB Cell and Developmental Biology**

This course is taught jointly by the Departments of Biochemistry, Genetics, Plant Sciences and Zoology.

#### **Aims**

1. to introduce some of the major ideas and current experimental approaches in cell and developmental biology;
2. to illustrate how molecular approaches complement classical cell biology in providing details of how cells carry out their basic processes;
3. to consolidate and extend students' knowledge of how cells work, how they interact and how they differentiate;
4. to illustrate the excitement of the rapid advances in cell and developmental biology;
5. to provide a framework for further specialised study of molecular, cellular and developmental biology in Part II courses in biological sciences.

#### **Learning Outcomes**

At the end of the course students should:

1. have developed knowledge of the major ideas in cell biology and developmental biology;
2. have an understanding of the experimental approaches, and how they are applied to specific problems in cell and developmental biology;
3. be able to carry out and interpret simple experiments in cell and developmental biology.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical work.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations based on the content of the lecture courses (for aims 1-4 and learning outcomes 1 and 2);
- one unseen examination, based on practical work conducted throughout the year (for aims 1-4 and learning outcomes 2 and 3).

#### **Courses of Preparation**

**Essential:** NST Part IA Biology of Cells

### **Part IB Chemistry A**

This course is taught by the Department of Chemistry.

#### **Aims**

1. to build on the knowledge and ideas gained from Part IA Chemistry;
2. to introduce the theories and techniques used to understand and probe the behaviour of individual molecules (i.e. quantum mechanics and spectroscopy), collections of such molecules (i.e. statistical thermodynamics) and the solid state (i.e. free-electron and band theory);
3. to show how these ideas can be applied to understand a wide range of physical and chemical phenomena;
4. to develop practical skills involved in making and interpreting physical measurements in the light of the theories studied in the course;
5. to develop skills in using computer programs to make calculations of molecular properties and to understand the significance of the results in the light of the theories studied in the course.

#### **Learning Outcomes**

At the end of the course students should:

1. be able to apply the theories and concepts introduced in the course to solve problems, perform calculations, make predictions and rationalize trends;
2. have enhanced practical skills, particularly in the areas of making and interpreting measurements, analysing data and using computer programs to compute molecular properties.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes and computer-based exercises.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations (for aims 1-3 and learning outcome 1);
- submission of practical notebooks containing records of practical work, including computer-based exercises (for aims 4-5 and learning outcome 2).

#### **Courses of Preparation**

**Essential:** NST Part IA Chemistry; *and*  
NST Part IA Mathematics (preferred) *or* NST Part IA Mathematical Biology (acceptable).

**Recommended:** NST Part IA Physics;  
NST Part IA Materials Science.

### **Part IB Chemistry B**

This course is taught by the Department of Chemistry.

#### **Aims**

1. to build on the knowledge and ideas gained from Part IA Chemistry;
2. to introduce the concepts and ideas used to understand the structures and reactions of a wide range of chemical compounds, with particular emphasis on the areas of organic chemistry, electron deficient compounds and transition metal complexes;
3. to understand the importance of the shapes and structures of molecules, and how these properties can be determined i.e. by spectroscopy or diffraction;
4. to introduce the way in which an understanding of chemical concepts is crucial for understanding the molecular basis of living systems;
5. to develop practical skills involved in preparing, purifying and characterising typical organic and inorganic compounds.

#### **Learning Outcomes**

At the end of the course students should:

1. be able to apply the ideas and concepts introduced in the course to solve problems, make predictions and rationalize trends;
2. have enhanced practical skills, particularly in the area of preparative chemistry.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations (for aims 1-4 and learning outcome 1);
- submission of practical notebooks containing records of practical work (for aim 5 and learning outcome 2).

#### **Courses of Preparation**

**Essential:** NST Part IA Chemistry.

**Recommended:** NST Part IA Biology of Cells.

### **Part IB Ecology**

This course is taught jointly by the Departments of Genetics, Plants Sciences and Zoology.

#### **Aims**

1. to develop key ecological concepts and approaches;
2. to introduce major ecosystems;
3. to offer information and literature references to enable you to develop and defend a reasoned position on some controversial issues;
4. to introduce habitats, organisms, approaches and the methodology of ecological research on the field course and through project work.

#### **Learning Outcomes**

1. to be aware of the scope of ecology and able to select areas for further study;
2. to be alert to the complexity of ecological systems and able to address controversial issues in a rational way;
3. to be able to plan and carry out fieldwork in ecological research, environmental monitoring or expedition projects;
4. to understand the interface between ecology and environment.

#### **Teaching and Learning Methods**

These include lectures, supervisions, a field course and presentations of project results.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations (for aims 1-3 and learning outcomes 1, 2 and 4);
- one report on independent project work carried out either on the field course or during the academic year (for aims 1, 3 and 4 and learning outcomes 1, 3 and 4).

#### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** NST Part IA Evolution and Behaviour;  
NST Part IA Physiology of Organisms;  
A Level Biology.

### **Part IB Experimental Psychology**

This course is taught by the Department of Psychology.

#### **Aims**

1. to introduce students to a broad range of the key topics in experimental psychology and to provide the opportunity to learn about experimental procedures in experimental psychology through practical classes;
2. to prepare students for the Part II Psychology course.

#### **Learning Outcomes**

At the end of the course, students should possess:

1. skills of arguing towards theoretical conclusions about mental processes from empirical evidence and a knowledge base from which to argue;
2. an appreciation of the principles of behavioural experimentation, acquired through participation in practical classes (and from videos and films);
3. skills of scientific reporting, developed through writing practical reports;
4. a thorough understanding of experimental methodology, design and statistical analysis.

#### **Teaching and Learning Methods**

These include lectures, practical classes and supervisions.

#### **Assessment**

Assessment for this course is through:

- two unseen three-hour written examinations, and a written practical examination of 90 minutes (for aims 1 and 2 and learning outcomes 1, 2 and 4);
- submission of five practical reports of work conducted in practical classes (for aims 1 and 2 and learning outcome 3). For each practical report either not received or judged to be unsatisfactory, one-and-a-half percentage marks will be subtracted from the total marks gained in the written papers.

#### **Courses of Preparation**

**Essential:** *None*

**Recommended:** *None*

### **Part IB Geological Sciences A**

This course is taught by the Department of Earth Sciences.

#### **Aims**

1. to investigate the processes - physical, biological, and chemical - that form and deform sedimentary rocks, as well as the geophysical aspects of plate tectonics;
2. to provide practical experience of the description of sedimentary rocks and their application to resolving climatic, depositional, and burial histories, as well as tectonic analysis;
3. to promote the development of field skills necessary for the independent mapping project to be undertaken by students carrying on to Part II;
4. to explore the regional geology of southwest England in lectures, practicals, and fieldwork.

#### **Learning Outcomes**

At the end of the course, students should have:

1. developed skills relevant to field work to a level where independent mapping may be undertaken;
2. recognised the links between the atmosphere, hydrosphere, biosphere, and lithosphere and how together they impact the sedimentary and climatic history of Earth;
3. attained a reasonable working knowledge of the geology of the southwest of England;
4. progressed from the more guided learning of NST Part IA Earth Sciences to the independent learning required of students carrying on to Part II Geological Sciences.

#### **Teaching and Learning Methods**

The course is taught through lectures, practical classes, supervisions, and field courses, including ten days in southwest England and nine days in Cumbria.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations, based on material from all teaching methods (for aims 1 and 4 and learning outcomes 1, 3 and 4);
- two unseen practical examinations, based mainly on material from practical and field classes (for aims 2-4 and learning outcome 1).

#### **Courses of Preparation**

**Essential:** NST Part IA Earth Sciences.

### **Part IB Geological Sciences B**

This course is taught by the Department of Earth Sciences.

#### **Aims**

1. to gain an understanding of the geophysical and geochemical processes in the Earth's interior, the evolution of the solar system, plate tectonics, mineral behaviour, melting, crystallisation and the deformation of rocks from igneous and metamorphic terrains;
2. to introduce and build on key techniques in the study of the Earth's interior, such as optical mineralogy, petrography, mineral and rock phase equilibria, thermodynamics, structural analysis, and application of these to deciphering regional geological evolution of selected regions;
3. to provide practical experience, in the laboratory and in the field, of these techniques and of the variety of materials making up the Earth's crust and mantle;
4. to gain a strong foundation in the subject and to enable students to continue with more specialised courses in Part II.

#### **Learning Outcomes**

At the end of the course, students should have:

1. acquired a broad understanding of the igneous, metamorphic, deformational and mineral-forming processes affecting the Earth and its materials, and of the approaches used to understand them;
2. learnt to identify and diagnose a range of minerals, rocks and their textures and structures, and to analyse regional geological data;
3. developed the skill of writing concise, well structured and clearly illustrated descriptions, and analysing problems related to these topics;
4. acquired appropriate transferable skills, particularly problem solving, oral and written communication and teamwork (particularly in an outdoor field setting).

#### **Teaching and Learning Methods**

The course is taught through lectures, practical classes, supervisions, and residential field courses.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations, based on material from all teaching methods (for aims 1, 4 and learning outcomes 1, 3 and 4);
- two unseen practical examinations, based mainly on material from practical and field classes (for aims 2-4 and learning outcome 1).

#### **Courses of Preparation**

**Essential:** NST Part IA Earth Sciences.



### **Part IB History and Philosophy of Science**

This course is taught by the Department of History and Philosophy of Science.

#### **Aims**

1. to give students an insight into the historical foundations of modern science and medicine within Western society, and into their philosophical structure and presuppositions;
2. to encourage critical and analytical thought;
3. to help students develop a broader understanding and appreciation of their scientific work;
4. to develop skills in written communication.

#### **Learning Outcomes**

At the end of the course students should:

1. have an understanding of major themes in the development of science and medicine;
2. have a more critical appreciation of the place of science and medicine in contemporary society;
3. be able to draw together different parts of the course material;
4. have an introductory knowledge of historical, philosophical and sociological methods for analysing science and medicine;
5. have improved their writing skills.

#### **Teaching and Learning Methods**

These include lectures, supervisions and assigned reading.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations (for aims 1-4 and learning outcomes 1-5).

#### **Courses of Preparation**

**Essential:** *None.*

### **Part IB Materials Science**

This course is taught by the Department of Materials Science & Metallurgy.

#### **Aims**

1. to develop a broad but detailed appreciation of materials and their properties, building on knowledge obtained in Part IA Materials Science;
2. to develop a preliminary understanding of the chemical, electrical, and mechanical properties of materials, and relate that to their microstructures, in a wide range of different systems, including metals and alloys, polymers, engineering ceramics, and semiconductors;
3. to generate knowledge and understanding of the basis of processing, production and selection of materials for industrial, commercial and engineering applications;
4. to provide sufficient background to enable students to continue with more advanced topics in Part II Materials Science.

#### **Learning Outcomes**

At the end of the course the students should:

1. have acquired knowledge of the major types of materials and how their properties can be calculated or determined experimentally;
2. have developed a knowledge of production methods and be able to assess the reasons why particular materials and methods of production are chosen in order to achieve a desired set of properties;
3. have developed transferable skills in the areas of quantitative analysis, scientific reasoning and communication;
4. have developed practical skills in laboratory work and the necessary associated awareness of health and safety in the laboratory;
5. have sufficient knowledge and understanding of materials in order to be able to continue into Part II Materials Science.

#### **Teaching and Learning Methods**

These include lectures, supervisions, practical classes and a guided (manufactured article) project. There are also elements of individual work on the analysis of microstructures and during the manufactured article project.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations (for aims 1-4 and learning outcomes 1-3 and 5);
- practical classes (for aims 1-4 and learning outcomes 1-5);
- investigation of a manufactured article to identify materials and methods used in its production (for aims 1-4 and learning outcomes 1-5).

#### **Courses of Preparation**

**Highly Desirable:** NST Part IA Materials Science;

Transfers from other Triposes are considered on a case-by-case basis.

### **Part IB Mathematics**

This course is taught by the Department of Applied Mathematics and Theoretical Physics.

In order to take this course, it is highly desirable to have obtained at least a second class in NST Part IA Mathematics for Natural Sciences, course A or B. The material from course A is assumed.

#### **Aims**

1. to provide a course on advanced mathematical and computational techniques that are used in the physical sciences courses of the Natural Sciences Tripos;
2. to develop mathematical skills and methods appropriate for students in the physical sciences. A detailed syllabus is determined by a committee which has input from the physical science subjects in the Natural Sciences Tripos.

#### **Learning Outcomes**

At the end of the course students should:

1. have a knowledge and understanding of a range of more advanced mathematical techniques;
2. be able to solve mathematical problems based on the course material;
3. be able to use several computer and numerical methods related to the course material.

#### **Teaching and Learning Methods**

These include lectures, supervisions, practical work on a computer and occasional examples classes.

#### **Assessment**

Assessment for this course is through:

- two unseen written papers each of three hours (for aims 1 and 2 and learning outcomes 1 and 2);
- six assessed computer practical exercises (for aims 1 and 2 and learning outcome 3).

#### **Courses of Preparation**

**Essential:** NST Part IA Mathematics, course A or B; *or*  
*either* Part IA of the Mathematical Tripos *or* Part IA of the Engineering Tripos.

**Recommended:** NST Part IA Physics

### **Part IB Neurobiology**

This course is taught jointly by the Departments of Psychology; Pharmacology; Physiology, Development and Neuroscience and Zoology.

#### **Aims**

1. to provide a broad introduction to the nervous system;
2. to introduce students to the scientific concepts underlying the study of neural phenomena;
3. to provide an understanding of the principles underlying cellular, molecular, developmental, sensory, motor and cognitive neurobiology;
4. to prepare students for those Part II courses that contain substantial components of neuroscience.

#### **Learning Outcomes**

At the end of the course students should:

1. have an enhanced knowledge and appreciation of neurobiology, appropriate for a future career in biology or for advanced study at Part II level;
2. be familiar with a wide range of experimental techniques in neurobiology;
3. be able to develop cogent and critical arguments based on the course material;
4. be able to integrate related topics in cellular, molecular, developmental, sensory, motor and cognitive neurobiology.

#### **Teaching and Learning Methods**

These include lectures, practical classes and supervisions.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations, based on the content of the lecture course (for aims 1-4 and learning outcomes 1-4);
- one practical examination, based on practical work conducted throughout the year (for aims 1-4 and learning outcomes 1-4).

#### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** one biological subject from NST Part IA, particularly Physiology of Organisms.

### **Part IB Pathology**

This course is taught by the Department of Pathology.

#### **Aims**

1. to describe the mechanisms of disease processes and to convey to the student an understanding of the natural history and dynamic nature of disease processes;
2. to produce a stimulating and challenging learning environment where teaching is informed by research and encourages the student to develop skills of observation, analysis and deduction;
3. to enable students to acquire a knowledge and understanding of the scientific basis of disease, and to progress to the Part II courses in biological sciences.

#### **Learning outcomes**

At the end of the course, students should be able to:

1. demonstrate a knowledge of the nature of the response to injury;
2. demonstrate a knowledge of innate and adaptive immunity, including the process of inflammation;
3. demonstrate a knowledge of how microbial pathogens (viruses, bacteria, and parasites) evade host defences and cause disease;
4. demonstrate a knowledge of how deregulation of cellular growth and differentiation cause disease;
5. demonstrate a knowledge of the pathobiology of the circulation, including the process of thrombosis and infarction.
6. demonstrate a knowledge of interactions between infectious organisms and their hosts, with particular reference to emerging infections;
7. identify and concisely describe basic pathological processes from the study of microscopic tissue structure;
8. recognize and identify a number of common bacterial species that may be associated with human and animal diseases.

#### **Teaching and Learning Methods**

These include lectures, practical classes, supervisions, and small group teaching.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations, one of which will contain short answer questions (for aims 1-3 and learning outcomes 1-6);
- one unseen practical examination (for aims 1-3 and learning outcomes 1-8).

#### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** NST Part IA Biology of Cells;  
NST Part IA Physiology of Organisms.

### **Part IB Pharmacology**

This course is taught by the Department of Pharmacology.

#### **Aims**

1. to offer a course of lectures in the qualitative aspects of Pharmacology;
2. to offer practical exercises in the quantitative aspects of Pharmacology;
3. to assess student progress and attainment by formal examinations and mini-project poster presentation.

#### **Learning Outcomes**

At the end of the course, students should:

1. explain the principles of ligand-receptor interaction, local and intracellular messengers and integration of signalling pathways;
2. identify the major classes of drug receptors and sites of drug action within the body;
3. identify typical examples of drugs which are used to restore physiological functions in the cardiovascular, renal, respiratory, digestive, peripheral nervous and central nervous systems;
4. demonstrate an understanding of the use of drugs to control inflammation and immune responses or to kill bacteria, viruses or malignant cells;
5. apply the basic principles that govern the absorption, distribution and elimination of drugs to predict the time course of drug concentrations in the body and consider the implications of these principles for the therapeutic use of drugs;
6. recognize the fundamental methods used in pharmacological research and be able to use basic pieces of research equipment.

#### **Teaching and Learning Methods**

These include lectures, practical classes, and seminars.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations (for aim 1 and learning outcomes 1-5);
- one unseen practical examination (for aim 2 and learning outcomes 1, 5 and 6);
- presentation of a poster with data gathered in a mini-project (for aim 3 and learning outcomes 1-6).

#### **Courses of Preparation**

**Essential:** A Level Biology and/or Chemistry.

**Recommended:** Part IA of the NST, including any of Biology of Cells, Chemistry or Physiology of Organisms.

### **Part IB Physics A**

This course is taught by the Department of Physics. It is suitable for combination with a wide range of other physical science subjects in the second year. When combined with NST Part IB Physics B, It can lead to NST Part II/III Physics and to Part II Physical Sciences Half-Subject Physics.

#### **Aims**

1. to provide a continuing education in concepts in physics, which when combined with other courses will provide an illuminating survey of the natural sciences;
2. in combination with Physics B, to establish the first part of the core understanding of physics at a professional level;
3. to introduce new themes including the theory of waves & optics, quantum theory, condensed matter, and the analysis of experimental data;
4. to continue to develop experimental skills and to gain experience of using modern instruments and experimental techniques;
5. to provide a rigorous basis for experimental and theoretical physics at Part II level.

#### **Learning Outcomes**

At the end of the course students should:

1. have learnt to use powerful tools for tackling a wide range of topics, including oscillations, waves & optics, quantum mechanics and condensed matter physics;
2. further developed their experimental skills through a series of whole-day experiments, which also illustrate major themes of the lecture courses;
3. developed their understanding of experimental methods;
4. have substantially developed problem-solving skills in physics;
5. have further developed communication skills in describing physical arguments and reporting the results of experiments.

#### **Teaching and Learning Methods**

These include lectures, supervisions as well as practical classes. For those not taking NST Part IB Mathematics, a separate lecture course in Mathematical Methods is offered in the Michaelmas Term. This covers all the mathematics necessary for the core courses in Part II Physics.

#### **Assessment**

Assessment for this course is through:

- two unseen examinations, based on lectures and some practical class material (for aims 1-3 and 5 and learning outcomes 1 and 3-5);
- continuously assessed practical work (for aims 4-5 and learning outcomes 2-3 and 4), including a *viva-voce* examination on an experimental report.

#### **Courses of Preparation**

**Essential:** NST Part IA Physics *and* NST Part IA Mathematics;  
*Or* Part IA of the Mathematical Tripos;  
*Or* Part IA of the Engineering Tripos

## **Part IB Physics B**

This course is taught by the Department of Physics. It is suitable for combination with a wide range of other physical science subjects in the second year. When combined with NST Part IB Physics A, it can lead to NST Part II/III Physics and to Part II Physical Sciences Half-Subject Physics.

### **Aims**

1. to provide a continuing education in concepts in physics, which when combined with other courses will provide an illuminating survey of the natural sciences;
2. in combination with Physics A, to establish the first part of the core understanding of physics at a professional level;
3. to introduce new themes including more advanced classical and continuum mechanics, the general development of electromagnetism, and thermodynamics & statistical physics;
4. to continue to develop experimental skills and to gain experience of using modern instruments and experimental techniques;
5. to provide an introduction to scientific computation, using C/C++; and
6. to provide a rigorous basis for experimental and theoretical physics at Part II level.

### **Learning Outcomes**

At the end of the course students should:

1. have learnt to use powerful tools for tackling a wide range of topics, including formal methods in electromagnetism, classical dynamics and thermodynamics;
2. further developed their experimental skills through a series of whole-day experiments, which also illustrate major themes of the lecture courses;
3. developed a basic ability to program in C/C++;
4. have substantially developed problem-solving skills in physics;
5. have further developed communication skills in describing physical arguments and reporting the results of experiments.

### **Teaching and Learning Methods**

These include lectures, supervisions as well as practical and computing classes. For those not taking NST Part IB Mathematics, a separate lecture course in Mathematical Methods is offered in the Michaelmas Term. This covers all the mathematics necessary for the core courses in Part II Physics.

### **Assessment**

Assessment for this course is through:

- two unseen examinations, based on lectures and some practical class material (for aims 1-3 and 6 and learning outcomes 1 and 4-5);
- continuously assessed practical and computing work (for aims 4-6, and learning outcomes 2-3 and 5), including a *viva-voce* examination on an experimental report.

### **Courses of Preparation**

**Essential:** NST Part IA Mathematics *and* NST Part IA Physics;  
*Or* Part IA of the Mathematical Tripos;  
*Or* Part IA of the Engineering Tripos.

### **Part IB Physiology**

This course is taught by the Department of Physiology, Development and Neuroscience.

#### **Aims**

1. to provide a course of study in mammalian, principally human, physiology, building on knowledge of basic physiological principals, covering many topics incompletely or not taught in the Part IA Physiology of Organisms course;
2. to prepare students for a number of Part II Natural Science courses, principally Physiology, Development and Neuroscience, but also Pharmacology, Pathology and Zoology, among others.

#### **Learning Outcomes**

At the end of the course students should:

1. have an enhanced knowledge and appreciation of mammalian physiology;
2. have gained knowledge of a number of important physiological systems including the cardio-respiratory, renal and reproductive systems;
3. be able to recognise and identify the principle tissue structures in those systems;
4. be able to analyse and extrapolate from their knowledge of the separate systems to discuss physiological responses to challenges such as exercise, fasting and ascent of altitude.

#### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes.

#### **Assessment**

Assessment for this course is through:

- an unseen written examination based on the content of the lecture course (for aims 1-2 and learning outcomes 1-4);
- an unseen written examination based on practical work conducted throughout the year (for aims 1-2 and learning outcomes 1-4);
- a practical examination involving the interpretation and identification of slides, micrographs and experimental records (for aims 1-2 and learning outcomes 1-4).

#### **Courses of Preparation**

**Essential:** *either* NST Part IA Physiology of Organisms *or* NST Part IA Biology of Cells.

**Recommended:** A Levels in Biology, Chemistry, and/or Physics.

### **Part IB Plant and Microbial Sciences**

This course is taught by the Department of Plant Sciences.

#### **Aims**

1. to extend the interest and knowledge of modern plant and microbial science acquired during Part IA courses;
2. to consider fundamental physiological processes such as photosynthesis, water relations and nutrient uptake; the interaction of plants with micro-organisms and animals; plant development; conservation; exploitation of plants and plant products;
3. for each topic, to deal with the major issues and ideas that have arisen both from studying plants and microbes in the field, and to describe current understanding of the relevant processes at the cellular and molecular levels;
4. to provide experience of practical experiments that stimulate, educate and illustrate experimental approaches to plant and microbial sciences, both in the laboratory and in the field, and in local industrial settings;
5. to provide the opportunity to compose and present individual discussions of specific topics in oral presentations;
6. to provide a framework for further study of plant and microbial sciences in Part II courses.

#### **Learning Outcomes**

At the end of the course students should:

1. have developed a sound knowledge of key concepts and current experimental approaches in plant and microbial sciences;
2. be able to provide reasoned arguments both for and against current hypotheses in plant and microbial sciences;
3. be able to assimilate and provide critical analysis of review articles in plant and microbial sciences;
4. be able to design, perform and interpret experiments to analyse fundamental aspects of plant sciences.

#### **Teaching and Learning Methods**

These include lectures, supervisions, practical classes including integrated class research projects and a vacation field trip.

#### **Assessment**

Assessment for this course is through:

- two unseen written examinations, based on the content of the lecture courses (for aims 1-3 and learning outcomes 1-3);
- practicals are assessed as two components: marks given for practical write-ups and one unseen written examination, based on practical work conducted throughout the year (for aims 4-5 and learning outcomes 1, 2 and 4).

#### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** One or more of the following NST Part IA courses: Biology of Cells, Physiology of Organisms, Evolution and Behaviour.

## **Part II Astrophysics**

This course is taught by the Institute of Astronomy.

### **Aims**

1. to encourage work of the highest quality in astrophysics and maintain Cambridge's position as one of the world's leading centres in the field;
2. to continue to attract outstanding students from all backgrounds;
3. to provide an intellectually stimulating environment in which students have the opportunity to develop their skills and enthusiasms to the best of their potential;
4. to maintain the highest academic standards in undergraduate and graduate teaching and to develop new areas of teaching and research in response to the advance of scholarship.

### **Learning Outcomes**

At the end of the course, students should have:

1. obtained an introduction from the course as a whole to astrophysics, emphasising the very wide range of applicability of concepts from many areas in physics;
2. obtained experience of independent investigation, either through reading for and preparing an essay or through completion of a computational project;
3. developed their appreciation of general reasoning in the physical sciences;
4. developed transferable skills.

### **Teaching and Learning Methods**

These include lectures, supervisions, and guidance in producing essays and computational projects.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations (for aims 1-4 and learning outcomes 1, 3 and 4);
- either a dissertation of not more than 5000 words, based on a literature survey (for aims 1-4 and learning outcomes 1-4);
- or computational projects (for aims 1-4 and learning outcomes 2-4).

### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** *either* Part IB of the NST, including Physics A, Physics B and Mathematics;  
*or* Part IB of the Mathematical Tripos.

## **Part II Biochemistry**

This course is taught by the Department of Biochemistry.

### **Aims**

1. to provide an advanced understanding of the principles and topics of biochemistry and their experimental basis;
2. to provide training in research skills through an eight-week research project, together with journal clubs and data handling exercises;
3. to provide analytical and oral and written presentational skills.

### **Learning Outcomes**

At the end of the course students should be able to:

1. demonstrate advanced knowledge and understanding in a number of core areas;
2. demonstrate knowledge of the objective, methods, results and conclusions of their research project;
3. demonstrate knowledge of the written presentation of research through the production of a report on their research project;
4. analyse critically research literature and contemporary biochemical topics, and present such analyses in both written and oral formats;
5. adopt a problem-solving approach to experimental data;
6. explain the importance and impact of scientific topics to the non-specialist.

### **Teaching and Learning Methods**

These include lectures, supervisions, journal clubs with guided detailed analysis of a research paper, classes in data handling and scientific writing, problem-based learning exercise in bioinformatics, research work, small group teaching with occasions for oral presentations and debate of contemporary biochemical topics and issues of science that affect society.

### **Assessment**

Assessment for this course is through:

- four unseen essay examination papers (for aims 1-3 and learning outcomes 1 and 4);
- one data handling examination paper (for aims 1-3 and learning outcomes 1, 4 and 5);
- a dissertation of no more than 5000 words, based on a research project undertaken over an eight-week period (for aims 2 and 3 and learning outcomes 2-5);
- a critical essay of no more than 3000 words (for aims 1 and 3 and learning outcomes 1, 4 and 6).

### **Courses of Preparation**

**Essential:** NST Part IA Biology of Cells;

*either* NST Part IB Biochemistry and Molecular Biology *or* NST Part IB Cell and Developmental Biology;  
*or* Parts IA and Part IB of the Medical and Veterinary Sciences Tripos.

**Recommended:** Knowledge of A Level Chemistry is assumed.

## **Part II Chemistry**

This course is taught by the Department of Chemistry.

### **Aims**

1. to build on the knowledge and ideas gained from the Part IB Chemistry courses;
2. to further develop the theories and ideas studied previously, extending their scope, the complexity of the systems being studied and the need for critical evaluation;
3. to provide the opportunity for students to deepen their knowledge in particular areas of chemistry up to the level expected for a chemistry graduate;
4. to exemplify and offer the chance to study areas of chemistry which are of current research interest;
5. to build on and develop the practical skills gained in Part IB, introducing more sophisticated measurements and preparative techniques, and the design of experiments;
6. to gain an appreciation of the chemical literature and related data bases and how such information can be accessed and assessed;
7. (optional) to have the opportunity to study a language (Chinese, French, German, Japanese or Spanish).

### **Learning Outcomes**

At the end of the course students should:

1. be able to apply the ideas and concepts introduced in the course to solve problems, make calculations, make predictions and rationalize trends;
2. have a deeper appreciation of selected areas of chemistry such as would prepare them for advanced study;
3. have enhanced practical skills;
4. have an appreciation of how to find out and assess chemical information;
5. (optional) have a working knowledge of a foreign language.

### **Teaching and Learning Methods**

These include lectures, supervisions, practical classes and examples classes.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations (for aims 1-4 and learning outcomes 1-2);
- submission of practical notebooks containing records of practical work (for aim 5 and learning outcome 3);
- short tests and/or the submission of other exercises (for aims 6-7 and learning outcomes 4-5).

### **Courses of Preparation**

**Essential:** NST Part IB Chemistry A *and* NST Part IB Chemistry B; it is possible to follow the course having taken only NST Part IB Chemistry B but it is important to realise that the choice within the course will be reduced.

**Recommended:** any Part IB NST subject complementary to either Part IB Chemistry A or Chemistry B e.g. Mathematics, Physics, Materials Science, and biological subjects with a molecular focus.



## **Part II Genetics**

This course is taught by the Department of Genetics.

### **Aims**

1. to provide a high quality broadly-based education across the range of the subject including molecular studies, genomics, population and evolutionary genetics;
2. to provide a stimulating and challenging learning environment where students are encouraged to learn for themselves and to engage in debate about the applications of genetic knowledge;
3. to provide training in the principles and practice of scientific research through a research project, and skills and experience in the evaluation of the results of such research;
4. to provide opportunities to develop presentational skills, analytical and problem solving skills, that can be used in the student's future career.

### **Learning Outcomes**

By the end of the course students should have:

1. knowledge of the theoretical and experimental foundations of classical and modern genetics;
2. understanding of the broad applications of genetics throughout biology;
3. specialised knowledge and understanding of selected aspects;
4. experience and appreciation of research skills by means of a project;
5. experience of computer analysis of genetic and genome data;
6. developed skills in literature searching and in critical analysis of information;
7. developed skills in written and oral presentations.

### **Teaching and Learning Methods**

These include lectures, seminars, problem solving sessions, supervisions and group discussions.

### **Assessment**

Assessment for this course is by:

- five unseen written papers (for aims 1-4 and learning outcomes 1-3, 6 and 7);
- a dissertation and a research project (for aims 3 and 4 and learning outcomes 3-7).

### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** NST Part IB Cell and Developmental Biology;  
NST Part IA Biology of Cells;  
In addition NST Part IA Evolution and Behaviour and IB Ecology provide valuable introductions to evolutionary and population aspects of the Part II course.

## **Part II Geological Sciences**

This course is taught by the Department of Earth Sciences.

### **Aims**

1. to develop a working understanding of advanced 'core' concepts in a number of areas of Geological Sciences (in the Michaelmas Term) that are further developed in specialised options in the Lent and Easter terms;
2. to further develop appropriate practical, quantitative and interpretative skills and field;
3. to allow the students to develop skills of data analysis, map production and interpretation and report writing through the completion of their independent mapping projects;
4. to develop advanced IT skills including use of computer graphics and GIS packages and other computer-based data analysis programs;
5. to become familiar with locating, reading and critically evaluating the high-level scientific literature by following up reading lists, using bibliographic search tools, and completing essays for supervisions.

### **Learning Outcomes**

By the end of the course, students should:

1. have developed an advanced understanding of several specialised areas of geological science;
2. be appropriately prepared either to continue to a more research-oriented fourth-year course in Geological Sciences (M.Sci), or to graduate as a geologist with a broad scientific training and an advanced understanding of a number of areas of Earth Sciences.

### **Teaching and Learning Methods**

The course is taught through lectures and practical classes, field trips and supervisions, and through a program of seminars. Students develop their independent learning skills through their mapping project, and develop their communication skills through both report-writing and presentation of short seminars.

### **Assessment.**

Assessment for this course is by:

- unseen written examination: students sit three written papers (for aims 1 and 3-5 and learning outcomes 1-2);
- unseen practical examinations, or continuously assessed practical tests (for aims 2-4 and learning outcomes 1-2);
- submission of a report of a piece of independent project work (usually based on a field mapping exercise) (for aims 3-5 and learning outcomes 1-2);
- an oral examination with an external examiner (for aims 1-5 and learning outcomes 1-2).

### **Courses of Preparation**

**Essential:** NST Part IB Geological Sciences A *and/or* NST Part IB Geological Sciences B

## **Part II History and Philosophy of Science**

This course is taught by the Department of History and Philosophy of Science.

### **Aims**

1. to provide a challenging course in the history, philosophy and sociology of science and medicine;
2. to develop, in students from a range of backgrounds, including the natural sciences, medicine, history and classics, a broad understanding of central themes in the development of science and medicine;
3. to recognize the wide range of backgrounds of students taking Part II HPS by providing an appropriate range of courses, none of which require prior knowledge of the field;
4. to encourage the development of critical and synthetic skills in relation to the claims, arguments and development of the sciences, technology and medicine, and of the disciplines that make up HPS;
5. to maintain a close relationship between teaching and research so that students gain familiarity with the principal current issues in a large and fluid field;
6. to help students acquire the skills of research, analysis and communication necessary to producing supervision essays and coursework using traditional and electronic library and other resources, and to foster skill in oral communication through participation in seminars;
7. to encourage students, through supervised work on a research project leading to the writing of a dissertation, to analyse in greater depth a topic in HPS that they find interesting and important;
8. to introduce students to historical, philosophical and sociological methods;
9. to encourage critical analysis of texts, objects and visual images.

### **Learning Outcomes**

At the end of the course students should:

1. have increased confidence in their ability to think for themselves;
2. possess a thorough knowledge of selected areas in history, philosophy and sociology of science and medicine;
3. be capable of researching unfamiliar subject areas quickly and efficiently;
4. possess substantially improved skills in written and verbal communication;
5. be capable of pursuing an in-depth project.

### **Teaching and Learning Methods**

These include lectures, supervisions, research work, group discussions, class presentations, and extensive reading.

### **Assessment**

Assessment for this course is through coursework (up to 40%) and unseen examinations, See Programme Structure for details of Option A and Option B.

- **Programme structure**

- There are two alternative options for students taking the Part II in History and Philosophy of Science. Option A is normally the choice of students who intend to graduate after taking Part II; option B is aimed at those who plan to proceed to Part III but all II students are free to choose either option.

- 

- **Option A** consists of:

- • three unseen written examinations chosen from the following eleven papers (for aims 2, 4, 5 and 9 and learning outcomes 1, 2 and 4);
- • a dissertation of up to 12,000 words (for aims 7-9 and learning outcomes 3-5).
- • two primary source essays of 3,000 words each (for aims 5, 6, 8 and 9 and learning outcomes 3-4);

- 

- **Option B** consists of:

- • four unseen written examinations chosen from the following eleven papers (for aims 2, 4, 5 and 9 and learning outcomes 1, 2 and 4);
- two primary source essays of 3,000 words each (for aims 5, 6, 8 and 9 and learning outcomes 3-4);

### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** The course presupposes no knowledge of the more elementary material covered by NST Part IB History and Philosophy of Science, but students who have not taken this course are advised, before the start of the Part II course, to read as many as possible of the texts listed in the leaflet 'History and Philosophy of Science Part IB'. All intending Part II students are urged to tackle the preliminary reading for the papers they plan to take during the Long Vacation and to discuss possible paper and dissertation topics with their HPS Director of Studies as soon as possible. The HPS Part III course will allow students to study HPS at an even greater depth, and develop a variety of research and writing skills at an advanced level.

## **Part II Materials Science**

This course is taught by the Department of Materials Science & Metallurgy.

### **Aims**

1. to study in depth the production, characterisation and application of materials and devices, building on knowledge obtained in Part IA and Part IB Materials Science;
2. to develop an understanding of the biological, electrical, magnetic and mechanical properties of materials and their relationship to microstructure in a wide range of different systems, including polymers, metals and alloys, ceramics, composites and biomaterials;
3. through management language or computing options, to provide transferable skills which will be of use in a future career;
4. to provide sufficient background to enable students to continue with more advanced topics in Part III Materials Science;
5. to provide training sufficient to allow exemption from certain steps towards Chartered Engineer registration.

### **Learning Outcomes**

At the end of the course the students should:

1. have acquired knowledge of the major types of materials and how their properties can be calculated or determined experimentally;
  2. be able to design, perform and analyse experiments to characterise materials and devices;
  3. have developed practical laboratory skills, together with relevant knowledge of health and safety;
  4. have developed transferable skills in the areas of quantitative analysis, scientific reasoning and communication;
  5. have obtained experience of independent investigation through reading and through experimentation;
  6. have sufficient background understanding to allow students to graduate in Materials Science, particularly those who do not wish to seek a further qualification in the subject or a similar science;
- and/or*  
have sufficient knowledge and understanding of materials in order to be able to continue into Part III Materials Science.

### **Teaching and Learning Methods**

These include lectures, supervisions, examples classes, revision clinics, practical experiments, a techniques project, a literature review, industrial visits and presentations.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations, based on lecture material (for aims 1, 2, 3, 4 & 5 and learning outcomes 1, 2 and 4-6);
- write-ups of practical work performed (for aims 1, 2, 4 & 5 and learning outcomes 1-6);
- a literature review (for aims 1, 2, 4 & 5 and learning outcomes 1, 2 and 4-6);
- a report on a techniques project performed (for aims 1-5 and learning outcomes 1-6);
- assessed work for the management, language or computing courses (for aims 3-5 and learning outcomes 4 & 6).

### **Courses of Preparation**

**Highly Desirable:** NST Part IB Materials Science.

Transfers from other Triposes and/or participation by other students are considered on a case-by-case basis.

## **Part II Neuroscience**

This course is taught jointly by the Departments of Physiology, Development and Neuroscience; Psychology; Pharmacology and Zoology.

### **Aims**

1. to provide an advanced multidisciplinary course in neuroscience;
2. to enable students to understand the principles of neuroscience and to provide practical and conceptual training in selected topics ranging from the molecular to the integrative and behavioural aspects of neuroscience;
3. to provide training in research skills through the provision of an eight-week research project;
4. to provide students with analytical and presentational skills;
5. to provide an optional course in statistics to enable the application of mathematics and mathematical modelling to complex neurobiological systems.

### **Learning Outcomes**

At the end of the course students should:

1. be able to demonstrate advanced knowledge and understanding of a wide range of topics in neuroscience;
2. be able to evaluate the practical techniques required to solve neurobiological problems;
3. be able to analyse, interpret and communicate data obtained during a research project;
4. be able to critically analyse research literature and present such analyses in both written and oral form.

### **Teaching and Learning Methods**

These include lectures and associated seminars, supervisions, a research project and technical workshops.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations (for aims 1 and 2 and learning outcome 1);
- a dissertation of no more than 5000 words, based on a research project undertaken by the student over an eight week period (for aims 1-4 and learning outcomes 2-3);
- an oral presentation based on the research project (for aim 4 and learning outcome 3);
- a critical essay of no more than 2000 words analysing a published research paper (for aim 4 and learning outcome 4).

### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** NST Part IB Neurobiology

## **Part II Pathology**

This course is taught by the Department of Pathology.

### **Aims**

1. to provide students with the opportunity for detailed study of the core principles of Pathology and to acquire specialised knowledge and understanding of selected aspects of Pathology;
2. to provide a stimulating and challenging learning environment where teaching is informed and enhanced by research, and to provide training in scientific principles and experience in the evaluation and practice of research;
3. to provide students with analytical and presentational skills.

### **Learning Outcomes**

At the end of the course, students should:

1. have a specialised knowledge and understanding of key aspects of the scientific basis of disease;
2. have developed skills in the analysis of arguments and data from research papers and of reasoned argument in written and oral presentation of scientific investigations;
3. have research experience and developed basic skills by means of a project.

### **Teaching and Learning Methods**

These include lectures, research seminars, supervisions, data-handling classes, small group teaching and experimental research.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations (for aims 1-3 and learning outcomes 1-3);
- two unseen data-handling examinations (for aims 1-3 and learning outcomes 1-3);
- a dissertation of no more than 25 pages based on a research project undertaken by the student over the Michaelmas and Lent Terms (for aims 1-3 and learning outcomes 1-3).

### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** NST Part IB Pathology

## **Part II Pharmacology**

This course is taught by the Department of Pharmacology.

### **Aims**

1. to provide a balanced and critical treatment of pharmacology with emphasis on understanding the mechanisms of drug action at every level of biological organisation;
2. to enable students to achieve research-level knowledge and understanding in selected areas of pharmacology;
3. to provide a training in research skills through the provision of a laboratory-based supervised research project;
4. to provide students with analytical and presentational skills.

### **Learning Outcomes**

At the end of the course students should:

1. be able to think critically and with appropriate knowledge over a wide spectrum of pharmacology;
2. be able to analyse and assess their own research methods, and results obtained during their research project;
3. be able to communicate their own results and the work of others to scientific and more general audiences in both oral and written presentations;
4. be able to undertake searches of the scientific literature as the basis for critical evaluation of the retrieved information;
5. be able to assess the feasibility of published techniques and methods to solve pharmacological problems.

### **Teaching and Learning Methods**

These include lectures, supervisions, discussion groups, technique talks and research projects.

### **Assessment**

Assessment for this course is through:

- four written unseen examinations (for aims 1-2 and 4 and learning outcomes 1 and 3-5);
- a dissertation based on a research project undertaken by the student over an eight-week period (for aims 2-4 and learning outcomes 2-5);
- evaluation of the student's performance in the laboratory by the research project supervisor (for aims 3-4 and learning outcomes 2-3);
- judgement of the student's oral presentational skills by all research project supervisors (for aims 3-4 and learning outcomes 2 and 3).

### **Courses of Preparation**

**Essential:** Part IB of the NST, including *either* one biological subject *or* Chemistry A and/or B.

**Recommended:** NST Part IB Pharmacology; *or*  
Part IB of the Medical and Veterinary Sciences Tripos.

## **Part II Physics**

This is a full-time course, taught by the Department of Physics. All students make choices between more experimental and more theoretical options. Half Subject Physics in NST Part II Physical Sciences consists of about half the Part II of the course.

### **Aims**

1. to establish the final part of the core understanding of physics at a professional level;
2. to introduce new themes including a full development of statistical mechanics, more advanced quantum theory, more advanced electromagnetism with special relativity, and an introduction to general relativity, as well as a range of optional courses;
3. to provide experience in a number of skills important to professional physicists;
4. to broaden awareness of the breadth of the subject and its major applications, and to provide an understanding of the importance of scientific communication;
5. to provide a sound basis in general physics, judged at the highest international standards.

### **Learning Outcomes**

At the end of the course students should

1. have mastered further powerful tools for tackling a wide range of topics, including formal methods in classical and quantum physics;
2. have consolidated their ability to apply computers to the solution of problems in physics;
3. have written a report on at least one element of the coursework;
4. for those taking a theoretical option, have developed both classical and quantum theoretical techniques to the point where they could be used in research;
5. for those taking an experimental option, have gained experience of major experiments lasting about two weeks, and reached the point of being ready for experimental research;
6. be ready to undertake professional work in physics at a high level.

### **Teaching and Learning Methods**

These include lectures, supervisions and practical and examples classes, practical computer programming, supervised report writing, and, in some cases, supervised project work outside the Department. Unexamined lectures are also provided, including talks on current research.

### **Assessment**

Assessment for this course is by

- seven or eight unseen examinations, based on lectures (for aims 1, 2 and 5 and learning outcomes 1 and 6);
- assessed coursework (for aims 3-5 and learning outcomes 1-6).

The assessment of coursework includes oral assessment of a Research Review, Long Vacation Work or Physics Education reports (if offered), and may include oral assessment of a Computing Project report. It may also include up to two written tests on theoretical topics taken during the year, and oral assessment of up to two major experiments reports. Communication skills are appraised in all coursework assessments.

### **Courses of Preparation**

**Essential:** *Either* NST Part IB Physics A and NST Part IB Physics B, *Or* Part IB of the Mathematics Tripos

## **Part II Physiology, Development and Neuroscience**

This course is taught primarily by the Department of Physiology, Development and Neuroscience.

### **Aims**

1. to attract outstanding students to work in Physiology, Development and Neuroscience whether from natural science, medical or veterinary backgrounds;
2. to provide an intellectually stimulating lecture, practical and project programme in which students can develop their understanding of the subject to the best of their potential;
3. to develop and maintain the highest academic standards of teaching, and to develop new areas of teaching and assessment in response to the rapid advances in the subject;

### **Learning Outcomes**

At the end of the course, students should have:

1. obtained an introduction from the course as a whole to Physiology, Development and Neuroscience at Honours level, emphasising the broadly based nature of the subject;
2. obtained some experience of independent investigation whether through completion of an experimental project or written dissertation;
3. developed the ability to evaluate critically results from their own or others' experiments;
4. developed transferable skills and responsibility for their own learning;
5. developed their capacity to argue and think in the biomedical sciences.

### **Teaching and Learning Methods**

Each module will contain a mixture of didactic lectures, seminars, journal clubs and interactive workshops as appropriate to the material being covered.

### **Assessment**

- four written papers (for aims 1-2 and learning outcomes 1 and 3-5);
- a research project of up to 8,500 words (for aims 1-2 and learning outcomes 1-5).

### **Courses of Preparation**

**Essential:** *None.*

**Recommended:** *either NST Part IA Physiology of Organisms and NST Part IB Physiology or NST Part IB Neurobiology; or Parts IA and IB of the Medical and Veterinary Sciences Tripos.*



## **Part II Plant Sciences**

This course is taught principally by the Department of Plant Sciences. Students may also attend inter-departmental modules run in conjunction with the Departments of Zoology and Genetics, as well as some options within the Part II Zoology course.

### **Aims**

1. to provide an up-to-date review of several aspects of plant sciences and microbiology, including specialised techniques and experimental approaches used in modern plant and microbial sciences research;
2. to enable students to acquire specialised knowledge of selected areas of plant sciences and microbiology;
3. to provide training in research skills through an independent research project in a laboratory or field-based context, lasting twelve weeks;
4. to provide training in both scientific and transferable skills, including in oral and written presentation, which will serve as a lasting and practical basis for a career in industry, pure or applied biology, teaching, publishing or management.

### **Learning Outcomes**

At the end of the course, students should:

1. be able to demonstrate advanced knowledge and understanding in several aspects of modern plant and microbial sciences research, and to analyse critically research literature;
2. be able to design and execute a research-based experiment, and to interpret the data obtained;
3. have acquired knowledge of how research is presented through having produced a written report on their research project, and given an oral presentation.

### **Teaching and Learning Methods**

These include lectures, supervisions, workshops, research work and seminars.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations (for aims 1-2 and learning outcome 1);
- a dissertation of no more than 5000 words based on a research project undertaken by the student over an twelve-week period (for aims 2-4 and learning outcomes 2-3);
- an oral presentation of the major objectives and finding of the research project (for aim 4 and learning outcome 3);
- a critical essay of no more than 2500 words on a topic unrelated to the research project (for aims 1, 2 and 4 and learning outcomes 1 and 3).

### **Courses of Preparation**

**Essential:** at least one biological subject in Parts IA or IB of the NST.

**Recommended:** Part IB of the NST, including any of Plant and Microbial Sciences, Cell and Developmental Biology, Ecology, Biochemistry and Molecular Biology *and/or* Pathology;  
Part IA of the NST, including any of: Biology of Cells, Physiology of Organisms *and/or* Evolution and Behaviour.

## **Part II Psychology**

This course is taught by the Department of Psychology. There are two options: 1) Part II Psychology (Psychology); 2) Part II Psychology (Cognitive Neuroscience).

### **Aims**

1. to provide teaching to students via lecture courses from several areas of experimental psychology and cognitive neuroscience;
2. to provide students with freedom of choice to specialise in particular areas;
3. to provide students with a training in experimental psychology and cognitive neuroscience which would enable them to subsequently pursue advanced education and/or training in related areas.

### **Learning Outcomes**

At the end of the course, students should have:

1. developed conceptual tools required for analysis of mind, brain and behaviour;
2. extended their knowledge and understanding of selected topics to the frontiers of research;
3. gained experience of psychological research and scientific reporting, through the conduct and writing up of a supervised research project;
4. learnt and exercised techniques of statistical analysis commonly used in experimental psychology and cognitive neuroscience;
5. had the opportunity to develop the skills of literature research, critical review and extended expository writing through preparing a dissertation.

### **Teaching and Learning Methods**

These include lectures, statistical classes, project supervision and supervisions on lecture material.

### **Assessment**

Assessment for this course is through:

- four unseen written examinations, based on the content of lecture courses and statistical classes (for aims 1, 2 and 3 and learning outcomes 1, 2 and 4);
- submission of a practical report of experimental work conducted with the guidance of a supervisor (for aim 3 and learning outcomes 3 and 4);
- an *optional* dissertation (for aims 2 and 3 and learning outcomes 1, 2 and 5).

### **Courses of Preparation**

**Essential:** *None, although see Subject Summary for requirements for British Psychological Society accreditation.*

**Recommended:** NST Part IB Experimental Psychology  
or Part IB of the Medical and Veterinary Sciences Tripos.  
(NST IB Neurobiology is also considered sufficient preparation for the Cognitive Neuroscience Option)

## **Part II Zoology**

This course is taught within the Department of Zoology, by members of staff of that Department together with some from other University Departments and external organisations.

### **Aims**

1. the Department aims to provide a broad multidisciplinary course in Zoology;
2. to train students in a wide range of science-based skills that provide the learning base for future careers in disciplines such as health sciences, agriculture, environmental management, the engineering biotechnologies, publishing, teaching, research and management;
3. to offer a modular course of lectures and associated seminars, research projects and practical classes, supported by supervisions where appropriate;
4. to promote training in practical and conceptual skills in sub-disciplines ranging from molecular cell biology, through physiology and neurobiology, to the ecology, evolution and conservation of populations;
5. to provide constructive feedback on their progress by assessing individual students throughout the year in their project work, participation in seminars and written work for supervisions;
6. to provide an optional Zoology-based course in statistics in the Michaelmas Term enabling students to apply quantitative methods to complex biological problems;
7. to provide professional training in effective verbal and written communication skills.

### **Learning Outcomes**

At the end of the course students should:

1. think critically in terms of their learning and research;
2. evaluate critically the published literature;
3. assess and implement the practical techniques necessary to solve a particular biological problem;
4. quantify and analyse data collected during a research project;
5. communicate with expert and non-expert audiences, both orally and in writing.

### **Teaching and Learning Methods**

These include lectures, supervisions, practical classes, journal clubs and a field course.

### **Assessment**

Assessment of this course is through:

- five unseen written examinations (for aims 2, 4, 6 and 7 and learning outcomes 1-5);
- two dissertations each of no more than 5,000 words based on two research projects *or* one dissertation of no more than 7,500 words based on a single research project: a single practical examination may replace either of the two shorter dissertations (for aims 2, 4, 6 and 7 and learning outcomes 1-5);
- a critical review of no more than 2,000 words (for aims 2, 4, 6 and 7 and learning outcomes 1-5).

### **Courses of Preparation**

**Essential:** *either* Part IB of the NST;  
*or* Part IB of the Medical and Veterinary Sciences Tripos.

## **Part II Biological and Biomedical Sciences**

This course consists of material taught in other courses within the Natural Sciences Tripos and other Triposes.

### **Aims**

1. to provide a route for students who would prefer a broader biological curriculum than that offered in single subject Part II courses
2. to provide an education of the highest calibre in biosciences leading to graduates of the quality sought by the professions, the public service, and industry
3. to provide an intellectually stimulating and challenging learning environment in which students have the opportunity to develop their skills and enthusiasms to the best of their potential
4. to provide training in scientific principles and experience in evaluation of research
5. to contribute to the national needs for practitioners and leaders in the sciences, medical and veterinary professions

### **Learning outcomes**

At the end of the course students should have:

1. an advanced, in depth, understanding of the core principles and their experimental basis of a chosen major subject
2. additional advanced understanding of a more limited area in a chosen minor subject
3. experience of independent work, including an introduction to aspects of scientific research skills
4. developed skills in analysis of arguments and data from research papers
5. developed skills of reasoned argument in written scientific investigations and exegesis
6. written communication skills

### **Teaching and Learning Methods**

These include lectures, supervisions and seminars.

### **Assessment**

Students offer the written papers of a chosen biological science subject in Part II of the Tripos together with one additional paper chosen from another Part II biological science or another Tripos. Students also offer a 6000 word dissertation. Students are advised to review the pages of the programme specification in the subjects offered.

## **Part II Physical Sciences**

This course consists of material borrowed from other courses offered within the Natural Sciences Tripos and elsewhere.

### **Aims**

1. to provide a route for students who would prefer to follow a broader curriculum in physical sciences than that offered in other Part II courses;
2. to provide a course for students who have decided on a career more suited to a broad scientific background and have concluded that a more research-oriented single subject Part II would not meet their needs.

### **Learning outcomes**

At the end of the course students should:

3. be able to apply the ideas and concepts introduced in the courses to solve problems, make predictions and rationalise trends;
4. have a deeper understanding in selected areas of physical science;
5. have enhanced practical skills, particularly in the areas of making and interpreting measurements.

### **Teaching and Learning Methods**

These include lectures, supervisions and practical classes.

### **Assessment**

Students offer a subset of the examinations required for their Part II Half Subject in Chemistry, Physics or Geological Sciences, the examination requirements for their chosen Part IB subject, and a 5,000 word dissertation.

### **Part III Astrophysics**

This course is taught by the Institute of Astronomy.

#### **Aims** (common to both Part II and Part III)

1. to encourage work of the highest quality in astrophysics and maintain Cambridge's position as one of the world's leading centres in the field;
2. to continue to attract outstanding students from all backgrounds;
3. to provide an intellectually stimulating environment in which students have the opportunity to develop their skills and enthusiasms to the best of their potential;
4. to maintain the highest academic standards in undergraduate and graduate teaching and to develop new areas.

#### **Learning Outcomes**

Students completing the fourth year should have:

1. had experience of a number of areas of astrophysics from a choice of options taken to an advanced level, at which current research can be appreciated in some depth;
2. carried out a substantial research project amounting to about 1/3 of the work in the course;
3. enhanced their communications skills;
4. become well prepared for a career in academic research or one where independent research skills are required.

#### **Teaching and Learning Methods**

These include lectures and examples classes, and guidance in undertaking research projects.

#### **Assessment**

Assessment for this course is through:

- a written examination for each chosen lecture course. Two or three hours are allocated per paper depending on the subject (for aims 1-4 and learning outcomes 1, 3 and 4);
- a written report on the research project, and an oral presentation based on it (for aims 1-4 and learning outcomes 1-4).

#### **Courses of Preparation**

**Essential:** NST Part II Astrophysics or Mathematical Tripos Part II or NST Part II Physics with good performances in Relativity and Astrophysical Fluid Dynamics.

### **Part III Biochemistry**

This course is taught by the Department of Biochemistry.

#### **Aims**

1. to build on Part II Biochemistry to deepen and extend research-level knowledge and integrated understanding of selected specialised aspects by means of lectures, and to develop research skills and knowledge of research techniques and instrumentation by means of seminars, lectures and a two-term research project.

#### **Learning Outcomes**

At the end of the course students should be able to:

1. demonstrate advanced knowledge and understanding in additional selected specialist areas;
2. demonstrate knowledge of the objectives, methods, results and conclusions of their research project by means of interim and final seminars to an audience of their peers and departmental staff;
3. demonstrate knowledge of the written presentation of research through the production of a report on their research project;
4. analyse critically research literature and contemporary biochemical topics, and present such analyses in both written and oral formats;
5. adopt a problem-solving approach to experimental data;
6. explain the importance and impact of scientific topics to the non-specialist;
7. demonstrate knowledge of cutting-edge experimental techniques designed to underpin the strong research focus of Part III.
8. demonstrate knowledge of key papers that have significantly influenced the development of the subject.

#### **Teaching and Learning Methods**

These include two advanced modules of 12 lectures in the first term, on “Molecular Recognition and Interaction” and “Cell Fate” of which students attend one, and two in the second term, on “Contemporary Cancer Studies” and “Contemporary Approaches to Receptor-Linked Disease” of which students attend one. In both terms there is a fortnightly seminar on “Scientific Method and Experimental Design” alternating with a fortnightly seminar on “Landmark Papers in Biochemistry”. There are also short courses on research skills, a two-day course on laboratory safety, supervisions, journal clubs with guided detailed analysis of a research paper, classes in data handling, research work, small group teaching with occasions for oral presentations and debate of contemporary biochemical topics and issues of science that affect society.

#### **Assessment**

Assessment for this course is through:

- one unseen essay examination paper to examine the advanced modules, requiring two essays covering the chosen first term module and two essays covering the second term module (for aim 1 and learning outcomes 1 and 4);
- one unseen examination paper to assess the two seminar series, containing two sections of equal weight (for aim 1 and learning outcomes 4, 5, 7 and 8);
- a dissertation of no more than 8000 words, based on a research project undertaken over two terms (for aim 1 and learning outcomes 1-5 and 7);
- an oral examination centred on the subject of the dissertation (for aim 1 and learning outcomes 1, 2 and 4-7).

#### **Courses of Preparation**

**Essential:** NST Part II Biochemistry

### **Part III Chemistry**

This course is taught by the Department of Chemistry.

#### **Aims**

1. to build on the knowledge and ideas gained from Part II Chemistry;
2. to develop, in selected areas, an understanding of chemistry which will allow the student to appreciate and begin to develop a critical understanding of current research topics, especially those represented in the Department;
3. to undertake a substantial and novel research project under the direction of a member of staff, and thereby to gain an understanding of relevant research techniques, and the design and interpretation of experiments;
4. to learn how to present their results both orally and in writing.

#### **Learning Outcomes**

At the end of the course students should:

1. be able to apply the ideas and concepts introduced in the course to solve problems, make calculations, make predictions and rationalize trends and critically evaluate information and data;
2. be able to demonstrate their continuing ability to understand and apply fundamental concepts in chemistry;
3. have developed general practical, organizational and presentational skills which will enable them to continue with research;
4. be able to demonstrate the necessary skills and knowledge required for a career as a professional chemist.

#### **Teaching and Learning Methods**

These include lectures, supervisions, examples classes and a research project.

#### **Assessment**

Assessment for this course is through:

- three unseen written examinations (for aims 1-2 and learning outcomes 1, 2 and 4);
- submission of a dissertation of 5000 words (for aims 3-4 and learning outcomes 3-4);
- presentation to their research group and oral examination on the content of the dissertation (for aims 3-4 and learning outcomes 3-4).

#### **Courses of Preparation**

**Essential:** NST Part II Chemistry

### **Part III Geological Sciences**

This course is taught by the Department of Earth Sciences primarily for those students intending to continue their academic studies at the post-graduate level.

#### **Aims**

1. to expose advanced students to the breadth of the Geological Sciences through a combination of seminars, course work and field trips;
2. to provide “state of the art” knowledge of specific areas in the Geological Sciences through a combination of seminars, course work, and faculty-supervised independent research;
3. to develop the conceptual and practical skills necessary for independent research;
4. to develop communication and presentation skills to an advanced level.

#### **Teaching and Learning Methods**

The course is taught via:

1. an original, in-depth research project, supervised by a member of staff;
2. twice-weekly seminars, presented by both visiting and in-house Earth scientists (one term);
3. course work and associated practical classes and library reading, organised into 16-lecture “options” (of which students are required to take three);
4. small-group supervisions;
5. direct experience in communicating results in the form of student seminars and a poster presentation of research project results.

#### **Assessment**

Course performance is assessed on the basis of:

- an independent, original, research project, conducted over the course of the first term (for aims 1-4);
- one unseen written examination of 3 hours based on Department seminars (for aims 1-4);
- two unseen written examinations of 3 hours, covering aspects of the option courses and field trip (for aims 1-4);
- three unseen practical examinations, covering practical aspects of the option courses (for aims 1-3);
- submission of a record of practical and field work during the year (for aims 1-4);
- an oral examination with an external examiner (for aims 1-4).

#### **Courses of Preparation**

**Essential:** NST Part II Geological Sciences



### **Part III History and Philosophy of Science**

This course is taught by the Department of History and Philosophy of Science.

#### **Aims**

1. to give students with relevant experience at Part II the opportunity to carry out focussed research in History and Philosophy of Science under close supervision;
2. to give students the opportunity to acquire or develop skills and expertise relevant to their research interests;
3. to enable students to acquire a critical and well informed understanding of the roles of the sciences in society;
4. to help students intending to go on to doctoral work to acquire the requisite research skills and to enable them to prepare a well planned and focussed PhD proposal.

#### **Learning Outcomes**

By the end of the course, students should have:

1. developed a deeper knowledge of their chosen area of HPS and of the critical debates within it;
2. acquired a conceptual understanding that enables the evaluation of current research and methodologies;
3. formed a critical view of the roles of the sciences in society;
4. acquired or consolidated historiographic, philosophical, linguistic, technical and ancillary skills appropriate for research in their chosen areas;
5. demonstrated independent judgement, based on their own research;
6. presented their own ideas in a public forum and learned to contribute constructively within an international environment.

#### **Teaching and Learning Methods**

The course is taught via:

lectures; personal study; weekly participation in the research seminar and regular participation in others of the department's 15 seminars and reading groups; regular one-to-one supervisions; students requiring linguistic skills are directed to the relevant University language centre classes; students needing Latin are directed to the relevant classes in the Classics Faculty and take part in the Department's Latin Therapy group; students working on scientific instruments receive specialist training from the Museum Curator and Museum Staff;

#### **Assessment**

Course performance is assessed on the basis of:

- a literature review of between 3,000-5,000 words; (aims 1-3 and learning outcomes 1-5)
- two set essays, each of not more than 2,500 words, excluding bibliography, from a list of topics drawn from those covered by the Advanced Seminar; (aims 1-3 and learning outcomes 1-5)
- a research paper of not more than 5,000 words including footnotes but excluding bibliography; (aims 1-4 and learning outcomes 1-5)
- a dissertation, of not more than 15,000 words including footnotes but excluding appendices and bibliography. (aims 1-4 and learning outcomes 1-5)

### **Part III Materials Science**

This course is taught by the Department of Materials Science and Metallurgy.

#### **Aims**

1. to build on the knowledge and ideas gained in Part II Materials Science;
2. to develop a more specialised and in-depth understanding of Materials Science in selected areas;
3. to further develop analytical and presentational skills, both orally and in writing.
4. to provide training in investigating research problems, including gaining an understanding of relevant research techniques and also of the design and interpretation of experiments.

#### **Learning Outcomes**

At the end of the course, a student should:

1. be able to apply the ideas and concepts introduced in the course to solve problems, do calculations, make predictions and critically evaluate information and ideas;
2. be able to demonstrate an understanding of the courses attended, and of their individual research projects;
3. be able to demonstrate practical, organisational and presentational skills that will enable them to continue successfully with research or in other professional careers;
4. be able to demonstrate the necessary skills and understanding required for a career in Materials Science.

#### **Teaching and Learning Methods**

These include lectures, supervisions, individual research projects, and presentations.

#### **Assessment**

Assessment for this course is through:

- three unseen written examinations (for aims 1-5 and learning outcomes 1-4);
- appropriate submitted work and/or examinations (for aims 3 & 4 and learning outcomes 1-4);
- reports based on an individual research project undertaken by the student over 2 terms, plus an oral presentation and a viva (for aims 1-3 & 5 and learning outcomes 1-4);
- a report based on a research project undertaken by the student over a preceding long vacation period followed by an oral presentation (for aims 3 and 5 and learning outcomes 2-3).

#### **Courses of Preparation**

**Highly Desirable:** NST Part II Materials Science

Participation by other students is considered on a case-by-case basis.

### **Part III Physics**

This is a full-time course, organised and mainly taught by the Department of Physics. Some in-house courses are taught by staff from other Departments, such as Earth Sciences, the Institute of Astronomy, Addenbrookes Hospital, and the Judge Business School. Some courses are borrowed from NST Part III Materials, Part III of the Mathematical Tripos and Part IIB of the Engineering Tripos. All students make choices from Major and Minor Topics.

#### **Aims**

1. to expose students to a wide range of areas of physics at a level which will give them a critical understanding of current research;
2. to give all students experience of research by carrying out an original project, often at a level capable of publication;
3. to provide what is needed to proceed to research or other activity in physics (and other sciences) at the highest international standards.

#### **Learning Outcomes**

At the end of the course students should:

1. have had experience of a number of broad areas of physics from a choice of options, taken to an advanced level, at which current research can be appreciated in some depth;
2. have carried out a substantial independent research project experimental or theoretical work, or both;
3. maintained their skills in and critical understanding of core physics;
4. have further developed communication skills especially in writing up the project and in presenting it to their peers or research group;
5. be ready to undertake research work in physics at the highest level.

#### **Teaching and Learning Methods**

These include lectures, supervisions and examples classes, supervised project work and report writing, and, in some cases, supervised project work outside the Department. Unexamined teaching provided includes lectures on *Philosophy of Physics* and *Ethics in Physics*.

#### **Assessment**

Assessment for this course is through:

- unseen examinations on three or more of the Major Topics, taken at the start of the Lent Term (for aims 1 and 3 and learning outcomes 1 and 5);
- unseen examinations on three or more of the Minor Topics, normally taken at the start of the Easter term (for aims 1 and 3 and learning outcomes 1 and 5);
- a General Physics Paper, taken towards the end of the Easter term (for aim 1 and learning outcome 3);
- an Interdisciplinary paper or papers, in which candidates may choose to be examined in the Interdisciplinary subjects offered across Part III of the Natural Sciences Tripos (for learning outcome 1).
- oral examination of the Research Project (for aims 2 and 3 and learning outcomes 2, 4 and 5).

It may also include oral assessment of an External Project taken in lieu of one Minor Topic, and coursework assessment of the Entrepreneurship course, also taken in lieu of one Minor Topic.

#### **Courses of Preparation**

**Essential:** NST Part II Physics.

### **Part III Systems Biology**

The Schools to be involved in delivering the taught parts of the Course include: Biological Sciences (Departments of Biochemistry, Genetics, Pathology, Plant Sciences and the Sainsbury Laboratory); Physical Sciences (DAMTP); Technology (Department of Engineering). Additional material will be contributed by external Institutes which may include: the European Bioinformatics Institute (EBI); MRC Laboratory for Molecular Biology (LMB); CR-UK Cambridge Research Institute (CRI); Microsoft Research.

#### **Aims**

1. To acquaint students with backgrounds in the biological, physical, mathematical or computational sciences with the concepts and techniques of each others' disciplines that are relevant to an integrated approach to the study of living systems.
2. To equip students with the skills to generate comprehensive biological data sets, analyse them using appropriate statistical techniques, and use such data to generate mathematical or computational models of biological systems with predictive and explanatory power.

#### **Learning Outcomes**

At the end of the course a student should be able to:

1. demonstrate advanced knowledge and understanding of the biological, computational, engineering, mathematical, and physical sciences relevant to the integrative study of living systems;
2. demonstrate knowledge of the objectives, methods, and efficacy of their design project by presenting a computer simulation of the implementation of their design to their peers and academic staff;
3. demonstrate knowledge of the objectives, methods, results, and conclusions of their research project by means of interim and final presentations to their peers and academic staff;
4. demonstrate knowledge of the written presentation of research through the production of a report on their research project;
5. analyse critically research literature and contemporary topics in systems and synthetic biology, and present such analyses in written and oral formats;
6. adopt a model-building approach to the analysis of large-scale experimental data;
7. explain the importance and impact of topics in systems and synthetic biology to both non-specialists in the natural Sciences and engineering and to the lay public;
8. demonstrate cutting-edge computational and experimental techniques relevant to systems biology.

#### **Teaching and Learning Methods**

These include an Introductory and three specialist taught modules. Each module will comprise both formal lectures and computer-based examples and practical classes. One of the specialist modules will include a design project. Weekly discussion groups will alternate between Journal Club presentations by students and seminars from external speakers. A 12-week research project will be run in the Michaelmas and Lent terms.

#### **Assessment**

Course performance is assessed on the basis of:

- three written papers; one paper of three and one quarter hours, one paper of three hours and one paper of two hours (for aims 1-2 and learning outcomes 1,5, 6, 7);
- a computer based practical examination of three hours;
- a practical report of a design project (for aims 1-2 and learning outcomes 2, 6, 8);
- a report of a research project of not more than 6,000 words, excluding footnotes and bibliography (for aims 1-2 and learning outcomes 3-6, 8)