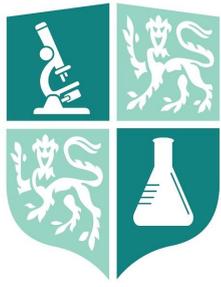


The SciSoc Guide to NST IA

Updated Summer 2021



CAMBRIDGE UNIVERSITY SCIENTIFIC SOCIETY

Congratulations on getting here! You must be very excited to explore what Cambridge has to offer – it will definitely be great! SciSoc is the largest and most active science society at the University of Cambridge. We organise talks on a wide range of scientific subjects and many social events throughout the year. We can't wait to get you involved!

To help you get started with your studies, we have put together this booklet with advice on your subjects from our own experiences and those of NatSci students who have just completed first year. Of course, everyone is different so not all of these tips may apply to you, but we hope some of the advice will be useful throughout your first year.

Many thanks to Hamish Trowell who started this guide in 2017, and the 2018 and 2020 SciSoc committee who reviewed the guide and added to his advice! Also our sincere gratitude to *Daniel Lim, Brendan Ng, Xianjing Hou and Alea Yang* for updating the information for 2021.

To find out more about SciSoc, check out our website: <http://scisoc.com/>

**Due to the coronavirus, modifications were made to each module. See the COVID-19 Modifications Section below for more information.*

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COVID-19 Modifications

The COVID-19 pandemic caused major modifications to the style of teaching in the 2020/21 Academic Year. These changes are summarised below, though they vary between IA modules:

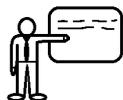
- Lectures were all carried out online. Majority were recorded while some were live via Zoom.
- Printed copies of lecture notes were not always available - investing in a tablet or graphic tablet is recommended for annotation purposes.
- Practical sessions for large modules (e.g. Chemistry) were purely online, however some departments (Physics, Materials Science) did allow in-person practicals.
- Supervisions were held both online and in-person depending on the COVID-19 situation.

This guide is based on the experiences of those who have completed first year Natural Sciences so we cannot be certain of what the coming year will bring, although we are hoping it to be similar. Any COVID-related teaching and general updates from the University can be found here: <https://www.cam.ac.uk/coronavirus>.

Information regarding COVID-19 modifications unique to the 2020/21 Academic Year for each module will appear as below:

E.g. ** 2020/21: Practicals were carried out online via recorded videos on Moodle. **

Mathematics A/B



Lectures:

Most of the lecture notes are already in the lecture booklet. This means it is easier to make fewer notes during the lectures so you can spend more time concentrating on the lecture itself. Try to prioritise understanding concepts as it is not possible to memorise all information thrown your way. A copy of the notes annotated by the lecturer will be uploaded onto Moodle afterwards (though some lecturers may take a few days to upload them). Reading over previous lecture notes and making sure you understand them is important as lectures usually build on each other.



Supervisions:

At the start of each term, a booklet of questions is given which contains the supervision questions to accompany the lectures. Your supervisor decides which questions you do each week. The length of the questions varies quite a bit so some weeks you might do a few longer answer questions and other weeks you might do more shorter answer questions. Supervision time is mostly taken up with going through the corrections to your answers.



Practicals:

You will have sessions and lectures on Scientific Computing with three assessed exercises. The coding language used is Python and you will mainly work with Matplotlib and NumPy. Make the most out of the practical sessions when people will be around to help you - it is possible to do the majority of each assessed exercise if you work fast. The course handbook and lab notebooks should have everything you need to know to complete the task. Ask a friend or demonstrator if you get stuck and try not to spend forever on each task - just make sure you do everything required (e.g. axis labels, suitable scale) to score. Look back over and remember the coding you have done in previous weeks - you don't want to restart learning all the code from week 1 every session!



Revision:

The best way to revise maths is to practice doing supervision and past paper questions. Don't worry about doing the papers within the time until closer to the exam. You may not be able to answer some questions, so to prevent spending hours on a question, ask your friends/supervisor for help. It is useful to write down formulae that you need to learn on a few pages as a reference. Use the supervisor's comments/answers to past paper questions to guide your revision. You may be asked to show a shorter proof from the lecture notes, but these questions are rare and they don't carry a lot of marks. Additionally, many people say

it is easier to practice deriving a formula very quickly instead of memorising it. Again, understanding is more important than memorising and will take far less time.



Exams:

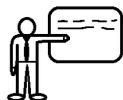
In the exam there are two sections - A and B. Section A has 10 short answer questions and only your final answers are marked; don't worry about showing your method. If you can't do a question, leave it and move on as each question is worth very little of your final mark. (Just for your reference, the whole of Section A is worth the same number of marks as one question from Section B). Section B has 10 questions, 2 of which are starred (*) and require knowledge from the Maths B course, although they can sometimes be easier than other questions if you have a good understanding. The rest relate to the Maths A course only. From these 10 you do a maximum of 5 questions. Technically, you are able to do more than 5 but only the 5 highest scoring questions will be taken, and as the exam is so time-pressured it's very unlikely you'll want to address more than 5. You will need to learn how to choose the questions that you will score most highly.



Useful resources:

- Notes on partial derivatives, multiple integrals, vector calculus, surface integrals - <http://tutorial.math.lamar.edu/Classes/CalcIII/CalcIII.aspx>
- More qualitative descriptions of various concepts (may help to understand vector calculus) - <http://mathinsight.org>
- Useful for asking specific questions - <http://math.stackexchange.com>
- Essence of linear algebra: interesting videos giving a qualitative view of the topic - [Essence of Linear Algebra - 3blue1brown](#)
- More information on differentiating under the integral sign - <http://www.math.uconn.edu/~kconrad/blurbs/analysis/diffunderint.pdf>
- Numerical answers to past exam papers: <https://www.robinson.cam.ac.uk/iar1/teaching/>

Mathematical Biology



Lectures:

The lecture notes are very descriptive and understandable although a lot of people still like to take their own notes in the lectures. It is worth not missing lectures though as there will be lots of examples in the lectures that aren't in the notes. These examples are often more useful than the notes to work out how to answer supervision questions- you can refer back to them and apply the same or at the very least a modified approach. Mainly matrices, statistics and integration will be covered throughout the course, along with various applications of these techniques for biological models.



Supervisions:

There is a booklet of example sheets given at the beginning of each term with several questions which go along with the lectures. Your supervisor will tell you which sheets to complete each week and then go through corrections in the supervision. An example sheet can take up to 2 hours, but are usually shorter than that. Your supervisor will also answer any queries you might have or even give critical thinking questions for you to ponder on.



Practicals:

Once every week there is a computing lab, which lasts 1hr 15min. Here you will learn how to code R, a language that's extremely useful and widely applied in academia for statistical analysis. The main reason to attend the lab sessions is to get help from demonstrators. Sometimes R won't run as you'd like, and so it is useful to get an extra pair of eyes reading your code. That being said, most practical leaders (who are usually the lecturers of that block), especially during Lent and Easter, upload yellow answer sheets to the practicals on Moodle the day afterwards so you can check your own answers later.

You have 3 assessed practicals altogether. One is done at the end of Michaelmas, another at the end of Lent and a third at the start of Easter term. The first two are both worth 8% and the final one is worth 4%. The second practical is notably more advanced than the first. Overall, the labs in Michaelmas are fairly straightforward and grow progressively more complex during Lent and Easter.



Revision:

It can be worth going back over supervision material and checking understanding that way. The best way to revise for Mathematical Biology is to do past papers. Unlike A-levels, answers are unlikely to be made available so you will have to either ask your supervisor to mark extra papers or meet with other students who take Mathematical Biology and

compare answers. Note that since the course was only recently introduced (2017/18 was the first year group to do it), past papers from before then will have some questions that aren't applicable to you, and also not include all content (especially the topics from Easter weren't on the old course). There's a useful table towards the end of the course handbook that indicates exactly which questions in each past paper are applicable to which lecture block, and which aren't relevant at all. For new course material, you can do the sample past exam, the 2018 and the 2019 exam.

This module differs from Maths A/B mostly in the amount of applied maths that is used. The maths itself on the whole isn't as hard, however, due to the application, it can be difficult to know what they want you to use to answer a question as one question may contain elements from multiple lecture series. The most important thing to learn during the academic year is to figure out what exactly questions are asking for.



Exams:

The exam is 3 hours long and there are 10 questions, with equal weighting, of which you must answer 8. There are 5 sections in total- one for each half term- with 2 questions per section. You must answer one question from each section and then choose which sections to answer 2 from. Keep this in mind when reviewing content -- focus most on the half-terms that you feel most confident in (as these will be the sections you answer 2 questions in), but try not to neglect or completely ignore any half-term.

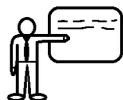
Also, familiarise yourself with the formula booklet, as many useful formulae aren't actually in it - it's available on Moodle.



Useful resources:

- Video tutorials for matrices- https://www.youtube.com/watch?v=fNk_zzaMoSs
- Video tutorials for Taylor series- <https://www.youtube.com/watch?v=3d6DsjlBzJ4&feature=youtu.be>
- Video tutorials for calculus review: <https://www.youtube.com/playlist?list=PLZHQObOWTQDMsr9K-rj53DwVRMYO3t5Yr>
- Basic algebra calculator- <https://www.wolframalpha.com/>
- Eigenvector, matrices calculator- <https://www.symbolab.com/>
- Linear phase portraits and classification- <https://mathlets.org/mathlets/linear-phase-portraits-matrix-entry/>
- Phase plane plotter- <https://aeb019.hosted.uark.edu/pplane.html>

Biology of Cells



Lectures:

Most of the notes needed for the lectures are in the lecture handout, although you may want to annotate them as you go through. The lectures are very information-dense so reading the lecture notes ahead of time is very useful. Ask the lecturer any questions you have at the end of the lecture or in an email - they will have useful information for essays (they will also be marking your exams so including what they feel is important information will help your essay stand out). Re-reading the lecture notes will stop you forgetting everything you learnt earlier, saving time on revision. The most important thing is to be able to explain the big ideas (eg. how proteins are delivered to different organelles or why amplification is needed in intracellular signalling).

The lecture series titles are listed below:

Michaelmas:

- **The Living Cell**
- **Macromolecules in the Cell**
- **Membranes**
- **Chemistry of Life I**
- **Chemistry of Life II**
- **Chemistry of Life III**
- **The Living Cell Summary**

Lent:

- **Hunting the Gene**
- **Genes in Action**
- **The Genetic Revolution**
- **Cell Proliferation**

Easter:

- **Cell Signalling**
- **Development**

Just to note, the first lecture series is very facts-based and jumps between different topics very quickly, skipping lots of detail for later lectures. As such, whilst it may serve as a brief revision for those who have done Biology A-level, it is not a great introduction for non-biologists who may find it near impossible to keep up. Just read the lecture notes slowly in your own time and realise that they serve mostly as an introduction for later lectures.



Supervisions:

Supervision work ranges from writing essays, answering short answer questions (SAQs) and doing practical paper questions. Your essays for supervisions may take a few hours to research, plan and write (especially if you're a good procrastinator!). Don't panic though - you will be surprised how much you can write for an essay in around 40 minutes in the exam with practice. Finally, make the most out of your supervisions by reviewing your essays, understanding concepts, and getting new ideas - don't be afraid to ask questions! Further researching topics of interest by reading research papers can also help supplement your learning and improve essay writing.



Practicals:

There is one Biology of Cells practical per week. Each practical group has an allocated demonstrator and some practicals require you to complete and hand in on the day. However, these marks don't count towards your end of year grades. Instead, practicals are marked by a practical exam paper at the end of the year, with questions relating to the method/theory of the experiments. Enjoy the practicals as they are interesting and can be quite fun, but try to stay focused on the tasks. Read the practical notes before the practical. Ask your partner/demonstrator questions and add notes to your practical sheets so that you know why the experiment is designed the way it is - the details are quite important. You will also have practicals to do online so some weeks you won't have to go to labs. Remember that you will still be asked questions on these in the exam.

Quite a lot of the biology practicals require you to be able to do calculations and these more mathematical questions will most likely appear in the exam. Use the calculation cards at the front of your practical folder as these have all the formulae you'll need to remember.

** 2020/21: Practical were all carried out online via recorded videos and quizzes on Moodle. At the end of each practical there was a summary session over Zoom, which is extremely useful so definitely attend and ask questions. **



Revision:

The theory paper has a short answer section on the whole course and 3 essay questions that you choose. Therefore you need to know a bit about the whole course and lots about only a few lecture series (be careful - not all lecture series may have an essay question). Knowing a few examples in detail that can be applied to different ideas will reduce the amount you have to learn. Learn to draw simple diagrams quickly to illustrate your points (e.g. endocytosis or the replication fork) as the exams are time-pressured. As there is more than one way to answer essay questions, going over them with others will help get new ideas. Reading textbooks can help if you don't understand a topic, but don't get flooded by facts - learn the big ideas. Space your revision out over a long time and keep revisiting lecture series you plan to use for essays to remember more details. Repetition is key! Essay

plans are a good way to revise without having to write a whole essay. Practice writing timed essays as you get closer to exams, and remember to draw information from different lecture series where possible (this is good preparation for integrative essays in IB). By focussing on examples that can be applied to multiple topics you can reduce the amount of information you need to learn.

Don't forget to revise the practical papers too. Read/summarise the practical handouts, making sure you understand everything. The more past papers you do, the better marks you will get. It may be easier to go through past papers in a group to compare answers.



Exams:

You have two 3 hour exams for Biology of Cells. The theory paper has short answer questions on the whole course and three essay questions for you to choose. The short answer questions can usually be answered using a diagram with a little bit of writing and should only take a few minutes each. The essay questions will take around 40 minutes each. Plan your essays before you start writing so you can include all the important ideas first (you may not have time to write everything you know). Try to show some independent thinking by drawing ideas from different lecture series together. Knowing a few examples from your own reading can help your essays stand out as well but is not required for a good mark.

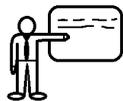
The practical paper has 9 questions, normally each one on a different practical. Answer questions you know how to do first to boost your confidence and to pick up as many marks as you can quickly. Keep an eye on the clock and move on if a question is taking too long.



Useful resources:

- Everything you need to know (and a whole lot more) - *Molecular Biology of the Cell* (Alberts et al, latest edition not necessary)
- Consult the *NST IA Biology of Cells Course Handbook* as a reference for what you need to know.

Chemistry



Lectures:

Chemistry is a very popular choice with both Biological and Physical Natural Sciences students. First year covers physical, organic, and inorganic chemistry, setting the foundation for second year if you decide to pursue either organic or physical (or both). The majority of the notes are present in the lecture booklets and the annotations missing are filled in during the lecture. Skimming the notes ahead of a lecture is good preparation and try to make sure you understand the previous lecture before the next one otherwise it is easy to become quickly confused. Lecturers are happy to answer questions at the end of the lecture. There are 3 chemistry lectures a week.

The lecture series titles and a brief description of each are listed below:

Michaelmas:

- **The Shapes and Structures of Molecules Part 1:** Covers the analysis of molecules and their structures using methods of proton NMR, carbon NMR and infrared spectroscopy.
- **The Shapes and Structures of Molecules Part 2:** Covers the atomic and molecular orbitals to molecular shape and interactions between them. Diagrams are a good way to explain these concepts in the exam.
- **Reactions and Mechanisms in Organic Chemistry Part 1:** Covers examples of reaction mechanisms and the theory behind why and how these happen.

Lent:

- **Reactions and Mechanisms in Organic Chemistry Part 2:** Covers more complex reaction mechanisms. It is often possible to work out mechanism steps from the theory taught in lectures and get good marks but it's also a good idea to rote learn the mechanisms given in the examples and the notes for the exam.
- **Energetics and Equilibria:** Covers spontaneous and nonspontaneous reactions, and the second law of thermodynamics in detail. There are several equations and derivations to learn so making a list as you go through the lectures is a good approach.
- **Kinetics of Chemical Reactions:** Covers reaction kinetics and after doing the supervision questions the methods should be relatively straightforward to apply to exam questions.

Easter:

- **Chemistry of Elements:** Covers several examples of a few concepts (e.g. Z_{eff} , d/f-block contraction, relativistic effects) and is a very qualitative approach. When answering questions for supervisions, the structure of your answers is important; try to give a definition (e.g. of bond energies), diagram or graph (e.g. of hard/soft bonds), main trend/reason for the trend, anomalies/reason for anomalies. Try not to write

long answers as you won't have time in the exam for it - diagrams are usually the best way to condense as much information into your answers quickly.



Supervisions:

At the back of the lecture booklets, there are several questions. Each week your supervisor is likely to set around 10-20 questions. Answer these as well as you can as many of them are very similar to exam questions so it's very good practice. The supervisions will most likely be based on going through the corrections to these questions. The answers to these questions are often not released so make sure you understand your supervisor's comments.



Practicals:

There is one chemistry practical every other week. Reading up on the practical before is a good way to speed up completing the practical on the day. The write-up for each practical is marked out of 20. The marking can be quite subjective despite being moderated, so follow the guides given for the write-up as closely as possible. Don't worry too much about this as the practicals contribute only 20% to your final mark, instead focus on building your skills in the lab. Ask your demonstrator if you aren't sure about anything or if you don't know why the method requires certain steps. Getting a pass mark for each practical should be pretty straightforward (remember to sign the risk assessment or you will lose all marks for that practical!).

** 2020/21: Practical were carried out online via recorded videos and quizzes on Moodle. There was a compulsory wrap-up session at the end of each practical day for questions. **

Almost all the practicals must be written up and handed in on the day although there is one longer practical which can be written up over Christmas. ChemDraw (see 'Useful Resources') is a very useful resource for interpreting spectra of the compounds in the write-ups.



Revision:

Past papers are the best practice for the chemistry exam. Model answers are available on Moodle, though the answers are not perfect and contain some mistakes. Remember there may be more than one possible answer for a question so don't be discouraged if your answers are different. Practice doing timed papers close to the exam. Clayden's Organic Chemistry textbook has practice questions at the end of chapters which may be useful for the Reactions and Mechanisms course. There is also a solutions manual available - try the library.



Exams:

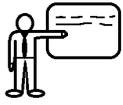
There is one exam at the end which is 3 hours long, counting for 80% of your final mark. There are 6 questions - one from each course. Make sure you manage your time carefully in the exam as there is strong time pressure. Answer questions you are most comfortable with first to build confidence. Set a time limit for questions (around 25 minutes) and move onto the next question when your time is up. At the end you can always come back to questions you've left. Often giving incomplete answers can grab you a reasonable number of marks. This is particularly true for the Reactions and Mechanisms course, where even if your answer is wrong, you may pick up marks for showing knowledge of the mechanisms/importance of pKa values, etc.



Useful resources:

- Software that gives predictions of NMR and IR spectra for any molecule:
 - <http://www.ch.cam.ac.uk/computing/software/chemdraw-and-chemoffice>
 - <https://www.nmrdb.org/>
- Search by structure - <https://www.chemspider.com/StructureSearch.aspx>
- Extra practice questions for Reaction and Mechanisms in Organic Chemistry- *Organic Chemistry* (Clayden et al)
- Useful textbook for 1A chemistry - *Chemical Structure and Reactivity* (Keeler, Wothers) (also look at their online resources - some cool interactive visualisations and plots)

Earth Sciences



Lectures:

Earth Sciences is often treated as ‘the third option’ to fill in your choices, but many enjoy the course so much that they choose to abandon their previous plans and continue Earth Sciences in later years. The course itself covers a very wide range of subjects, including volcanics, palaeobiology, climate, sedimentary processes, the geological history of Britain and ‘Exoplanet Sciences’. It prepares keen Earth Scientists with a wide knowledge base to grow from, while supplying interested students with a solid grounding in an interesting field. By the end of IA Earth Sciences, you will be able to look at rocks and deduce their geological histories, to notice and describe fossils in the stone of your college and to realise the continental collisions that happened beneath your very feet: hopefully you will be a little more in tune with the inorganic natural world around you, and maybe even the worlds above.

The lecturers are often very information-dense and can move fairly quickly, leaving you a little confused at the end of the hour. Notes are often distributed at the start of each lecture and vary between reading like a textbook and having only diagrams. They keep you on your toes for sure. On the whole though, they are well-detailed in the important concepts and often contain references to extra material (which are helpful for essay plans and general understanding). The lectures are not recorded, so I would recommend paying attention, particularly as the pace can be rapid and/or uneven. Reading through notes after each lecture is a good idea, as it is for every subject, and make sure to bring up any points of confusion with your supervisors.

The lecture series titles are listed below:

Michaelmas:

- **Introduction to the Earth**
- **What are Plates?**
- **Earth’s Climate System**
- **What’s the Earth Made Of? An Introduction to Rocks and Minerals**
- **Earth and Other Planets**

Lent:

- **From Minerals to Rocks: How the Crust Works**
- **Palaeobiology**
- **Sedimentary Processes and Products**
- **Introduction to Arran**

Easter:

- **Britain’s Geology: Solving the Jigsaw**
- **Geology Beyond the Solar System**
- **Planet Earth: the Bigger Picture**



Supervisions:

Supervision work is varied: essays, short answer questions, rock and fossil identification and description, and map exercises. Essays and short answer questions will look to cover recently lectured material to check understanding of concepts and to prepare for the written theory exam. Rock and fossil identification and description will prepare you for the practical exam and help put some theoretical knowledge into a more tangible context. Map exercises similarly prepare for the practical exam and can help put theoretical knowledge into a wider context. In the supervisions themselves, you will often simply go over your work, some other exercises (e.g. more maps or fossils) and any difficult topics in the lectures.



Practicals:

The practicals are not assessed but it is worth staying there the whole time (you can leave when you want) and making sure you understand things as there is a practical exam at the end of the year. If you cannot come to your assigned slot for whatever reason, you may turn up to another one, but try to stick to your slot. Do not be scared if you find the first few weeks very confusing - there is a lot of new vocabulary and techniques to get used to, and you will definitely get more confident throughout the year. Ask the demonstrators if you do not understand anything! Many of them are PhD students or younger and so sympathise with whatever confusion you might be feeling.

There is also a field trip. The Arran field trip was an amazing experience. Follow your demonstrators closely and pay attention to how they provide an interpretation of and insight into the various things you will see. As the field trip is held in the Easter break (March-May), you will have learned almost all of the year's content. At Arran is where you will see many, if not all, of the theories you have learnt come to life, from volcanics to fossils, from tectonics and folding to sedimentary processes: many confusing things may become clear and click into place here. Highlights include walking through hundreds of millions of years in a day, finding fossilised footprints, touching the edge of a magma intrusion, standing on an ancient desert, staring at a flash flood and making a geological map in the field. Bring a lot of waterproofing: a reliably waterproof jacket, waterproof trousers/overalls, waterproof and grippy walking boots. For notetaking, you are provided with an A5 notebook; I preferred to use a journalist-style flip notepad, as it fit into my jacket pockets (a lot easier than wrestling it out of a plastic sachet in the wind and rain) and I found it easier to write in.



Revision:

For the essays, attempt as many past essay questions as possible. First, you will get more skillful in writing, managing your time and drawing diagrams (draw large diagrams *with* scales and tables everywhere where possible, they love it). Second, you will see that the topics tend to be repetitive. You have to write 5 essays on the exam, if you are lucky and

encounter familiar topics, that would save you loads of time since you do not need to come up with new ideas and structure.

In terms of practicals, you can get the key to the Department for a £10 deposit to get in anytime. If the main gate to Downing Site is locked, use the gate at the junction of Tennis Court Road and Fitzwilliam Street. The lab has a humongous stock of rocks, minerals, fossils and thin sections with booklets containing their description. It is worth going through these several times to make sure you can identify and describe them quickly (aim for under 3-4 minutes). Also re-read through all your practical handouts during the Easter term, they sometimes contain pretty interesting and niche samples - the sort that examiners love to put in their questions. You will not understand all the concepts in Michaelmas but things will start to make sense after Lent and you will learn a lot more by looking back. Try to combine information on related topics, e.g. anything to do with geological history (palaeobiology, rock types in Arran, geological events in the UK, etc.). It will further help your understanding and remembering of certain topics that may seem abstract alone but work when with others.

Definitely visit the Sedgwick Museum of Earth Sciences (and other Natural Sciences museums if you are keen) to do your revision there - it is particularly useful for palaeontology. They have rare examples of fossils that are tricky to identify (e.g. bivalves which look like ideal examples of brachiopods). Do not memorise all the samples, just focus on the different shapes and features. Maybe during the exam, you will recall seeing your sample in Bay 5 of the Museum and will be able to categorise it. Finally, remember to revise your Map notes and keep practising past year papers, including the map questions.



Exams:

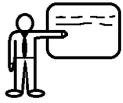
Be aware of format changes. As of 2018-19, the assessment is 40% Practicals and 60% Written Paper - each paper is 3hrs long. The practicals consist of 4 questions - rocks, thin sections, fossils and map, so spend no more than 45 minutes each. The written paper consists of one calculation question and 5 essay questions.



Useful Resources:

- Sedgwick Museum of Earth Sciences
- The lab's stash of fossils, rocks and thin sections
- Kearney, P., Klepeis, K. A. & Vine, F. J. (2009) *Global Tectonics*, 3rd ed. Hoboken: Wiley-Blackwell.
- MacKenzie, W. S. & Guilford, C. (1980) *Atlas of rock-forming minerals in thin section*, 1st ed. Milton Park: Routledge.
- Collinson, J & Mountney, N. (2019) *Sedimentary Structures*, 4th ed. Edinburgh: Dunedin Academic Press Ltd.
- Any extra reading mentioned in lectures (No single textbook covers all bases)

Evolution & Behaviour



Lectures:

Evolution and Behaviour provides a broad base for further study across the whole spectrum of biology, from molecular and cellular disciplines, physiology, psychology, to ecology and evolution. It is especially useful as a grounding in genetics. The lecture material is generally quite concept-based, often looking in detail at specific examples and encouraging you to think and read about the topics further. As you progress through the year, you will notice recurring themes that come up in several lecture blocks, and it is often very interesting to link all of these together as E&B is a very holistic science.

Lecture handouts (which are provided at the beginning of each block) for E&B are, on the whole, extremely detailed. Most people don't find it necessary to take detailed notes themselves if they annotate the handouts and review them afterwards, but often spend more time researching more examples and pursuing the suggested further reading lists. Lecturers deliver content in a variety of different ways, but all of them are willing to discuss any questions or problems you may have either at the end of the lecture or by email.

The lecture series titles are listed below:

Michaelmas:

- **Introduction to Evolutionary Biology**
- **Evolutionary Genetics**
- **The First Few Billion Years**
- **The Origin and Evolution of Plants**
- **Diversification of Angiosperms**

Lent:

- **The Evolution of Animal Diversity I: Origins and Relationships**
- **The Evolution of Animal Diversity II: Natural Selection, Plasticity and Adaptive Radiations**
- **Evolution of Behaviour**
- **Human Evolution**
- **Human Population Genetics and Pathogens**

Easter:

- **Global Change I: The Green Extreme**
- **Global Change II: The Past, Present and Future of Biodiversity**
- **Four Billion Years in One Hour**



Supervisions:

Supervisions offer the opportunity to discuss the course content and iron out problems, and aim to help you develop discussion skills out loud and in writing. This means they're often informal, discussion-based sessions where you have a chance to really explore the ideas you may have covered in lectures and practicals. Your supervisor will set you work, mostly essays and essay plans, to prepare you for the types of essay you will need to write in the exams. Don't let writing essays scare you off from taking E&B: your supervisors will definitely help you (they know most NatScis haven't written essays since their GCSEs!) and lots of physicists and chemists find it's a welcome change from solving problem sheets all day. Their feedback on this work can often provide the basis for discussion in the supervision.



Practicals:

The course provides hands-on experience of basic techniques and experimental approaches and an opportunity to see a wide range of organisms, as well as access to the University Museum of Zoology. Practicals are four hours every other week, and all except the first one are formally assessed, so there is no final practical exam – they must be written up and handed in during the practical, and together make up 25% of your total E&B mark. Each practical is led by the current lecturer, so they provide useful and interesting insight into the lecture material, as well as the opportunity to see how some useful results are obtained first-hand. E&B practicals tend to be quite relaxed and they're very much treated as simply an opportunity for you to explore ideas and techniques further. It's made clear which parts are actually assessed, and there are demonstrators who will help you out if you get stuck.

You also have the opportunity to attend one of the one-week field courses in the Easter Vacation, to Devon or Pembrokeshire. These aren't compulsory but are usually the highlight of the year; you can design and carry out your own research project, get to know department members and spend some quality time with your course-mates! If funding is a concern (keeping in mind that the trip is already heavily subsidised by the department), many colleges are happy to provide subsidisation and make sure to ask your DoS if you're not sure.



Revision:

The E&B course is largely concept-based, so once you've understood those, the main thing you need to do is practise exam essays. Your supervisor will give you plenty of guidance on how to plan and write them so you're making the best use of your time, and will often give you a bank of questions you can use to practice. Whole past papers are also available online. Supervisors will usually be happy to give feedback on essay plans and essays throughout the year, although it can be best to start sooner rather than later as they often have a lot of essays to mark just before exams start! At the end of each term it's a good idea to spend some time making a set of general essay plans or templates which you can learn,

so then all you need to do in the exam is adapt them to the specific question. It's also really useful to make sure you have a few examples of all of the key concepts so you can discuss them in exams – it's even better if you can find different examples to the ones you are given in the lecture notes, as this will make your answers stand out. For extra examples, Google Scholar is a good resource!



Exams:

As the practicals are continuously assessed, there is no practical exam so the year ends with one theory paper worth 75% of your overall E&B grade. This is 3 hours long and contains 10 questions, of which you pick 5. Most of these will be essays, but there will also be at least one broken down into short-answer questions if you want a different choice. It works out around 35 minutes per question, but each answer is only expected to be 1-2 sides and you're assessed on the content, not the writing style. The element of choice means you can commit to memory a few general essay plans and elaborate on them more specifically in the exam. Timing is crucial in this exam; remember that 5 mediocre essays is better than 4 good essays and 1 unanswered question.

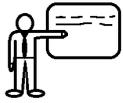


Useful resources:

- Biological Sciences LibGuides- <https://libguides.cam.ac.uk/naturalsciences/biosci>
- CamGuides- <https://camguides.lib.cam.ac.uk/undergraduates.html>
- Biological Sciences Libraries- <https://www.bio.cam.ac.uk/facilities/libraries>
- University Museum of Zoology- <https://www.museum.zoo.cam.ac.uk/>

- Royle, N. J., Smiseth, P. T. & Kölliker, M. (2012) *The Evolution of Parental Care*, 1st ed. Oxford: Oxford University Press.
- Ayala, F. J. & Cela-Conde, C. J. (2017) *Processes in Human Evolution*, 2nd ed. Oxford: Oxford University Press.

Materials Science



Lectures:

The lecture note booklets for this course are very thorough and have consistent formatting throughout the whole year. Most of the notes have a lot of gaps which are filled in during the lecture and once completed contain all of the examinable material. From student experience the first lecture series is quite abstract and difficult to commit to memory at first but it should definitely come clearer as you move onto the other lecture series and the concepts are more applied.

The lecture series titles are listed below:

Michaelmas:

- **A: Atomic Structure of Materials**
- **B: Materials for Devices**
- **C: Diffraction**

Lent:

- **D: Microstructure**
- **E: Mechanical Behaviour of Materials**

Easter:

- **F: Biomaterials**
- **G: Materials Under Extreme Conditions**



Supervisions:

At the back of each lecture booklet are several example sheets. Supervisors will probably ask you to complete one of these sheets every week. Supervisions are majorly based on going through the answers to the questions. The lectures you cover that week should give you all the information you need to complete the questions. Later in the term, the full answers are released on Moodle which is useful for consolidating the correct answers.



Practicals:

Practicals happen once a week. For all the practicals, except the very first one, there are pre-practical quizzes with short answers and multiple-choice questions on Moodle to answer before the practical. The questions are not difficult but the idea behind it is that you read over the method and understand it before arriving at the practical. Altogether these online questions contribute 2.5% of your materials mark. In Easter term, there is a mini project involving deconstructing and analysing the components of a calculator. This one involves some research and is written up over the Easter break and contributes 10% of your overall mark.

Make sure you sign in when you arrive at a practical and it's important you arrive on time- the demonstrators might turn you away from a practical if you miss the health and safety intro. In general, though, the practicals are pressure-free, with notes guiding you through the experimental steps you should follow and questions to be answered in your notebooks. You can get away with not completing all the tasks, as long as you make sure you can answer questions such as 'what explains this trend in your plot' to the demonstrators when signing out.

The focus of these practicals is not on completing the tasks, but on making sure you understand what's happening and applying the knowledge you gained from the lectures to your observations. The demonstrators are very keen to answer any questions you may have, either directly related to the practical or on the syllabus in general, so you should take advantage of this. The answers should appear on Moodle later as well. The practicals tend to match the content of the lectures quite closely which is good because it lets you see some of the concepts in action!

** 2020/21: Practical were carried out in-person in Michaelmas and Easter. As there was only 1 hour, working quickly enabled one to complete more tasks and ask more questions. Lent was online via recorded videos and quizzes on Moodle and small group sessions over Zoom. In both cases, submissions of answers were required at the end of the day. **



Revision:

Re-reading lecture notes and revisiting example sheets, as the questions are similar to exam questions, completed for supervisions is a good way to start revising. Past paper questions are also invaluable and the more you do the better. Refer to the 'Useful resources' below as these are also very good for revision. Practice drawing sketches and diagrams as they will definitely come in handy during exams.



Exams:

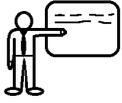
There is one exam at the end of the year which is 3 hours long. It has 7 questions of which you need to answer 5. This gives you just over 30 minutes on each question. Each question is worth the same number of marks and it's normally clear which lecture course the question is based on, although some questions still require information from other lecture courses. Good ways of gaining marks include adding relevant extra information and having well-labelled diagrams.



Useful resources:

- DoITPoMS - <https://www.doitpoms.ac.uk/>
- Crystal Maker App (download explained in lecture)

Physics



Lectures:

There is a huge variation in how people find this course since students range from people who haven't taken Physics A-level and those who prepared for Physics olympiads. The first lecture series starts slow, and subsequent series become harder (and for most people, more interesting). If you feel the course is not advanced enough, you can ask your supervisor for additional problems or look online for more difficult questions. By the end of the year, most people find the course challenging. Even though the material starts slow, learning the method of solving physics questions can be hard, so if you're struggling try practising the easiest questions a lot to get the hang of it.

The lecture series titles are listed below:

Michaelmas:

- **Dynamics**
- **Rotational Mechanics and Special Relativity**

Lent:

- **Oscillating Systems**
- **Waves and Quantum Waves**

Easter:

- **Gravitational and Electromagnetic Fields**

Special relativity seems to be a topic which people either understand quickly or struggle with for some time, possibly because it requires a change of mindset. If you are in the latter group, persevere, go through the examples in the notes again by yourself and think over the steps very carefully. You could also search for some general public targeted material online to get a better intuition and feel for the subject.

Because of the broadness of the target audience, many people find IA physics uninteresting. If you were thinking of studying physics before, don't let it put you off completely - things are very different in subsequent years.



Supervisions:

A set of questions is provided by the lecturer, separate from the lecture notes. Each week you'll probably be set 6-8 questions which your supervisor should mark. Supervisions consist of going through the questions and corrections.



Practicals:

The practicals focus strongly on experimental design, error analysis and writing lab reports. You will need to be disciplined at writing up your results concisely with all relevant details. Some of the experiments are quite time-pressured so keep an eye on the clock. The lab staff is there to help you, and it can make a big difference if you ask them when you're stuck or just uncertain (don't be shy, even if they're chatting in the corner you can go over to them). The marking seems to be very subjective, but each mark is worth only a tiny percentage of your overall grade so don't spend ages trying to get full marks. A good mark is typically around 16-18/20 although this depends on who marks your write up. A lot of people find the practicals boring, and they really improve in later years of physics - it's sometimes nice to ask the staff more general questions about the experiment to learn something interesting and motivate you to do it.



Revision:

Doing past papers should be your main method of revision. It's usually advisable to start with papers from many years ago and keep the recent ones for just before the exam. Numerical answers are provided for older papers, and the commentaries are useful to review afterwards. You no longer have a choice to pick which questions you prefer. You may find it helpful to read over your lecture notes on some topics and make a note of formulae that you may need to memorise. You can also try to answer the examples in the lecture notes yourself for more practice.



Exams:

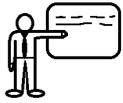
Manage your time efficiently in the exam by using the number of marks as a guide to how long a part of a question should take you. Start with questions you are more comfortable with to pick up as many marks as you can early on. Sometimes part of a question can be skipped without sacrificing the rest of the question if you get stuck, so always write as much as you know.



Useful Resources:

- Feynman lectures on physics - <http://www.feynmanlectures.caltech.edu/>
- MIT courses - <https://ocw.mit.edu/index.htm>
- Isaac Physics - <https://isaacphysics.org/>
- Unofficial answers to Physics papers (Note that these answers are provided by a supervisor and not approved by the department. There may be some inaccuracies.) - [IA Physics Google Drive Folder](#)

Physiology of Organisms



Lectures:

Physiology of Organisms (or PoO, pronounced as 'poo', as the organisers insist on calling it) is a very fun subject. It looks at biological systems across the range of scales, from nutrition in bacteria and single-celled organisms, through insects and mammals, right up to 2,000 tonne sequoia trees. It also looks at biological systems from a range of angles: from biochemistry and medicine as you might expect, right through to physics when you look at how giraffes can drink without having a stroke. Lectures cover a lot of ground and many of the lecturers will give extra details not printed in their notes. It is a fascinating course, relevant to all of the biological subjects in the second year, and interesting to Phys NatScis looking to broaden their horizons. If you are interested in animal or plant documentaries, this subject might just be for you.

There is a bit of overlap with Biology of Cells, especially the cell signalling discussed in Easter term. These subjects complement each other nicely, with details from PoO augmenting Cells essays, and vice versa.

The lecture series titles are listed below:

Michaelmas:

- **Introduction to Physiology**
- **Hormones, Homeostasis and Equilibria**
- **The Nervous System**
- **Muscle and Movement**
- **Cardiovascular Physiology**
- **Animal Nutrient Acquisition**
- **Animal Respiration in Air and Water**
- **Osmoregulation in Animals**

Lent:

- **Energy, Metabolism and Thermoregulation**
- **Introduction to Plant Physiology**
- **Light and Gas Exchange**
- **Plant Water Relations**
- **Plant Transport and Senses**
- **Physiology of Microorganisms and Microbe-Plant Interactions**

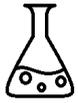
Easter:

- **Comparative Physiology**
- **Sensing the Environment**



Supervisions:

Supervisions mainly cover the lecture and practical content for each week. They generally involve conceptual learning and practicing data handling questions for practicals. Supervisors may also often set essays as practice and to revise that week's topic. Sometimes you get given information on animals which isn't covered in the lectures, which is very helpful for writing good essays!



Practicals:

Practicals are split between animal physiology and plant physiology. You will have an animal practical class every other week in Michaelmas and Lent terms, and a single animal practical in Easter. You will also have three plant practicals in Lent term. The practicals are generally quite relaxed, and the practical organiser (Dr Mason) thinks that these practicals should be about investigation, rather than following a set of instructions. There is a general guide but you are also allowed to investigate other things that interest you. There will be several animal physiology practicals where you need to design the experiment yourself, considering factors that lead to uncertainty in the data. The plant practicals are a little more formulaic and feel quite like Biology of Cells practicals.

Attendance at the practicals is not compulsory but material covered in the practicals (and not the lectures) will be examined in the practical theory paper. You are generally welcome to come on a different day to the one in your diary, if for some reason the original day is inconvenient. At the beginning of every practical there is an hour-long debrief session, in which Dr Mason will introduce the practical, and go through results from the previous week. If you miss a practical, definitely try to attend the debrief at the beginning of the next session. Lots of information about the practicals (including debrief sheets and extensions) is uploaded onto the Moodle site, so this should be your first consultation if anything from the practical is unclear.



Revision:

Over the year, you will get a lot of practice writing these essays, and you will come to learn what makes a 'good' essay (structure, relevance, detail, diagrams). This is the most useful preparation for the exam - it may well be the case that one of the exam questions is the same as (or similar to) an essay you have already written. Other good preparation is reading your lecture/supervision notes, reading the textbooks for some extra details, and, in the weeks before the exams, perhaps writing a few essays under timed conditions. One good way to revise is to time and rewrite your essays several times until you can make your wording very precise and finish the essay on time. Your supervisor may or may not be willing to give you feedback on these. Even if they do not, this can still be a useful exercise to give you an idea about how much you can write in an hour, and whether or not writing a plan is a good idea for you. Try to write the essay closed book, then compare against your notes or the textbook to see if you have missed anything.

Only a few multiple choice and practical papers are available on Moodle, though there is an ample bank of past essay titles. For some reason, the practical papers uploaded on Moodle are usually short and not very difficult but in the actual exam, most people struggle to finish the practical exam on time. The best way to revise is just to read, re-read, re-read (repeat) the lecture notes.

The pre- and post-practical quizzes on Moodle are a good way to ensure you understand all of the material. It is not necessary to complete these over the course of the year (though it is good practice to), but they are a good revision resource. Also useful is looking over your practical notes/Moodle debrief sheets, and skimming through your lecture notes to make sure your grasp of the important concepts is solid.



Exams:

There are two PoO exams: a practical theory exam, and a theory exam.

The theory exam is three hours long and split into two sections: a shorter multiple-choice paper and an essay section. The multiple-choice section contains 45 questions. You have an hour for this but if you work quickly, it may be possible to finish this section in under an hour. The content examined in the multiple-choice questions is covered in the lectures - no extra reading is required here. Some will need simple calculations, but most are just factual recall. Some of the questions are worded to trip you up: make sure you read them very carefully!

For the essay section of the theory paper, you will have to write two essays, from a pool of six. These six titles are split into two themes. In the first are questions relating either to plant OR animal physiology (though comparisons between the two will always get credit). In the second are 'integrative' questions, spanning plants and animals, and these require some sort of comparison between plant and animal physiology. You must pick at least one 'comparative' essay, and your second choice may either be another comparative essay or a plant/animal-specific one. Here in the essays you should try to incorporate any additional reading you have done, and anything relevant from your supervisions. You will have an hour for each essay, so it is worthwhile to spend a few minutes at the beginning considering the question. Some people find writing an essay outline helpful. This can be a good way to organise your thoughts and make sure that you include everything. Additionally, if you run out of time, the examiner will be able to see your intended essay structure, and may well give you credit for it.

The most important consideration running through your mind when you answer one of these questions is: 'is what I am writing relevant to the question?'. It is perfectly possible to write a superb essay covering material related to the question, but if you do not actually answer the question, you will not get credit. That being said, a good stab at an answer, even if you do not manage to get all of the detail down, will usually be rewarded with a decent mark.

The practical theory exam is only an hour-and-a-half long, and so is reasonably time-pressured. A few questions are information-recall, but most ask you to apply the concepts you have covered in the practicals and lectures. There will be some calculation questions (e.g. finding membrane potentials, solute concentrations, sweat loss, etc), but most require a short length of writing.



Useful resources:

- Hill, R.W., Wyse, G.A. & Anderson, M. (2016) *Animal Physiology*, 4th ed. Sunderland: Sinauer Associates, Inc.
- Hopkins, W.G. & Hüner, N.P. (2004) *Introduction to Plant Physiology*, 3rd ed. Hoboken: John Wiley & Sons, Inc.
- Randall, D., Burggren, W. & French, K. (2002) *Eckert Animal Physiology*, 5th ed. New York: W.H. Freeman & Co.
- Schmidt-Nielsen, K. (1997) *Animal Physiology*, 5th ed. Cambridge: Cambridge University Press.
- Taiz, L., Zeiger, E., Møller, I.M. & Murphy, A. (2015) *Plant Physiology and Development*, 6th ed. Sunderland: Sinauer Associates, Inc.

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About SciSoc

The Cambridge University Scientific Society is the largest and most active science society in Cambridge. It was founded in 1995 with the goal of promoting all branches of science within the University and to make science accessible to all members. We organise exciting talks every week and invite the most distinguished scientists and scientific leaders in the UK and the rest of the world, giving our audience the opportunity to engage with some of the greatest minds of our time. Our talks cover some of the most ground-breaking research and cut across all scientific disciplines – Biology, Chemistry, Physics, Mathematics and Medicine. Additionally, we organise dinners, garden parties, pub quizzes and other social events amongst our members and also with other Cambridge societies.

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