School of Physics

Undergraduate Handbook 2017–2018
School of Physics
Faculty of Engineering, Mathematics and Science

Undergraduate Handbook 2017/18

TR071 Science – B.A. Moderatorships in

Physics,
Physics and Astrophysics

TR076 – B.A. Moderatorship in

Nanoscience, Physics and Chemistry of Advanced Materials

TR035 – B.A. Moderatorship in

Theoretical Physics

and

Junior Fresh and Senior Fresh Physics

for students in

TR071 Science, TR074 Chemistry with Molecular Modelling and

TR077 Earth Sciences
Front Cover
Student interns from Trinity College Dublin at the switching-on of I-LOFAR in Birr, Co. Offaly on 27 July 2017.

Pictured are (l-r) Megan Weston (SS Physics), Anton Feeney-Johansson (graduated 2017), Andrew Nally (SS Astrophysics), Ian Finnegan (SS Astrophysics), Pearse Murphy (graduated 2017), David McKenna (JS Astrophysics) and Julia Lawless (SS Astrophysics). I-LOFAR is part of the international LOFAR network and was developed and is operated by a consortium of Irish universities and institutes of technology with Trinity College Dublin as the lead partner. For more information see www.lofar.ie
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**Introduction**

Physics lies at the heart of most of science and technology. For example, modern biology seeks to analyse many of the processes of life in terms of physical laws. Recently physics has even been applied to economics. The search for a fundamental understanding and the drive towards technological development in areas such as computer hardware continue to pose fresh challenges to physicists. They are tackled with a combination of experiment, theory and computation. Our degree courses combine all three of these elements and prepare the student for a wide range of careers. Our graduates are in demand for positions in research both here and overseas, and for a wide range of jobs in industry and commerce.

**A note on this handbook**

This handbook applies to Sophister students, TR071 Science reading Physics or Physics and Astrophysics, all students in TR035 Theoretical Physics (TP) and TR076 Nanoscience, Physics and Chemistry of Advanced Materials (N-PCAM) and to all Fresher students taking modules in Physics as part of their degrees in TR071 Science, TR074 Chemistry with Molecular Modelling (CMM) and TR077 Earth Sciences. It provides a guide to what is expected of you from the School of Physics in these programmes and the academic and personal support available to you. Please retain this handbook for future reference.

Please note that this handbook only provides information regarding courses, modules, exams etc. in the School of Physics. Students following courses provided jointly with other Schools should also consult relevant information sources in those Schools and in the TR071 Science Course Office.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions or changes will be notified to students via email and School notice boards. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations will prevail unless a change has been made during the year.
General School Information

History
The School of Physics has a distinguished history of teaching and research stretching back over 300 years to Richard Helsham, the first Erasmus Smith’s Professor of Natural and Experimental Philosophy (1724), who was the first to lay out Newton's methods in a form suitable for the undergraduate in his book *Lectures in Natural Philosophy*, which was in use for a hundred years in the College and elsewhere in Europe. Later holders of the chair include G. F. Fitzgerald, famous in relativity theory, and E. T. S. Walton, the first Irish recipient of a Nobel Prize in a science subject.

Facilities
An elegant, dedicated Physical Laboratory building was completed in 1906 and, with the Sami Nasr Institute for Advanced Materials (SNIAM), which was completed in 2000, houses the central part of the School today. The School, which is housed in these buildings and CRANN, provides excellent modern facilities for teaching and research for a very lively community of over 200 physicists, technical and support staff, including 27 academic staff and approximately 60 postdoctoral fellows and 85 graduate students.

Research
In research, the School has a worldwide reputation and several staff members are recognised as leaders in their fields. Much of this research is funded by Science Foundation Ireland. Inventions and technical developments arising from our research have led to the foundation of several spin-off companies in recent years. Physics is the School with the largest participation in the Centre for Research in Nanoscience and Nanodevices (CRANN), which is located in the Naughton Institute and has excellent research facilities including a state-of-the-art suite of electron and ion microscopes in the AML (Advanced Microscopy Laboratory). Many staff members and research students in the School of Physics carry out research in CRANN. The School is also a major participant in Research IT which is the Trinity centre for high performance computing, which is housed in the adjacent Lloyd building, named for Bartholomew Lloyd and his son, Humphrey, who both worked in Trinity in the 19th century and made important contributions in mathematics, mathematical physics, optics and the study of terrestrial magnetism. The School also has programmes of cooperation with both the
School of Cosmic Physics, Dublin Institute for Advanced Studies (DIAS) and with Armagh Observatory.

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Programme Overview

The School of Physics offers four Moderatorship (honors degree) courses in which Physics is a main component. In addition, students in the Junior and Senior Fresh (first and second) years reading Chemistry with Molecular Modelling and Science students who do not intend to take one of the Physics Moderatorships may choose to take the Physics modules offered for their course of study. Students reading Earth Sciences take one prescribed Physics module in each of the first two years.

TR071 – Science – Physics

Physics is the core moderatorship in the School of Physics. Building on the courses taken in the first two years, students follow in-depth courses (theory, experiment and computational) across the spectrum of modern physics. There is a particular emphasis on condensed-matter physics, reflecting the School’s research strength in this area. Students who wish to proceed to a degree in Physics must take the prescribed modules in Physics (20 credits) and Mathematics (20 credits) in both first and second years. In the Junior and Senior Sophister (third and fourth) years students take a variety of specialist Physics modules. In the first 9 weeks of the Senior Sophister year students work full time on a research project in one of the research groups in the School, CRANN or at another institution.

Course Outcomes for Physics

On successful completion of this course, students should be able to:

a) Demonstrate in written and oral form a comprehensive level of knowledge of physics and of the mathematics that underpins this knowledge, together with an awareness of its place within the broader science curriculum
b) Apply the core concepts of Classical and Modern Physics across a wide spectrum of topics and applications, such as information technology and materials science
c) Perform calculations to solve practical problems, including the use of numerical methods and computing
d) Operate sophisticated spectrometers and similar test and evaluation apparatus, across a wide spectrum of investigation
e) Independently design and carry out an experiment and evaluate critically the data obtained, including appropriate error analysis
f) Communicate the results of an experiment or project via dissertation, poster and oral presentation
Employ literature search methods to obtain information relevant to research and development.

Act effectively as an individual or as a member of a team in professional, educational and industrial settings.

Update personal knowledge with a high degree of autonomy, whether in the workplace or in the context of further study.

TR071 – Science – Physics and Astrophysics

Students follow the TR071 Science course in their Junior and Senior Fresh years and must take prescribed modules in Physics (20 credits) and Mathematics (20 credits) in both years. The Physics course in these first two years includes introductory Astrophysics lectures. In the Junior and Senior Sophister (third and fourth) years students take a variety of specialist astrophysics and computational modules as well as core Physics modules. In the first 9 weeks of the Senior Sophister year students work full time on a research project either in Physics or Astrophysics. Projects in Astrophysics take place in one of the Astrophysics research groups in the School, the School of Cosmic Physics, Dublin Institute for Advanced Studies (DIAS), Armagh Observatory or at another institution/observatory.

Course Outcomes for Physics and Astrophysics

On successful completion of this course, students should be able to:

a) Demonstrate in written and oral form a comprehensive level of knowledge of physics and astrophysics and the mathematics that underpins this knowledge, together with an awareness of its place within the broader science curriculum

b) Apply the core concepts of Classical and Modern Physics across a wide spectrum of topics and applications, such as information technology and materials science

c) Perform calculations to solve practical problems, including the use of numerical methods and computing

d) Perform advanced numerical calculations using appropriate program design and execution

e) Independently design and carry out an experiment and evaluate critically the data obtained, including appropriate error analysis

f) Communicate the results of an experiment or project via dissertation, poster and oral presentation

g) Employ literature search methods to obtain information relevant to research and development

h) Act effectively as an individual or as a member of a team in professional, educational and industrial settings

i) Update personal knowledge with a high degree of autonomy, whether in the workplace or in the context of further study
TR035 – Theoretical Physics

This course is taught jointly by the Schools of Mathematics and Physics. In the first two years students (Freshers) take prescribed Physics modules (20 credits) and Mathematics modules (40 credits). In the Junior and Senior Sophister (third and fourth) years, the Physics and Mathematics courses contribute more or less equally to the Theoretical Physics course (depending upon the options chosen in the Senior Sophister year). In the Senior Sophister (fourth) year students will do an extended project in either the School of Physics or the School of Mathematics. Students should consult relevant information sources in the School of Mathematics for details of modules, requirements etc. in Mathematics.

Course Outcomes for Theoretical Physics

On successful completion of this course, students should be able to:

a) Tackle a wide range of topics using powerful analytical tools, including formal methods in classical and quantum physics
b) Clearly communicate information and conclusions in written and verbal formats on core ideas in Theoretical Physics
c) Evaluate complex problems and formulate solutions, identifying the role of theory, hypothesis and experiment in the scientific method
d) Apply computers to the solution of problems in theoretical physics
e) Plan, carry out and report a theoretical-physics-based investigation
f) Apply classical and quantum theoretical techniques in research
g) Work independently in a research environment and as part of a research team
h) Undertake professional work in physics at a high level

TR076 – Nanoscience, Physics and Chemistry of Advanced Materials

Nanoscience, Physics and Chemistry of Advanced Materials is a four-year course taught jointly by the Schools of Physics and Chemistry. In the first two years, students take prescribed modules in Physics (20 credits), Chemistry (20 credits) and Mathematics (20 credits). Specialized lectures and tutorial classes, introducing students to the study of materials are included. In the Junior and Senior Sophister (third and fourth) years, students study core topics in Physics and Chemistry along with some specialized modules in Advanced Materials, which includes Nanoscience. Junior Sophister students take an Advanced Materials laboratory class including an introduction to experimental techniques for Nanoscience that is carried out in the research laboratories in CRANN. Senior Sophister students spend 3-6 months working on a research project. In many cases, students travel abroad to conduct research in an academic or industrial research laboratory. Students should consult relevant
information sources in the School of Chemistry for details of modules, requirements etc. in Chemistry.

Course Outcomes for Nanoscience, Physics and Chemistry of Advanced Materials
On successful completion of this course, students should be able to:

a) Articulate in written and oral form a foundation level of knowledge and understanding of Physics, Chemistry and Mathematics
b) Apply key concepts in Physics and Chemistry and key concepts in the Physics and Chemistry of Materials for the design of materials with novel properties
c) Design, perform, and analyse the results obtained from experiments in materials physics and chemistry using modern physical and chemical experimental methodologies and instrumentation, with particular reference to materials
d) Demonstrate skills in problem-solving, critical thinking and analytical reasoning, and be able to effectively communicate the results of their work to chemists, physicists, material scientists and others, both verbally and in writing
e) Use modern library searching and retrieval methods to obtain information pertinent to the identification and solution of problems in the physics and chemistry of materials, and the exploration of new research areas
f) Work effectively and safely in a laboratory environment operating within the proper procedures and regulations for safe handling and use of chemicals and instruments
g) Design and perform appropriate experiments to address materials physics and chemistry problems, and analyse the results
h) Update their knowledge and undertake further study with a high degree of autonomy.
Programme Regulations

Assessment and examination procedures

All students take modules totalling 60 credits in each year. Each module must be passed for a student to be deemed to have passed the year. Overall marks and grades are calculated according to a weighted average based on the number of credits for each module.

In cases where a student does not achieve the pass mark in a particular module, the module may be deemed to be ‘passed by compensation’ (Freshers and Sophisters) or ‘passed by aggregation’ (Sophister years only) according to the rules applicable for that course and year.

For JF and SF Physics for all courses: Each physics module (5 or 10 credits) is examined separately in an end-of-year examination. The module mark is calculated by combining the mark from the exam with the appropriate continuous assessment marks (laboratory, project, tutorials). Overall marks and grades are calculated on the basis of a credit-weighted average of modules marks.

For Physics, and Physics and Astrophysics Sophisters, assessment is based on a total of 60 credits in Physics which includes a 20-credit (JS) and 25-credit (SS) practical module. JS students may choose to take a 5-credit Broad Curriculum module. In this case they take a practical module with reduced credits (15 credits).

For Theoretical Physics, in the Junior Sophister year assessment is based on 30 credits in Physics and 30 credits in Mathematics. In the SS year students must take taught modules amounting to at least 20 credits in each of Mathematics and Physics. They must also take a 10 credit research project in either Mathematics or Physics. The remaining 10 credits may be chosen from either or both subjects, or 5 credits from either subject plus a 5 credit Broad Curriculum module.

For Nanoscience, Physics and Chemistry of Advanced Materials, assessment is based on 20 credits in Physics, combined with the balance of credits in Chemistry and Mathematics in the JF and SF years. In the Sophister years students take Physics and Chemistry modules and practical laboratory classes (JS) and a research project (SS).

Modules in Physics are assessed by annual end-of-year examination and by continuous assessment where indicated in the Index of Modules (see p 48ff). Practical modules (e.g. laboratory, project, communication skills, seminars) may have 100% continuous assessment.

Scholarships, Prizes and Awards

School of Physics Scholarships – these are awarded to four incoming students in Junior Fresh based on their Leaving Certificate (or equivalent) grades. Students should have a H1 or H2 in Physics, be taking 20 credits in Physics in the JF year and intend to take one of the physics degrees. The scholarships are valued at €750 and are paid at the beginning of Hilary Term. Two of these scholarships will be reserved for incoming JF female students.
**Fitzgerald Medal** – awarded to a candidate who obtains a first-class moderatorship in any of the Physics degrees and who has shown outstanding merit.

**Walton Prize** – awarded to the student who gives the most meritorious performance in the Junior Fresh physics course (20 credits).

**Minchin Prize** – awarded annually to two students who have performed with particular merit in the work of the previous Junior Sophister year in mathematics and/or physics.

**Henderson-Lloyd Prize** – awarded to the student who has obtained the highest marks in the moderatorship examination in Nanoscience, Physics and Chemistry of Advanced Materials.

**European Credit Transfer System (ECTS)**

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on, as appropriate. There is no intrinsic relationship between the credit value of a module and its level of difficulty.

In College, 1 ECTS credit is defined as 20-25 hours of student input, so a 10-credit module will be designed to require 200-250 hours of student input, including class contact time and assessments. The College norm for full-time study over one academic year at undergraduate level is 60 credits. ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component modules. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules that are completed successfully.

**Plagiarism**

The School of Physics strictly implements Trinity College’s policy on plagiarism which is reproduced below.
Plagiarism (excerpt from the College Calendar)

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf;
(c) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

84 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In
order to avoid plagiarism in the context of collaboration and groupwork, it is particularly important to ensure that each student appropriately attributes work that is not their own.

85 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students’ Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. Instead, the student is required to submit a new piece of work as a supplemental assessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where there is no standard opportunity for a supplemental assessment under applicable course regulations.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer may approve, reject or vary the recommended penalty, or seek further information before making a decision. If the Senior Lecturer considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2. Notwithstanding his/her decision, the Senior Lecturer will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.
Non-satisfactory attendance and course work

The School of Physics strictly implements Trinity College’s policy on non-satisfactory attendance and course work which is reproduced below. In order to ensure that students are properly trained for laboratory work the School of Physics has adopted the following specific policy:

School of Physics Policy on Attendance at Laboratory Practical Classes and Small Group Tutorials

Students who have less than two thirds (2/3rd) of attendance and/or have submitted less than two thirds (2/3rd) of the required reports/exercises/homework etc. in any term for any reason will be deemed to have unsatisfactory performance. In this case the student will not be eligible to sit the examinations. Exemptions will be considered under exceptional circumstances on a case by case basis.

Trinity College Policy on non-satisfactory attendance and course work (excerpt from the College Calendar)

Course work

24. Students may be required to perform course work as part of the requirements of their course of study. The assessment of course work may be based on the writing of essays, the sitting of tests and assessments, attendance at practical classes and field trips, the keeping and handing in of practical books, the carrying out of laboratory or field projects, and the satisfactory completion of professional placements. The school, department or course office, whichever is appropriate, publishes its requirements for satisfactory performance of course work on school notice-boards and/or in handbooks and elsewhere, as appropriate.

25. All students must fulfil the course requirements of the school or department, as appropriate, with regard to attendance and course work. Where specific requirements are not stated, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit a third of the required course work in any term.

26. At the end of the teaching term, students who have not satisfied the school or department requirements, as set out in §§19, 24 and 25 above, may be reported as non-satisfactory for that term. Students reported as non-satisfactory for the Michaelmas and Hilary terms of a given year may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat their year. Further details of procedures for reporting a student as non-satisfactory are given on the College website at https://www.tcd.ie/undergraduate-studies/academic-progress/attendance-course-work.php.

Note Attendance is mandatory for all classes (lectures, tutorials, laboratory session etc.) for all JF (first year) students.
Junior and Senior Fresh Physics

Science and CMM Students
Physics is offered to TR071 (Science) and TR074 (Chemistry with Molecular Modelling; CMM) students as two co-requisite modules in each of their first two (Fresher) years (total of 20 credits per year). This means that students who choose to take Physics must take both PY1P10 and PY1P20 (10 credits each) in Junior Fresh and PY2P10 and PY2P20 (10 credits each) in Senior Fresh. Students taking these modules must also take the prescribed Mathematics for Scientists modules (total of 20 credits) in each year.

Students in TR071 Science who do not wish to take the full Physics course in Junior Fresh may choose the Foundation Physics for Life and Earth Sciences module PY1F01 (10 credits), which is offered in Hilary Term. These students must either have taken the Mathematical Methods module (10 credits) in Michaelmas Term or be taking the Mathematics for Scientists modules (20 credits).

The Physics modules PY1P10 and PY1P20 and Mathematics for Scientists modules (20 credits) are prerequisites for taking the SF Physics modules PY2P10 and PY2P20.

Physics (20 credits) and Mathematics (20 credits) in both JF and SF are prerequisites for TR071 Science Moderatorships in Physics, and in Physics and Astrophysics.

Earth Science Students
In Junior Fresh TR077 (Earth Sciences) students take PY1F01 Foundation Physics for Life and Earth Sciences (10 credits). In Senior Fresh they take PY2P30, Physics for Earth Sciences (5 credits).

N-PCAM Students
TR076 (Nanoscience, Physics and Chemistry of Advanced Materials; N-PCAM) students take two co-requisite physics modules in each of their first two (Fresher) years (total of 20 credits per year). This means that students take both PY1N10 and PY1N20 (10 credits each) in Junior Fresh and PY2N10 and PY2N20 (10 credits each) in Senior Fresh. N-PCAM Students must also
take the prescribed Mathematics for Scientists (total 20 credits) and Chemistry (total 20 credits) modules in each year.

**TP Students**
Theoretical Physics (TP) students take two co-requisite physics modules in each of their first two (Fresher) years (total of 20 credits per year). This means that students take both PY1T10 and PY1T20 (10 credits each) in Junior Fresh and PY2T10 and PY2T20 (10 credits each) in Senior Fresh. TP students must also take the prescribed Mathematics modules (total 40 credits) in each year.
Junior Fresh Physics

Science and CMM students

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Topics</th>
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<tbody>
<tr>
<td>PY1P10</td>
<td>Physics – 10 credits</td>
</tr>
<tr>
<td></td>
<td>Michaelmas Term – 55 lectures, practical laboratory, online &amp; small group tutorials</td>
</tr>
<tr>
<td>PY1P20</td>
<td>Physics – 10 credits</td>
</tr>
<tr>
<td></td>
<td>Hilary Term – 48 lectures, practical laboratory, online &amp; small group tutorials</td>
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N-PCAM students

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<tr>
<td>PY1N10</td>
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TP students

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<th>Module Code</th>
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<tbody>
<tr>
<td>PY1T10</td>
<td>Physics for Theoretical Physics – 10 credits</td>
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<tr>
<td></td>
<td>Michaelmas Term – 50 lectures, practical laboratory, online &amp; small group tutorials</td>
</tr>
<tr>
<td>PY1T20</td>
<td>Physics for Theoretical Physics – 10 credits</td>
</tr>
<tr>
<td></td>
<td>Hilary Term – 48 lectures, practical laboratory, online &amp; small group tutorials</td>
</tr>
</tbody>
</table>

Further details, including learning outcomes, are given for all modules in the Index of Modules p 48ff.

JF Practical Laboratory Classes – Michaelmas Term, Hilary Term

Students attend a 3-hour experimental/computational laboratory once a week.

Homework Problems – Michaelmas Term, Hilary Term

Students are required to complete homework set for each topic taught in each module. Problems are available and solutions are entered online. Lecturers provide a solution class after the homework submission deadline.

JF Small Group Tutorials – Michaelmas Term, Hilary Term

Every student is assigned to a particular member of staff, as one of a small group of students. Tutorials are held every two weeks, and are intended to introduce the students to College
and the School, and to provide a forum for discussion of topics in physics. Students are encouraged to suggest topics themselves, and have an opportunity to bring any problems they are having to the attention of the member of staff who leads their group.

**Exams – Trinity Term**

Information about the annual end-of-year examinations will be made available on the Examinations Office’s website. Each module, PY1P10/PY1N10/PY1T10 and PY1P20/PY1N20/PY1T20, is examined in a separate 3-hour examination paper during the annual exam session in Trinity Term. The overall mark in each module is calculated as the weighted average of the exam mark (60%), the laboratory practical mark (30%) and online tutorial mark (10%). If a student does not achieve a pass grade in a module, the student must either compensate, according to the rules of the course they are taking, or sit a supplemental exam in that module. Marks in the supplemental exams are calculated in the same way as in the annual exam.
**Junior Fresh Foundation Physics for Earth and Life Sciences**

*Science and Earth Sciences* students

Hilary Term – 44 lectures/tutorials, practical laboratory, homework

Further details including learning outcomes are given for all modules in the *Index of Modules* p 48ff.

**JF Foundation Physics Practical Laboratory Classes**

Students attend a 3-hour experimental laboratory once a week in Hilary Term.

**JF Foundation Physics Homework**

All students are required to solve JF physics problems independently. Students will be provided with physics problem sets that align with topics covered during the weekly lectures. Handwritten solutions will be submitted by the student which will be marked for homework credit.

**Exam – Trinity Term**

Information about examinations will be made available on the Examination Office’s website. The Foundation Physics module, PY1F01, is examined in an end-of-year 3-hour examination paper during the annual exam session in Trinity Term. The overall mark for the module is calculated as the weighted average of the exam mark (60%), the laboratory practical mark (30%) and the homework mark (10%). If a student does not achieve a pass grade in a module, the student must either compensate according to the rules of the Science course or take a supplemental exam in that module. Marks in the supplemental exams are calculated in the same way as in the annual exam.
Senior Fresh Physics

Science and CMM students
PY2P10 Classical Physics – 10 credits
Michaelmas Term – 48 lectures, practical laboratory, project, small group tutorials

Science and CMM students
PY2P20 Modern Physics – 10 credits
Hilary Term – 52 lectures, practical laboratory, small group tutorials

N-PCAM students
PY2N10 Classical Physics for Nanoscience – 10 credits
Michaelmas Term – 48 lectures, practical laboratory, project, small group tutorials

PY2N20 Modern Physics and Materials – 10 credits
Hilary Term – 52 lectures, practical laboratory, small group tutorials

TP students
PY2T10 Classical Physics for Theoretical Physics – 10 credits
Michaelmas Term – 48 lectures, practical laboratory, project, small group tutorials

PY2T20 Modern Physics for Theoretical Physics – 10 credits
Hilary Term – 52 lectures, practical laboratory, small group tutorials

Further details including learning outcomes are given for all modules in the Index of Modules p 48ff.

Practical Laboratory Classes – Michaelmas Term, Hilary Term

All SF students are required to attend one 3-hour laboratory session each week. A series of experiments and computational exercises are provided to illustrate some key results presented in the lecture courses. The experiments are longer than in the JF year and are designed to continue the development of personal initiative as well as experimental and computational skills. Students prepare written reports on these experiments, which are assessed during the year.
Group Study Projects – Michaelmas Term

All students are required to investigate a given topic in Physics and present their findings in the form of a poster. Students work in groups of about four. Projects are carried out in Michaelmas Term.

Small Group Tutorials – Michaelmas Term, Hilary Term

Students are required to attend tutorials, which are intended to deepen their understanding of concepts taught in lectures.

Homework Problems – Michaelmas Term, Hilary Term

Students are required to complete one homework set for each of four topics taught in each module. Problems are available and solutions are entered online. Lecturers provide a solution class after the homework submission deadline.

Exams – Trinity Term

Information about examinations will be made available on the Examination Office’s website. Each module, PY2P10/PY2N10/PY2T10 and PY2P20/PY2N20/PY2T20, is examined in a separate end-of-year 3-hour examination paper during the annual exam session in Trinity Term. The overall mark is calculated as the weighted average of the exam mark (60%), the laboratory practical mark (25%), the tutorial mark (10%) and the project mark (5%). If a student does not achieve a pass grade in a module, the student must either compensate according to the rules of their course or take a supplemental exam in that module. Marks in the supplemental exams are calculated in the same way as in the annual exam.
Senior Fresh Physics for Earth Sciences

**Earth Sciences** students

<table>
<thead>
<tr>
<th>PY2P30 Physics for Earth Sciences – 5 credits</th>
</tr>
</thead>
</table>

Michaelmas Term – 24 lectures, practical laboratory, tutorials

Further details including learning outcomes are given for all modules in the *Index of Modules p 48ff.*

**SF Physics for Earth Sciences Practical Laboratory Classes**

Students attend six 3-hour experimental laboratory classes (on alternate weeks).

**Tutorials**

Students are required to attend tutorials and to complete associated homework.

**Exam – Trinity Term**

Information about examinations will be made available on the Examination Office’s website. The Physics for Earth Sciences module, PY2P30, is examined in an end-of-year 2-hour examination paper during the annual exam session in Trinity Term. The overall mark for the module is calculated as the weighted average of the exam mark (60%), the laboratory practical mark (30%) and the tutorial mark (10%). If a student does not achieve a pass grade in the module the student must either compensate according to the rules of the Earth Sciences course or take a supplemental exam in that module. Marks in the supplemental exams are calculated in the same way as in the annual exam.
Junior Sophister Physics

The JS year consists of lectures, tutorials and practicals delivered in modules, as listed below. Students receive training in communication skills within the practical module. Students may choose a Broad Curriculum (BC) module. In that case they attend fewer experimental laboratory practical classes.

The following modules are mandatory.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY3P01 Quantum Mechanics I – 5 credits</td>
<td>5</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>PY3P02 Electromagnetic Interactions I – 5 credits</td>
<td>5</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>PY3P03 Condensed Matter I – 5 credits</td>
<td>5</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>PY3P04 Condensed Matter II – 5 credits</td>
<td>5</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>PY3P05 Atomic &amp; Nuclear Physics – 5 credits</td>
<td>5</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>PY3P06 Dynamical Systems – 5 credits</td>
<td>5</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>PY3P07 Experimental Techniques – 5 credits</td>
<td>5</td>
<td>Hilary Term</td>
</tr>
</tbody>
</table>

Optional Modules: Students must choose one of the following modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY3A03 Stellar and Galactic Structure – 5 credits</td>
<td>5</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>PY3C01 – Computer Simulation I – 5 credits</td>
<td>5</td>
<td>Michaelmas Term</td>
</tr>
</tbody>
</table>
Students choose between one of the following options:

**PY3PP1 Practical in Physics – 20 credits**
Michaelmas Term, Hilary Term – experimental laboratory classes, seminars and communications workshops

**OR**

**PY3PP2 Practical in Physics with BC– 15 credits**
Michaelmas Term, Hilary Term – experimental laboratory classes, seminars and communications workshops and

One Broad Curriculum Module – 5 credits
Michaelmas Term, Hilary Term – See [https://www.tcd.ie/Broad_Curriculum/](https://www.tcd.ie/Broad_Curriculum/)

Further details including learning outcomes are given for all modules in the *Index of Modules* p 48ff.

**Assessment and Examination Procedures**

In order to pass the year and progress every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks. Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’, if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the *Index of Modules* (see p 48ff.)

Continuous assessment of the practical module (PY3PP1) contributes 20 credits. The practical module contributes 15 credits (PY3PP2) when taken with a 5-credit Broad Curriculum module. JS marks contribute to 35% of the Moderatorship mark.
Junior Sophister Theoretical Physics

The JS year consists of lectures, tutorials and practicals delivered in modules. Students receive training in communication skills within the practical module, as listed below. In their Junior Sophister year students taking the Theoretical Physics Moderatorship course take modules in Mathematics (total 30 credits), together with the following Physics modules (total 30 credits):

**Mandatory modules:**

- **PY3P03 Condensed Matter I – 5 credits**
  Michaelmas Term – 30 lectures/tutorials

- **PY3P04 Condensed Matter II – 5 credits**
  Hilary Term – 30 lectures/tutorials

- **PY3P05 Atomic & Nuclear Physics – 5 credits**
  Hilary Term – 30 lectures/tutorials

- **PY3TP1 Practical in Theoretical Physics – 10 credits**
  Michaelmas Term, Hilary Term – experimental and computational laboratory classes, seminars and communications workshops

**Optional Modules:** Students must choose one of the following modules:

- **PY3A03 Stellar and Galactic Structure – 5 credits**
  Michaelmas Term – 30 lectures/tutorials

- **PY3C01 – Computer Simulation I – 5 credits**
  Michaelmas Term – 30 lectures/tutorials

Further details including learning outcomes are given for all modules in the *Index of Modules* p 48ff.
Assessment and Examination Procedures

In order to pass the year and progress every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks (both Physics and Maths modules). Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the Index of Modules (see p 48ff.)

Continuous assessment of the practical module (PY3TP1) contributes 10 credits. The balance of credits is taken from Mathematics modules. JS marks contribute to 35% of the Moderatorship mark in Physics.
Junior Sophister Physics and Astrophysics

The JS year consists of lectures, tutorials and practicals delivered in modules, as listed below. Students receive training in communication skills within the practical module. Students may choose a Broad Curriculum (BC) module. In that case they attend fewer experimental laboratory practical classes.

The following modules are mandatory.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY3P01</td>
<td>Quantum Mechanics I</td>
<td>5</td>
<td>Michaelmas Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3P02</td>
<td>Electromagnetic Interactions I</td>
<td>5</td>
<td>Hilary Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3P03</td>
<td>Condensed Matter I</td>
<td>5</td>
<td>Michaelmas Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3P05</td>
<td>Atomic &amp; Nuclear Physics</td>
<td>5</td>
<td>Hilary Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3A03</td>
<td>Stellar and Galactic Structure</td>
<td>5</td>
<td>Michaelmas Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3A06</td>
<td>Statistical Thermodynamics &amp; Astrophysical Spectroscopy</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3A07</td>
<td>Experimental Techniques for Astrophysics</td>
<td>5</td>
<td>Hilary Term – 30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3C01</td>
<td>Computer Simulation I</td>
<td>5</td>
<td>Michaelmas Term – 30 lectures/tutorials</td>
</tr>
</tbody>
</table>

Students choose between one of the following options:

- **PY3AP1 Practical in Physics and Astrophysics** – 20 credits
  Michaelmas Term, Hilary Term – experimental and computational laboratory classes, seminars and communications workshops

  OR

- **PY3AP2 Practical in Physics and Astrophysics with BC** – 15 credits
  Michaelmas Term, Hilary Term – experimental and computational laboratory classes, seminars and communications workshops and

  One Broad Curriculum Module – 5 credits
  Michaelmas Term, Hilary Term – See [https://www.tcd.ie/Broad_Curriculum/](https://www.tcd.ie/Broad_Curriculum/)
Further details including learning outcomes are given for all modules in the *Index of Modules* p 48ff.

**Assessment and Examination Procedures**

In order to pass the year and progress every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks. Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the *Index of Modules* (see p 48ff.)

Continuous assessment of the practical module (PY3AP1) contributes 20 credits. The practical module contributes 15 credits (PY3AP2) when taken with a 5-credit Broad Curriculum module. JS marks contribute to 35% of the Moderatorship mark.
Junior Sophister Nanoscience, Physics and Chemistry of Advanced Materials

Physics for Junior Sophister N-PCAM students consists of lectures and tutorials delivered in modules, as listed below. The balance is made up of prescribed modules in Chemistry (20 credits) and a practical advanced materials module (20 credits), which includes laboratory classes and an introduction to experimental techniques for nanoscience carried out in the research laboratories in CRANN. Students also receive training in communication skills within the practical module.

All modules are mandatory.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title &amp; Credits</th>
<th>Term</th>
<th>Lectures/Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY3P01</td>
<td>Quantum Mechanics I – 5 credits</td>
<td>Michaelmas</td>
<td>30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3P02</td>
<td>Electromagnetic Interactions I – 5 credits</td>
<td>Hilary</td>
<td>30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3P03</td>
<td>Condensed Matter I – 5 credits</td>
<td>Michaelmas</td>
<td>30 lectures/tutorials</td>
</tr>
<tr>
<td>PY3P04</td>
<td>Condensed Matter II – 5 credits</td>
<td>Hilary</td>
<td>30 lectures/tutorials</td>
</tr>
</tbody>
</table>

Further details including learning outcomes are given for all modules in the Index of Modules p 48ff.

Assessment and Examination Procedures

In order to pass the year and progress every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks (both Chemistry and Physics modules). Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to
answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the *Index of Modules* (see p 48ff.)

Continuous assessment of the practical module in Advanced Materials contributes 20 credits. The balance of credits comes from Chemistry modules. JS marks contribute to 35% of the Moderatorship mark.
Senior Sophister Physics

The SS year consists of lectures, tutorials and practicals delivered in modules, as listed below. A major component of the practical module (PY4PP1) is an independent research project, which is carried out during the first 9 weeks of Michaelmas term. There are no lectures during this period. A problem-solving component and attendance at the School Seminar Series complete this module.

All modules are mandatory.

**PY4P01 Quantum Mechanics II – 5 credits**
Michaelmas/Hilary Term – 24 lectures/tutorials

**PY4P02 High Energy Physics – 5 credits**
Michaelmas/Hilary Term – 24 lectures/tutorials

**PY4P03 Condensed Matter III – 5 credits**
Hilary Term – 24 lectures/tutorials

**PY4P04 Nanoscience – 5 credits**
Hilary Term – 24 lectures/tutorials

**PY4P05 Electromagnetic Interactions II – 5 credits**
Michaelmas/Hilary Term – 24 lectures/tutorials

**PY4P06 Modern Optics – 5 credits**
Hilary Term – 24 lectures/tutorials

**PY4P07 Advanced Topics – 5 credits**
Michaelmas/Hilary Term – 24 lectures/tutorials – Students select 2 topics from the five offered.

**PY4PP1 Practical in Physics – 25 credits**
Michaelmas Term, Hilary Term – Research Project, Problem-Solving and Seminars

Further details including learning outcomes are given for all modules in the Index of Modules p 48ff.
Assessment and Examination Procedures

In order to pass the year and be awarded a Moderatorship degree every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks. Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the Index of Modules (see p 48ff.)

The practical module, PY4PP1, is assessed by a 3-hour paper on problem-solving together with assessment of the project and these contribute 25 credits in the ratio 30:70, respectively.

The final degree mark is calculated by adding 65% of the SS mark to a carry-forward of 35% of the JS mark.
Senior Sophister Theoretical Physics

The SS year consists of lectures, tutorials, attendance at the School Seminar series, and a research project. It is delivered in modules, as listed below. In their final year Theoretical Physics students also take taught modules in Mathematics. They take 20 mandatory credits of taught modules in Physics and up to 10 optional credits. They also take a 10 credit research project in either Physics or Mathematics. The balance is from taught modules in Mathematics, or Mathematics and a Broad Curriculum (BC) module.

**Mandatory Taught Modules (20 credits):**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY4P02</td>
<td>High Energy Physics</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4T01</td>
<td>Condensed Matter Theory</td>
<td>5</td>
<td>Michaelmas Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4T02</td>
<td>Electron and Photon Physics</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4TP5</td>
<td>Problem-Solving in Theoretical Physics</td>
<td>5</td>
<td>Michaelmas Term, Hilary Term – Problem-Solving Tutorials and Seminars</td>
</tr>
</tbody>
</table>

**Mandatory Project (10 credits):**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY4TP2</td>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>OR</td>
<td>MA4492 Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Michaelmas Term, Hilary Term – Research project, meetings with supervisor by arrangement.

**Optional Taught Modules (Choose up to 10 credits):**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY4P04</td>
<td>Nanoscience</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4P07</td>
<td>Advanced Topics</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 24 lectures/tutorials – Students select 2 topics from the five offered.</td>
</tr>
<tr>
<td>PY4A05</td>
<td>Cosmology</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 20 lectures/tutorials</td>
</tr>
<tr>
<td>PY4C01</td>
<td>Computer Simulation III</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
</tbody>
</table>

Further details including learning outcomes are given for all modules in the *Index of Modules* p 48ff.
Assessment and Examination Procedures

In order to pass the year and be awarded a Moderatorship degree every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks (both Physics and Maths modules). Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the Index of Modules (see p 48ff.)

The problem-solving module, PY4TP5, is assessed by a 3-hour examination paper.

The final degree mark in Theoretical Physics is calculated by adding 65% of the SS mark to a carry-forward of 35% of the JS mark.
Senior Sophister Physics and Astrophysics

The SS year consists of lectures, tutorials and practicals delivered in modules, as listed below. A major component of the practical module (PY4AP1) is an independent research project, which is carried out during the first 9 weeks of Michaelmas term. There are no lectures during this period. A problem-solving component and attendance at the School Seminar Series complete this module.

All modules are mandatory.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY4P01</td>
<td>Quantum Mechanics II</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4P02</td>
<td>High Energy Physics</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4P05</td>
<td>Electromagnetic Interactions II</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4P06</td>
<td>Modern Optics</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4A03</td>
<td>Planetary and Space Science</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4A05</td>
<td>Cosmology</td>
<td>5</td>
<td>Michaelmas/Hilary Term – 20 lectures/tutorials</td>
</tr>
<tr>
<td>PY4C01</td>
<td>Computer Simulation III</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4AP1</td>
<td>Practical in Physics and Astrophysics</td>
<td>25</td>
<td>Michaelmas Term, Hilary Term – Research Project, Problem-Solving and Seminars</td>
</tr>
</tbody>
</table>

Further details including learning outcomes are given for all modules in the Index of Modules p 48ff.
Assessment and Examination Procedures

In order to pass the year and be awarded a Moderatorship degree every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks. Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.

If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the Index of Modules (see p 48ff.)

The practical module, PY4AP1, is assessed by a 3-hour paper on problem-solving together with assessment of the project and these contribute 25 credits in the ratio 30:70, respectively.

The final degree mark is calculated by adding 65% of the SS mark to a carry-forward of 35% of the JS mark.
Senior Sophister Nanoscience, Physics and Chemistry of Advanced Materials

Physics for Senior Sophister N-PCAM students consists of lectures, tutorials and practicals delivered in modules, as listed below. A major component of the practical module is an independent research project, which may be carried out at a facility off-campus. A problem-solving component and attendance at the School Seminar Series complete this module.

All modules are mandatory.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY4P03</td>
<td>Condensed Matter III – 5 credits</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4P04</td>
<td>Nanoscience – 5 credits</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4P06</td>
<td>Modern Optics – 5 credits</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4N07</td>
<td>Advanced Topics in Nanoscience – 5 credits</td>
<td>5</td>
<td>Hilary Term – 24 lectures/tutorials</td>
</tr>
<tr>
<td>PY4NP1</td>
<td>Practical in Nanoscience – 25 credits</td>
<td></td>
<td>Michaelmas/Hilary Term – Research Project, Problem-Solving and Seminars/Tutorials</td>
</tr>
</tbody>
</table>

Assessment and Examination Procedures

In order to pass the year and be awarded a Moderatorship degree every student must pass each module and gain an overall mark of at least 40%. The overall end-of-year mark and grade is calculated based on the credit-weighted average of the module marks (both Chemistry and Physics modules). Modules with marks of 30%-39% (up to a maximum of 10 credits) may be deemed to be passed ‘by compensation’ and modules with marks 0-29% (up to a maximum of a further 10 credits) may be deemed to be passed ‘by aggregation’ if (and only if) the overall average of all modules is greater or equal to 40%.

Each 5-credit lecture module will be examined separately in Trinity Term. If the module is examined 100% by examination, four questions will be offered and students are required to answer 2 questions. In cases where the module is taught in two parts, students must answer one question relating to each of the two parts of the module.
If a 5-credit module is assessed partly by continuous assessment the number of exam questions offered and to be answered may vary. The details of the assessment are given in the Index of Modules (see p 48ff.)

The practical module, PY4NP1, is assessed by a 3-hour paper with an essay and problem-solving together with assessment of the project. The examination and the project contribute 25 credits in the ratio 30:70, respectively.

The balance of credits comes from Chemistry modules. The final degree mark is calculated by adding 65% of the SS mark to a carry-forward of 35% of the JS mark.
General Guidelines

Grading criteria

Grades are distinguished as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>I</td>
<td>70% – 100%</td>
</tr>
<tr>
<td>II.I</td>
<td>60% – 69%</td>
</tr>
<tr>
<td>II.2</td>
<td>50% – 59%</td>
</tr>
<tr>
<td>III</td>
<td>40% – 49%</td>
</tr>
<tr>
<td>F1</td>
<td>30% – 39%</td>
</tr>
<tr>
<td>F2</td>
<td>0% – 29%</td>
</tr>
</tbody>
</table>

Study guidelines

The Study Skills Web Seminar ([student-learning.tcd.ie/undergraduate/topics/study-skills](http://student-learning.tcd.ie/undergraduate/topics/study-skills)) is an excellent site provided by the Student Counselling Service.

The aim of the Study Skills Web Seminar is to empower you to deal with the transition into third level education and with future changes in work situations.

There are dramatic changes as a result of moving into higher education in terms of the personal, social and financial aspects of your life. In terms of your learning, the biggest change is the need for you to take responsibility for your own learning. Courses in University demand more independent study and less contact time with teaching staff.

Timetables

Personalized timetables for each student are available on the student information system at [my.tcd.ie](http://my.tcd.ie).
Information on Academic Resources

Useful websites

College website: www.tcd.ie

School of Physics website: physics.tcd.ie

Library website: www.tcd.ie/library

Student Societies: www.trinitysocieties.ie

Student Services: www.tcd.ie/students

Library facilities

Hamilton Library, Hamilton Building
Opening hours (term time):
Mon – Fri: 09.30 – 22.00
Sat: 09.30 –16.00

Opening hours for all libraries can be found at www.tcd.ie/Library/opening-hours/

Physics Computer Room

The Physics computer lab has 30 PCs for use by Physics students, when not in use for classes. It is located on the ground floor of SNIAM, opposite the SNIAM conference room.

College Maps

Interactive maps of College campus can be found online at the link below. These include maps of facilities such as libraries, computer rooms, cafes and sports facilities.

www.tcd.ie/maps
Health and Safety

Health and Safety Induction and Health Declaration Forms

Junior Fresh Students

Junior Fresh students should complete the online Health and Safety Induction and Quiz using the Blackboard system before beginning any laboratory practical classes. This includes completion of the Health Declaration Forms.

School Safety Statement and Policy

Senior Sophister Students doing a Research Project

Before beginning an experimental research project, students must read the School safety statement, which can be found online at: www.tcd.ie/Physics/safety. Students must sign Appendices F and H of the safety statement and return them to the School Safety Officer.

Students who work with chemicals should pay particular attention to the chemicals section. Students who work with lasers must attend the laser safety seminar. General safety documents can be found online.

In cases of EMERGENCY, call ext. 1999 (01-896 1999). In all other cases where you need help/security, contact the 24 hour Security Centre (ext. 1317 or 01 896 1317).

School phone numbers relating to safety

<table>
<thead>
<tr>
<th>Safety Officer</th>
<th>Mr. Joe McCauley</th>
<th>2218 (01-896 2218)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Technical Officer</td>
<td>Mr. Kenneth Concannon</td>
<td>1308 (01-896 1308)</td>
</tr>
<tr>
<td>Chemical Safety</td>
<td>Dr Anna Drury</td>
<td>3862 (01-896 3862)</td>
</tr>
<tr>
<td>Radiological Protection</td>
<td>Dr Anna Drury</td>
<td>3862 (01-896 3862)</td>
</tr>
<tr>
<td>Laser Safety</td>
<td>Mr. Chris Smith</td>
<td>3649 (01-896 3649)</td>
</tr>
<tr>
<td>Electrical safety</td>
<td>Mr. Joe McCauley</td>
<td>2218 (01-896 2218)</td>
</tr>
<tr>
<td>First Aid</td>
<td>Mr. Joe McCauley</td>
<td>2218 (01-896 2218)</td>
</tr>
<tr>
<td></td>
<td>Mr. Patrick Murphy</td>
<td>1219 (01-896 1219)</td>
</tr>
<tr>
<td></td>
<td>Mr. Chris Smith</td>
<td>3649 (01-896 3649)</td>
</tr>
</tbody>
</table>
College Specialist Hazard Officers

The following members of staff have been appointed by Board as specialist advisors in the fields outlined below. They advise the College Safety Officer, Local, Faculty and College Safety Committees and the College Community in general on matters relating to their respective fields. If you have a query in relation to safety in the use of lasers, radioactive materials, biologically hazardous materials, fire safety or hazardous chemicals, the relevant specialist in College can be contacted at the telephone numbers or addresses shown.

**Hazardous Chemicals** Dr Michael Bridge, School of Chemistry, Chemistry Building, Trinity College *tel: 01-896 1264 e-mail: mbridge@tcd.ie*

**Bio-Hazards** Dr Joseph McPartlin, Microbiology School, Moyne Institute, College *tel: 01-896 3270 e-mail: joe.mcpartlin@tcd.ie*

**Bio-Safety and Genetic Manipulation** Dr Henry Windle, Trinity Centre for Health Sciences, St James's Hospital, Dublin 8. College *tel: 01-896 2211 e-mail: hjwindle@tcd.ie*

**Laser Safety** Mr. Christopher Smith, School of Physics, College *tel: 01-896 3649 e-mail: chris.smith@tcd.ie*

**Bio-Resources** Mr. Tom Merriman, Estate and Facilities Department, West Chapel, Trinity College. *tel: 01-896 1914 e-mail: tmerrima@tcd.ie*

**Radiological Protection** Ms. Marcella Dunne, Estate and Facilities Department, West Chapel, Trinity College *tel: 01-896 2887 e-mail: dunnem23@tcd.ie*

**Fire Safety** Mr. Karl Flynn, Estate and Facilities Department, West Chapel, College *tel: 01-896 3545 e-mail: karl.flynn@tcd.ie*
Student Supports

Student services make a crucial contribution to the student experience at Trinity College. The mission of student services is to provide opportunities of the highest quality for student development in an inclusive, caring and cost-effective way, consistent with the academic mission of College. Here is a list of the Student Services available in Trinity. You will find more information on each service’s website.

Tutorial service

Trinity College assigns a tutor to each undergraduate student. Tutors are academic staff members who look after the welfare and development of a student in relation to their academic progress. They can advise on such matters as choosing courses, assessments and exams and act as an advocate in dealing with the university. She/he will be a source of help and guidance throughout your time as a student. See the Senior Tutor’s website for further information.

Erasmus students have a co-ordinator whose function is similar to that of a tutor.

Student Counselling

The Student Counselling Service will help you to manage any difficulties you are experiencing so you can enjoy and fully participate during your time in College. It is a confidential and professional service that is available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems that may impact on your studies or progress in the University, and offers learning support and development aids. Visit the Student Counselling website to find out more about the services available, such as one-to-one sessions with a trained counsellor, group therapy and educational workshops, on-line support programmes, student-to-student support and more.
Learning Support and Development

On the Student Learning Support and Development Services’ website (student-learning.tcd.ie/) you will find links to sites in College that can assist you with your learning support requirements.

Disability Service

The Disability Service provides supports for students with a disability or specific learning difficulty. Students requiring support in College are advised to contact the Disability Service as early as possible in order to register for examination accommodations, academic support and assistive technology.

The service is located in Room 2054 of the Arts Building, on the entrance level, past the Lecky Library. You will be assigned a Disability Officer who will work with you to assess the level of support you require.

Trinity College requires evidence of a disability from a Medical Consultant/Specialist to support the provision of any reasonable accommodations in College. Students with Specific Learning Difficulties (e.g. dyslexia) should provide a copy of their most recent Educational Psychology Report.

College Health Service

The College Health Service in House 47 is open every week day and provides inexpensive primary health and psychiatric care, by appointment. It is open Monday to Friday from 9.30 am to 4.40 pm.
Careers Advisory Service
What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

Junior and Senior Fresh Students
Get Involved: Remember that your course of study, extra-curricular activities, voluntary and part-time work all provide opportunities for developing skills and gaining an insight into your career preferences. In your Senior Fresh year, look out for short-term internship opportunities.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Junior Sophisters
Attend class seminar: Typically this takes place in Hilary term and includes information on applying for work experience and internships and postgraduate study.
Get work experience: The programme of summer work experience and internships is particularly relevant to Junior Sophisters. Personalise your MyCareer profile to receive email alerts tailored to your preferences.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Finalists and Senior Sophisters
Meet Employers and/or Explore Further Study: You may have decided to seek employment directly after graduation and many employers visit Dublin to actively seek out talented graduates. For others, further study may be their preferred option. Your MyCareer dashboard will keep you informed.
Find Jobs: Personalise your MyCareer profile to receive email alerts tailored to your interests.
Attend class seminar: Typically this takes place in Michaelmas term and includes information on applying for postgraduate study and jobs.
GradLink Mentoring: An opportunity to get advice and support from a Trinity graduate.
Drop-In CV/LinkedIn Clinics: We also provide support at a practical level, helping you to improve your applications, which will benefit you in securing your future, whether in employment or further study.
**Practice Interviews**: A practice interview tailored to the job/course of your choice with practical feedback.

**MyCareer**: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

**MyCareer**

An online service that you can use to:

- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities - postgraduate courses and funding
- View and book onto employer and CAS events
- Submit your career queries to the CAS team
- Book an appointment with your Careers Consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

**Careers Advisory Service**

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721  |  Submit a career query through MyCareer

**Opening Hours**

**During term**: 9.30am - 5.00pm, Monday - Friday

**Out of Term**: 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday
Information Technology Services

Information Technology Services (IT Services) is responsible for the provision and support of computer systems, networking, and audio-visual and media services in College.

During Freshers’ Week it is well worth investing some time in finding out about the range of IT services that you can use as a TCD student. Once you have registered and obtained your computer username and password, you are invited to attend an IT induction session where you can find out about the services available to students. Topics covered include activating your TCD e-mail account, using the College Computer Rooms and College printing system, and accessing your timetable online. Also, if you own a computer, you'll find out about what's involved in bringing it into College, registering to use it on the College network and availing of College’s Wi-Fi service.

Sports

Trinity College recognizes the important role that sport plays in a well-rounded university education and has a full range of sports facilities both on and off campus. All students are encouraged to participate. The Sports Centre has a 25-metre, 6-lane swimming pool, a large fitness theatre with over 60 exercise stations, an 11-metre-high climbing wall, a fitness studio, a spin studio, a sauna and steam room, and two large sports halls.

There are 50 sports clubs in Trinity College so no matter what your sporting preference you will find a club to suit you with options such as rugby, soccer, hockey, swimming, tennis, Gaelic games, basketball, volleyball, cricket and martial arts. Off-campus there are extensive playing fields at Santry, and the Trinity Boat Club has its boathouse on the River Liffey at Islandbridge.

Student Societies

There are societies like the Philosophical Society and the College Historical Society with their established debating tradition and impressive guest speakers, such as Pete Doherty, John C. Reilly, Robert Fisk and Archbishop Desmond Tutu. Others, like the Filmmakers Society, Trinity FM, the Trinity Arts Workshop and the Photography Society, have their own studios on campus and hold regular screenings, broadcast weeks, exhibitions and classes, respectively.
You can try your hand at everything from acting to archaeology, politics to paintballing, and singing to sci-fi. You can relax with the Yoga society or de-stress in a different way with the Comedy Society or the Food and Drink society. And if you don't find a society that interests you, you can always set one up yourself!

**DU PhySoc**

The Dublin University Physical Society is a student society dedicated to physics and fun. Traditionally these two words do not often appear in the same sentence, and some say that this is why the society exists! More formally, two of the core aims of the society (as stated in its constitution) are:

- To encourage the study of physics by members of the University
- To raise the standards of awareness of physics and its benefits among the community at large

The PhySoc provides a recreational outlet for everyone in the School of Physics, hosting events that are excellent opportunities for both students and staff to interact in a social environment. While everyone in the School of Physics is encouraged to join PhySoc, it attracts members from all areas of College. Anyone with even a passing interest in physics is welcome, and most of the talks are intended for a general audience. The PhySoc hosts receptions, quizzes, blood drives, movie nights, football matches, tournaments and themed parties along with both local and overseas trips - to name but a few of the activities. If you have any specific questions about DU PhySoc contact duphysoc@gmail.com.
Index of Modules

**PY1F01 Foundation Physics for Earth and Life Sciences**
Hilary Term – 10 credits – 44 lectures/tutorials, practical laboratory, homework
(L Jones, M Hegner, M Möbius)

**Learning Outcomes**
On successful completion of this module, students should be able to:
- Demonstrate the application of Classical Physics within the biomedical and earth sciences
- Connect the study of wave phenomena and electromagnetism with ultrasound diagnostics and vision
- Relate basic knowledge of atomic and nuclear physics to radiation diagnostics and therapy, and to geological applications
- Prepare a brief report, including error analysis, on a simple physical experiment
- Homework: (i) to identify the appropriate concepts, principles, and relations that apply to the problem; (ii) to provide a reasonable and appropriate explanation of why they apply; and (iii) to solve foundation physics problems

**Syllabus**
An introduction to physics of motion, biomechanics, physics of hearing and seeing, electricity and magnetism and bioelectricity, radioactivity, nuclear physics and related medical applications, heat, pressure and fluids and their biological, geological and medical applications.

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination – Written paper</td>
<td>60%</td>
</tr>
<tr>
<td>Laboratory Practical work</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
</tbody>
</table>

PY1N10 Physics

PY1P10 Physics

Michaelmas Term – lectures, practical laboratory, online & small group tutorials – 10 credits
(M Möbius, M Ferreira, L Bradley)

Introduction to Physics? – 3 lectures

The Physics of Motion – 20 lectures

Waves and Optics I – 20 lectures

Statistics – 3 lectures

Learning Outcomes

On successful completion of this module, students should be able to

- Express in mathematical language the motion of a body under the action of forces
- Describe wave motion and relate it to basic phenomena in light and sound
- Understand sources of errors in measurements and calculate their propagation.
- Prepare a brief report, including error analysis, on a simple physical experiment

Syllabus

Introduction to Physics? – 3 lectures

An introduction to the School of Physics and the JF Physics course.

The Physics of Motion – 20 lectures

Kinematics: velocity, acceleration, representation of motion through graphs, projectile motion, circular motion;
Statics: forces, torque, equilibrium;
Dynamics: Force-motion relations, Newton’s laws, work, energy, linear and angular momenta, impulse, collisions, conservation laws.

Waves and Optics I – 20 lectures

Resonance, harmonic oscillators, SHM, frequency.
Waves: standing, travelling, wavelength, wave velocity.
Sound: music, vibrations of a string and of a column of air, harmonics, Doppler effect.
Light: Rayleigh scattering, refraction, reflection, dispersion, index of refraction, polarization, polarized reflection, Malus’ law, birefringence, total internal reflection, colour vision, gas discharges, lasers.
Optics: refracting optics, lenses, real images, focus, focal length, f-numbers, lens equation, cameras, reflecting optics, curved mirrors, telescopes.
Interference: superposition of waves, beating, 2 beam interference, anti-reflection coating.
Diffraction: Huygen’s principle, diffraction by a slit and grating, X-ray diffraction.

Statistics – 3 lectures

Systematic and random errors. Discrete and continuous distributions such as binomial, Poisson, Gaussian and Lorentzian. Moments of a distribution. Histograms and probability densities. Estimation of mean and standard deviation in a measurement. Error propagation and transformation of variables in probability distributions. Linear regression analysis, method of least squares, goodness of fit (Chi squared) and plotting techniques. Introduction to programming basics in Python.

Assessment

<table>
<thead>
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<td>Examination – Written paper</td>
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</tr>
<tr>
<td>Laboratory Practical work</td>
<td>30%</td>
</tr>
<tr>
<td>Online tutorials</td>
<td>10%</td>
</tr>
</tbody>
</table>
**PY1N20 Physics**  
**PY1P20 Physics**  
**PY1T20 Physics for Theoretical Physics**  
Hilary Term – lectures, practical laboratory, online & small group tutorials – 10 credits  
(J Groh, J Pethica, P Gallagher)

**Electricity and Magnetism I** – 20 lectures  
**Quantum Physics** – 18 lectures  
**Astronomy and Astrophysics** – 10 lectures

**Learning Outcomes**  
On successful completion of this module, students should be able to:  
- Describe observational insights into the structure and evolution of the Universe  
- Solve steady state time-varying electric current and electric potential problems  
- Solve electrostatic problems using Gaussian Surfaces  
- Describe how physics of matter and radiation is underpinned by quantum physics

**Syllabus**

**Electricity and Magnetism I**– 20 lectures  
Electrostatics: electric charge, Coulomb’s law, electric field, electric dipoles, Gauss’s law, electric potential energy, voltage, electric polarization, capacitance, dielectrics, Electric current, resistance, Ohm’s law, electromotive force, power in electric circuits, Kirchoff’s laws, RC circuits. Magnetism, magnetic field lines and flux; Lorentz force on moving charge; Energy of and torque on a current loop in a magnetic field; Biot-Savart Law illustrated by magnetic fields of a straight wire and circular loop; forces between current-carrying straight wires; Ampere’s Law in integral form.

**Quantum Physics** – 18 lectures  

**Astronomy and Astrophysics** – 10 lectures  

**Assessment**  
| Weighting |
|-----------|-----------|
| Examination – Written paper | 60% |
| Laboratory Practical work | 30% |
| Online tutorials | 10% |
PY1T10 Physics for Theoretical Physics

Michaelmas Term – lectures, practical laboratory, online & small group tutorials – 10 credits
(M Möbius, J Lunney, L Bradley)

Introduction to Physics? – 3 lectures
Special Relativity – 15 lectures
Waves and Optics I – 20 lectures
Statistics – 3 lectures

Learning Outcomes
On successful completion of this module, students should be able to:

- Express relativistic effects concerning the motion of a body, as observed in different inertial reference frames
- Describe wave motion and relate it to basic phenomena in light and sound
- Understand sources of errors in measurements and calculate their propagation.
- Prepare a brief report, including error analysis, on a simple physical experiment

Syllabus

What is Physics? – 3 lectures
An introduction to the School of Physics and the JF Physics course.

Special Relativity – 15 lectures

Waves and Optics I – 20 lectures
Resonance, harmonic oscillators, SHM, frequency.
Waves: standing, travelling, wavelength, wave velocity.
Sound: music, vibrations of a string and of a column of air, harmonics, Doppler effect.
Light: Rayleigh scattering, refraction, reflection, dispersion, index of refraction, polarization, polarized reflection, Malus’ law, birefringence, total internal reflection, colour vision, gas discharges, lasers.
Optics: refracting optics, lenses, real images, focus, focal length, f-numbers, lens equation, cameras, reflecting optics, curved mirrors, telescopes.
Interference: superposition of waves, beating, 2 beam interference, anti-reflection coating.
Diffraction: Huygen’s principle, diffraction by a slit and grating, X-ray diffraction.

Statistics – 3 lectures
Systematic and random errors. Discrete and continuous distributions such as binomial, Poisson, Gaussian and Lorentzian. Moments of a distribution. Histograms and probability densities. Estimation of mean and standard deviation in a measurement. Error propagation and transformation of variables in probability distributions. Linear regression analysis, method of least squares, goodness of fit (Chi squared) and plotting techniques. Introduction to programming basics in Python.

Assessment

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<tr>
<td>Laboratory Practical work</td>
<td>30%</td>
</tr>
<tr>
<td>Online tutorials</td>
<td>10%</td>
</tr>
</tbody>
</table>
PY2N10 Classical Physics for Nanoscience  
PY2P10 Classical Physics  
PY2T10 Classical Physics for Theoretical Physics  

Michaelmas Term – lectures, practical laboratory, project, small group tutorials – 10 credits  
(G Cross, H Zhang, S Dooley, M Hegner)

This module combines elements of classical physics, as follows:

**Thermodynamics** – 12 lectures  
**Electricity and Magnetism II** – 14 lectures  
**Oscillations** – 12 lectures  
**Materials** – 10 lectures

**Learning Outcomes**

On successful completion of this module, students should be able to:

- Solve basic problems in relation to harmonic oscillators
- Relate the concept of oscillations to optical properties of matter and AC circuits
- Describe elementary crystal structures and the response of materials to external forces
- Employ web-based research techniques in a small group project and present the results in the form of a poster
- Prepare an extensive report detailing methodology, data gathering and interpretation of a physical experiment
- Describe how the laws of thermodynamics react to properties of matter

**Syllabus**

**Thermodynamics** – 12 lectures  

**Electricity and Magnetism II** – 14 lectures  
Magnetism, magnetic field lines and flux; Lorentz force on moving charge; Energy of and torque on a current loop in a magnetic field; magnetic fields of moving charges; Biot-Savart Law illustrated by magnetic fields of a straight wire and circular loop; forces between current-carrying straight wires; Ampere's Law in integral form illustrated by field of a straight conductor of finite thickness. Electromagnetic induction and Faraday's Law in integral form; Lenz's Law; induced electric fields and motional emf's; summary of Maxwell equations in integral form; Mutual inductance and self-inductance. R-L circuits and L-R-C circuits. AC circuits, phasor diagrams, reactance, resonance, transformers and complex representation of reactance. Power analysis. R-C integration and differentiation, R-C low- and high-pass filters and active filters.

**Materials** – 10 lectures  
Oscillations – 12 lectures

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-year examination</td>
<td>60%</td>
</tr>
<tr>
<td>Experimental / Computational laboratories</td>
<td>25%</td>
</tr>
<tr>
<td>Project</td>
<td>5%</td>
</tr>
<tr>
<td>Tutorials</td>
<td>10%</td>
</tr>
</tbody>
</table>
PY2N20 Modern Physics and Materials
Hilary Term – lectures, practical laboratory, small group tutorials – 10 credits
(C Patterson, M Stamenova, P Stamenov, D McCloskey)

This module combines three elements of modern physics and an introduction to materials, as follows:

**Special Relativity** – 12 lectures
**Nuclear and Particle Physics** – 14 lectures
**Materials Properties and Phase Diagrams** – 12 lectures
**Waves and Optics II** – 14 lectures

Learning Outcomes
On successful completion of this module, students should be able to:

- Describe how modern physics is underpinned by nuclear and particle physics; waves and optics
- Express relativistic effects as observed in different inertial reference frames
- Relate the preparation of materials to the resulting microscopic structure and material properties, based on the interpretation of phase diagrams
- Analyse, modify and run Python language programs to perform computer experiments
- Obtain, pre-process, display and analyse experimental data using software packages such as Origin

Syllabus

**Special Relativity** – 12 lectures
Frames of reference and relativity principles. The Michelson-Morley experiment. Einstein's postulates, simultaneity, the Lorentz transformation, the Fitzgerald-Lorentz contraction, time dilation, transformation of velocities. Relativistic dynamics – mass, energy and momentum.

**Nuclear and Particle Physics** – 14 lectures

**Materials Properties and Phase Diagrams** – 12 lectures
Mechanical properties of materials: Stress, strain, elastic and plastic deformation. The concepts of dislocations and strengthening mechanisms. Failure: fracture, fatigue and creep. Phase diagrams: The aim of this course is to introduce Liquid-Solid equilibria and to understand how a phase diagram is constructed and what information can be extracted from it. A direct application will be the study of the Fe-C system. Binary phase diagram, two phase equilibria (solubility / solid solution, lever rule), three phase equilibria (formation of compounds, eutectic), ternary phase diagram, application to the Fe-C system. Applications and examples are tuned mostly towards metals, semiconductors and ceramic materials. Methods for studying other structural and physical properties are also discussed briefly, with examples of x-ray and electron scattering, electronic and heat transport amongst others.
Waves and Optics II – 14 lectures
Maxwell equations in differential form. Coulomb’s and Gauss’ Laws; Biot-Savart and Ampere’s Laws; absence of magnetic monopoles; Faraday’s Law and magnetic induction. Electric dipoles, dielectric polarisation and dielectric susceptibility; magnetic dipoles, magnetisation and diamagnetic susceptibility; continuity equation, displacement current and Maxwell’s generalisation of Ampere’s Law. Electromagnetic waves in vacuum and isotropic matter. Energy density in time-varying electromagnetic fields and Poynting vector. Reflection, refraction, plane, circular and elliptic polarisation of light; dichroism, birefringence; interference, interferometers, coherence, Young’s slits, near and far field diffraction.

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<tr>
<td>Project</td>
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<td>Tutorial</td>
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PY2P20 Modern Physics

Hilary Term – lectures, practical laboratory, small group tutorials – 10 credits
(C Patterson, M Stamenova, A Vidotto, D McCloskey)

This module combines four elements of modern physics, as follows:

**Special Relativity** – 12 lectures

**Nuclear and Particle Physics** – 14 lectures

**Observing the Universe** – 12 lectures

**Waves and Optics II** – 14 lectures

**Learning Outcomes**

On successful completion of this module, students should be able to:

- Describe how modern physics is underpinned by nuclear and particle physics; waves and optics
- Express relativistic effects as observed in different inertial reference frames
- Explain a broad variety of astrophysical phenomena with simple physics
- Prepare calculations and present in small groups
- Analyse, modify and run Python language programs to perform computer experiments
- Obtain, pre-process, display and analyse (fit to analytical models) actual experimental data using software packages such as Origin

**Syllabus**

**Special Relativity** – 12 lectures

Frames of reference and relativity principles. The Michelson-Morley experiment. Einstein's postulates, simultaneity, the Lorentz transformation, the Fitzgerald-Lorentz contraction, time dilation, transformation of velocities. Relativistic dynamics – mass, energy and momentum.

**Nuclear and Particle Physics** – 14 lectures


**Observing the Universe** – 12 lectures


**Waves and Optics II** – 14 lectures

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<td>Project</td>
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<td>Tutorials</td>
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The aim of this module is to provide an introduction to the application of physical principles in the study of earth science. The module will be taught through a combination of lectures, laboratory classes and tutorials.

**Learning Outcomes**
On successful completion of this module student will be able to:

- Apply Newtonian mechanics to the description of gravitational attraction, planetary motion and origin of tides and effect of Coriolis force in atmospheric circulation.
- Apply principles of statics to describe bodies in equilibrium, elasticity and fracture.
- Understand and calculate hydrostatic pressure, buoyancy and flow in fluid systems.
- Understand the mechanical analysis of seismic and water waves, including calculation of wave velocity, reflection and refraction.
- Understand the concepts of heat and temperature and elementary thermodynamics.
- Describe and calculate adiabatic processes in the Earth’s atmosphere, including the effects due to water vapour.
- Describe and do calculations involving radiative transfer and energy balance in the Earth’s atmosphere.
- Make measurements on a physical system, analyse the results and prepare a report.

**Syllabus**
Gravitational attraction, planetary motion, origin of tides, Coriolis force, statics, elasticity and fracture, hydrostatic pressure, buoyancy and flow in fluid systems, seismic and water waves, composition and structure of Earth’s atmosphere, elementary thermodynamics, adiabatic processes in atmosphere, cloud formation leading to rain, radiative energy transfer and energy balance in Earth’s atmosphere.

**Assessment**

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PY2T20 Modern Physics for Theoretical Physics

Hilary Term – lectures, practical laboratory, small group tutorials – 10 credits (S Hutzler, M Stamenova, A Vidotto, D McCloskey)

This module combines four elements of modern physics, as follows:

**Chaos and Complexity** – 12 lectures
**Nuclear and Particle Physics** – 14 lectures
**Observing the Universe** – 12 lectures
**Waves and Optics II** – 14 lectures

**Learning Outcomes**
On successful completion of this module, students should be able to:

- Describe how modern physics is underpinned by quantum and nuclear physics; waves and optics
- Explain the concepts of deterministic chaos and complexity in relation to dynamical systems
- Explain a broad variety of astrophysical phenomena with simple physics
- Prepare calculations and present in small groups
- Write and run Python programs to perform computer experiments

**Syllabus**

**Chaos and Complexity** – 12 lectures
Examples of chaotic systems, logistic map, period doubling, Feigenbaum numbers, Ljapunov exponent, phase portraits, iterated maps, fractals, self organised criticality, cellular automata, dynamics of pedestrian motion.

**Nuclear and Particle Physics** – 14 lectures

**Observing the Universe** – 12 lectures

**Waves and Optics II** – 14 lectures
Maxwell equations in differential form. Coulomb’s and Gauss’ Laws; Biot-Savart and Ampere’s Laws; absence of magnetic monopoles; Faraday’s Law and magnetic induction. Electric dipoles, dielectric polarisation and dielectric susceptibility; magnetic dipoles, magnetisation and diamagnetic susceptibility; continuity equation, displacement current and Maxwell’s generalisation of Ampere’s Law. Electromagnetic waves in vacuum and isotropic matter. Energy density in time-varying electromagnetic fields and Poynting vector. Reflection, refraction, plane, circular and elliptic polarisation of light; dichroism, birefringence; interference, interferometers, coherence, Young’s slits, near and far field diffraction.
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<td>Tutorials</td>
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PY3A03 Stellar and Galactic Structure
Michaelmas Term – 30 lectures/tutorials – 5 credits (CS Jeffrey, J Groh)

Part I: Stellar Astrophysics
Part II: Galaxies: From the Milky Way to Quasars

Learning Outcomes
On successful completion of this module, students should be able to:
• Describe the major stages in the evolution of a star from birth to death
• Explain the Hertzsprung-Russell diagram for stellar populations of different ages
• Manipulate the basic equations for stellar structure and evolution in order to derive elementary results for global stellar properties and timescales
• Derive the basic equations governing the dynamics of the Sun and nearby stars with respect to the Galaxy
• Explain the distribution of stars, gas and dust within galaxies, and describe the properties of the various types of galaxies found in the Universe
• Discuss the evidence for massive black holes at the centres of active galaxies and for Dark Matter in the Universe on a variety of scales

Syllabus

Part I: Stellar Astrophysics
The structure of a star is regulated by the balance between gravity and pressure, and is almost entirely governed by its mass and chemical composition.
We discuss the physics of stellar material, including the equation of state and radiative opacity, as well as major energy transport processes. A star’s evolution is dictated by nuclear reactions which produce heat and transform chemical structure. We explore how stars evolve from clouds of interstellar gas to become main-sequence stars like the Sun, and then expand to become red giants and helium-burning stars. We examine the final stages of stellar evolution, including white dwarfs, supernovae and neutron stars. The use of binary stars and pulsations for testing the stellar structure theory will be demonstrated.

Part II: Galaxies: From the Milky Way to Quasars
Gravitational forces determine the movements of the stars within a galaxy. Several aspects of this basic problem will be considered, such as space distribution of stars, stellar velocity distribution, high-velocity stars, rotation curve of stellar systems, integrals of motion, individual stellar orbits. The stars moving around in elliptical galaxies exhibit triaxial velocity ellipsoids, while the ordered motion in disk systems gives rise to spiral density patterns. The stellar movements indicate that large amounts of unseen mass may be associated with galaxies and with clusters of galaxies. Many details of stellar dynamics become evident in the close surroundings of our own Galaxy where a large body of observational data assists our understanding.

Assessment     Weighting
Examination – Exam in Stellar Astrophysics   50%
Examination – Exam in Galaxies: From the Milky Way to Quasars  35%
Continuous Assessment in Galaxies: From the Milky Way to Quasars  15%
Part I: Statistical Thermodynamics
Part II: Astrophysical Spectroscopy

Learning Outcomes
On successful completion of this module, students should be able to:
• Outline the basic concepts of equilibrium statistical thermodynamics
• Describe mathematically the behaviour of physical systems governed by Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics
• Determine the partition functions of simple quantum systems
• Distinguish between thermodynamic equilibrium (TE), local thermodynamic equilibrium (LTE), & non-LTE, and how these apply in the case of stellar interiors and surfaces
• Describe the basic phases of the curve-of-growth and illustrate the appearance of the line profiles associated with each stage
• Interpret the multi-dimensional stellar classification system with reference to the Saha and Boltzmann equations

Syllabus

Part I: Statistical Thermodynamics
The purpose of this course is to introduce Statistical Thermodynamics, which provides a microscopic understanding of the macroscopic thermodynamic properties of materials. A simple assumption of equal statistical weights allows the properties of individual quantum particles to be combined together properly to calculate macroscopic thermodynamic quantities, which can be compared with experiment. Topics covered (1) Counting states in classical and quantum systems (2) Fundamental assumption of statistical physics; ensembles (3) Model system of 2-state components (4) Two systems in equilibrium: entropy, temperature and chemical potential (5) Partition functions and their relation to thermodynamic quantities (6) Third Law of Thermodynamics (7) Fermi-Dirac and Bose-Einstein Statistics (8) Quasi-classical statistics: equipartition of energy (9) Application of quantum statistics to photons, gases, and solids.

Part II: Astrophysical Spectroscopy
Spectroscopy across the full EM spectrum is the primary means for determining the properties and characteristics of astronomical objects. Some important parameters which characterize astronomical spectra, and which determine the choice of instrumentation are reviewed, with a brief outline of some examples, focussing on the optical and ultraviolet portions of the spectrum. The underlying physics required for the interpretation of stellar spectra for stellar classification and for the diagnostics of low density plasmas is discussed and applied to some specific, topical examples.

Assessment Weighting
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PY3A07 Experimental Techniques for Astrophysics

Hilary Term – 30 lectures/tutorials – 5 credits (J McCauley, B Espey)

Part I: Electronics
Part II: Astrophysical instrumentation

Learning Outcomes
On successful completion of this module, students should be able to:

• Correctly identify the wavebands or passbands used for astronomical observations
• Give an overview of different types of telescopes and detection techniques for a range of electromagnetic and particle spectra
• Describe the processes that limit the angular resolution and sensitivity of telescopes and techniques used to overcome them
• Design basic circuits’ power supply, communications and computer-interfacing
• Apply bandwidth-narrowing techniques to improve the signal-to-noise ratio in measurements
• Select imaging detectors for a given application, with regard to resolution, sensitivity and wavelength

Syllabus
Part I: Electronics

Part II: Astrophysical instrumentation
Telescopes and optical instrumentation. Observational limitations, aberrations, the effects of the atmosphere. Active and adaptive optics. New technology telescopes. Optical detection techniques. Optical interferometry. Basic concepts of radio astronomy. Receiver systems and detectors. Radio interferometry. Overview of different types of telescopes and detection techniques for other parts of the electromagnetic spectrum: infrared, ultraviolet, x-rays and gamma-rays

Assessment

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<td>Examination – Exam in Astrophysical Instrumentation</td>
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## PY3AP1 Practical in Physics and Astrophysics
Michaelmas Term, Hilary Term – 20 credits (B Espey, P Gallagher, A Vidotto, J Groh)

### Part I: Practical
Laboratory – 15 experimental laboratory sessions (of 4 hours duration) and 11 computational laboratory sessions (of 6 hours duration).

### Part II: Communication Skills
– 18 lectures/workshops

### Part III: School Seminars
– 8 seminars

### Learning Outcomes
On successful completion of this module, students should be able to:
- Operate advanced apparatus from manual instruction
- Maintain a laboratory notebook record
- Employ computer-based data analysis
- Apply appropriate error analysis
- Prepare an extended report on an experiment
- Apply astrophysics computer methods
- Write a précis of a research seminar
- Make a scientific presentation to an audience
- Create a personal CV

### Syllabus

#### Part I: Practical
Laboratory – 15 experimental laboratory sessions (of 4 hours duration) and 10 computational laboratory sessions (of 6 hours each).

#### Part II: Communication Skills
– 18 lectures/workshops Effective communication of scientific results and ideas as written reports and oral presentations. The structure of a scientific article. The role of graphics and diagrams. Style and vocabulary. Addressing an audience. Use of slides and overheads. Class members will give a short seminar to the entire JS lab group and write an essay on topical issues in physics.

#### Part III: School Seminars
– 8 seminars

### Assessment

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<td>Assessment – Computational laboratory practical work</td>
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<tr>
<td>Assessment – Careers workshops and seminars</td>
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PY3AP2 Practical in Physics and Astrophysics (with Broad Curriculum module)
Michaelmas Term, Hilary Term – 15 credits (B Espey, P Gallagher, A Vidotto, J Groh)

Part I: Practical Laboratory – 9 experimental laboratory sessions (of 4 hours duration) and 7 computational laboratory sessions (of 6 hours duration).

Part II: Communication Skills – 18 lectures/workshops

Part III: School Seminars – 8 seminars

Learning Outcomes
On successful completion of this module, students should be able to:
• Operate advanced apparatus from manual instruction
• Maintain a laboratory notebook record
• Employ computer-based data analysis
• Apply appropriate error analysis
• Prepare an extended report on an experiment
• Apply astrophysics computer methods
• Write a précis of a research seminar
• Make a scientific presentation to an audience
• Create a personal CV

Syllabus

Part I: Practical Laboratory – 9 experimental laboratory sessions (of 4 hours duration) and 7 computational laboratory sessions (of 6 hours each).

Part II: Communication Skills – 18 lectures/workshops Effective communication of scientific results and ideas as written reports and oral presentations. The structure of a scientific article. The role of graphics and diagrams. Style and vocabulary. Addressing an audience. Use of slides and overheads. Class members will give a short seminar to the entire JS lab group and write an essay on topical issues in physics.

Part III: School Seminars – 8 seminars

Assessment Weighting
Assessment – Laboratory practical work 40%
Assessment – Computational laboratory practical work 43%
Assessment – Careers workshops and seminars 17%
Part I: Numerical Methods I
Part II: Computational Methods

Learning Outcomes
On successful completion of this module, students should be able to:
• Perform computational tasks by employing shell-scripts and/or Python programming
• Use common Unix/Linux commands and input/output redirection for file handling and data processing
• Design and write programs in Python using scientific libraries to numerically solve physical problems.
• Apply standard numerical methods to problems of differentiation, integration and data handling
• Compute numerical solutions to ordinary differential equations
• Critically assess the application of Monte Carlo methods to minimization problems
• Explain the concept of genetic algorithms

Syllabus

Part I: Numerical Methods I

Part II: Computational Methods
Introduction to Unix/Linux: basic shell usage, file system, variables and shell programming. General programming philosophy: programming paradigms, universal grammar, debugging and version control. Python language programming: data structures, object orientated programming, modular programming, libraries, packaging code.

Assessment Weighting

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<td>Computational Methods</td>
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PY3P01 Quantum Mechanics I
Michaelmas Term – 30 lectures/tutorials – 5 credits (M Ferreira)

Learning Outcomes
On successful completion of this module, students should be able to:

- Recognize the need to extend the concepts developed in classical Physics to account for what happens with matter at the atomic and sub-atomic levels
- Identify when a problem requires the use of quantum-mechanics concepts and when it can be solved by standard classical theories
- Operate with the mathematical structure of quantum mechanics, in particular, linear algebra and wave mechanics
- Solve basic problems of Quantum Mechanics with regards to how a quantum particle behaves under the action of a few simple force potentials
- Apply perturbation theory to describe more complex and realistic systems in terms of those simple force potentials

Syllabus

Assessment

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PY3P02 Electromagnetic Interactions I
Hilary Term – 30 Lectures – 5 credits (D O’Regan, W Blau)

Part I: Electromagnetic Theory

Part II: Quantum Optics & Lasers

Learning Outcomes
On successful completion of this module, students should be able to:

• Connect Maxwell’s Equations with the equivalent experimental laws
• Distinguish between polar and non-polar electric media and, by analogy, the different magnetic media
• Apply Maxwell’s Equations to the prediction of electromagnetic waves
• Explain when classical optics gives way to quantum optics
• Describe the operation of a laser in terms of population inversion and optical feedback
• Distinguish between spontaneous and stimulated emission, coherent and incoherent radiation, longitudinal mode and transverse modes
• Connect the laser properties of coherence and high brightness with applications in research, materials processing and communication

Syllabus

Part I: Electromagnetic Theory
Vector operators, Divergence and Stokes' theorems; Coulomb's and Gauss' Laws; dipoles and polarisation; electric susceptibility and displacement vector; polar dielectrics and Langevin analysis; potential and electric energy density; electrostatic boundary conditions and method of images; Biot-Savart and Ampere’s Laws; magnetic dipole and magnetisation; H vector; vector potential; magnetic energy density; magnetostatic boundary conditions; dia, para and ferro magnetism; Faraday's law of electromagnetic induction; magnetoelectric induction; Maxwell's equations; plane waves; Poynting vector.

Part II: Quantum Optics & Lasers

Assessment

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PY3P03 Condensed Matter I
Michaelmas Term – 30 lectures/tutorials – 5 credits (I Shvets)

Part I: Crystal Structure
Part II: Thermal & Electronic Properties

Learning Outcomes
On successful completion of this module, students should be able to:
• Describe crystal structure in terms of translational and rotational symmetry, conventional unit cell, and Miller indices
• Demonstrate the relationship between direct lattice and reciprocal lattice
• Calculate crystal structure parameters from experimental diffraction data
• Describe the main characteristics of the vibrational dispersion curves and the electronic band structure of crystalline metals, semiconductors and insulators
• Apply the free electron and nearly free electron models to the quantitative analysis of the transport properties of real metals
• Provide a quantitative interpretation of the heat capacity of insulators and metals, including temperature dependence

Syllabus

Part I: Crystal Structure

Part II: Thermal & Electronic Properties

Assessment

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Physics Undergraduate Handbook 2017/18

PY3P04 Condensed Matter II
Hilary Term – 30 lectures/tutorials – 5 credits (JMD Coey, D O’Regan)

Part I: Magnetic Properties
Part II: Physics of Semiconductors

Learning Outcomes
On successful completion of this module, students should be able to:

- Describe magnetism in solids in terms of the angular momentum of the electrons, distinguishing between the spin and orbital contributions
- Calculate the ground-state terms of free ions from Hund’s rules and their Curie-law susceptibility
- Describe the characteristic physical properties of a ferromagnet, including heat capacity and domain structure
- Describe the basic behaviour of semiconductors in terms of doping and carrier concentrations
- Calculate the dynamic behaviour of semiconductors in terms of drift, diffusion, generation, recombination and the consequences of inhomogeneous doping
- Discuss the importance of magnetism and semiconductors for consumer products and the information revolution

Syllabus

Part I: Magnetic Properties

Part II: Physics of Semiconductors

Assessment

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Part I: Atomic & Molecular Spectroscopy
Part II: Nuclear Structure

Learning Outcomes
On successful completion of this module, students should be able to:

- Describe the gross and fine structure of single-electron atoms in light of the semi-classical Bohr and quantum mechanical Schrödinger models
- Apply the laws of quantum mechanics to multi-electron atoms, taking into account the effects of angular momentum
- Explain molecular spectra in terms of vibrational, rotational and electronic transitions
- Describe how the atomic nucleus is structured, reacts and decays
- Perform analytical calculations associated with the structure of the nucleus
- Deduce level structures and decay schemes from experimental evidence

Syllabus

Part I: Atomic & Molecular Spectroscopy
One-electron and multi-electron atoms, orbital and spin angular momentum, shell structure, Aufbau principle, electric and magnetic moments, spin-orbit coupling and fine structure, Lamb shift, addition of angular momenta, term symbols, electric dipole and quadrupole and magnetic dipole selection rules, atomic energy levels and spectroscopies in electric and magnetic fields, linewidths, chemical binding in molecules, rotational, vibrational and electronic spectroscopies of molecules, traps, condensates and 'slow light'.

Part II: Nuclear Structure
Strong and electromagnetic forces and the nuclear potential. Conservation laws, including those for parity and symmetry. Nuclear sizes and their measurement. Nuclear electromagnetic moments. Nuclear models, including liquid drop, shell, collective and cluster effects. Gamma decay, internal conversion. Beta decay, the Fermi theory. Nuclear reactions.

Assessment

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PY3P06 Dynamical Systems
Michaelmas Term – 30 lectures/tutorials – 5 credits (G Cross, J Pethica)

Part I: Statistical Thermodynamics
Part II: Mechanics of Matter

Learning Outcomes
On successful completion of this module, students should be able to:
• Apply the concepts of inter-atomic potentials and forces to solid media
• Distinguish between elastic and non-elastic solid media
• Describe liquids and gases in terms of fluid flow mechanics
• Outline the basic concepts of equilibrium statistical thermodynamics
• Describe mathematically the behaviour of physical systems governed by Fermi-Dirac, Bose-Einstein and Maxwell-Boltzmann statistics
• Determine the partition functions of simple quantum systems

Syllabus

Part I: Statistical Thermodynamics
The purpose of this course is to introduce Statistical Thermodynamics, which provides a microscopic understanding of the macroscopic thermodynamic properties of materials. A simple assumption of equal statistical weights allows the properties of individual quantum particles to be combined together properly to calculate macroscopic thermodynamic quantities, which can be compared with experiment. Topics covered (1) Counting states in classical and quantum systems (2) Fundamental assumption of statistical physics; ensembles (3) Model system of 2-state components (4) Two systems in equilibrium: entropy, temperature and chemical potential (5) Partition functions and their relation to thermodynamic quantities (6) Third Law of Thermodynamics (7) Fermi-Dirac and Bose-Einstein Statistics (8) Quasi-classical statistics: equipartition of energy (9) Application of quantum statistics to photons, gases, and solids.

Part II: Mechanics of Matter

Assessment

| End-of-year examination | 100% |

Weighting
PY3P07 Experimental Techniques
Hilary Term – 30 lectures 5 credits (J McCauley, M Hegner)

Part I: Electronics
Part II: Instrumentation

Learning Outcomes
On successful completion of this module, students should be able to:
• Design basic circuits’ power supply, communications and computer-interfacing
• Apply bandwidth-narrowing techniques to improve the signal-to-noise ratio in measurements
• Select imaging detectors for a given application, with regard to resolution, sensitivity and wavelength
• Distinguish between the different forms of scanning probe microscope (SPM) and discriminate between real SPM image features and image artefacts
• Describe the principles of optical tweezers (OT) and choose the appropriate light source for OT applications in life-science experiments
• Extend the diagnostic application of cantilever array technology into the wider fields of physics, chemistry and life science

Syllabus

Part I: Electronics

Part II: Instrumentation
Scanning Probe Microscopes (Scanning Tunneling Microscopy, Scanning Force Microscope, Scanning Nearfield Optical Microscope); Sensors (tunnelling current, force, optical, capacitance, piezo-resistance); Motion (piezo electrics, stepper motors, etc.); Environments (UHV, Ambient, liquid, high temperature); Detectors for visible light: position sensitive detectors, photomultipliers, avalanche photodiodes, solid state junction detectors; Software interface (e.g. LabVIEW); Feedback electronics; Multiplexing; Optical tweezers; Cantilever Array devices; Functionalization strategies, description of current research.

Assessment Weighting
End-of-year examination 100%
PY3PP1 Practical in Physics
Michaelmas Term, Hilary Term – 20 credits (W Blau, G Cross, C McGuinness)

Part I: Practical Laboratory – 21 experimental laboratory sessions (of 6 hours duration).
Part II: Communication Skills – 18 lectures/workshops
Part III: School Seminars – 8 seminars

Learning Outcomes
On successful completion of this module, students should be able to:
• Operate advanced apparatus from manual instruction
• Maintain a laboratory notebook record
• Employ computer-based data analysis
• Apply appropriate error analysis
• Prepare an extended report on an experiment
• Write a précis of a research seminar
• Make a scientific presentation to an audience
• Create a personal CV

Syllabus

Part I: Practical Laboratory – 21 experimental laboratory sessions (of 6 hours duration).

Part II: Communication Skills – 18 lectures/workshops Effective communication of scientific results and ideas as written reports and oral presentations. The structure of a scientific article. The role of graphics and diagrams. Style and vocabulary. Addressing an audience. Use of slides and overheads. Class members will give a short seminar to the entire JS lab group and write an essay on topical issues in physics.

Part III: School Seminars – 8 seminars

Assessment Weighting
Assessment – Laboratory practical work 88%
Assessment – Careers workshop and seminars 12%
PY3PP2 Practical in Physics (with Broad Curriculum module)
Michaelmas Term, Hilary Term – 15 credits (W Blau, G Cross, C McGuinness)

Part I: Practical Laboratory – 11 experimental laboratory sessions (of 6 hours duration).
Part II: Communication Skills – 18 lectures/workshops
Part III: School Seminars – 8 seminars

Learning Outcomes
On successful completion of this module, students should be able to:
• Operate advanced apparatus from manual instruction
• Maintain a laboratory notebook record
• Employ computer-based data analysis
• Apply appropriate error analysis
• Prepare an extended report on an experiment
• Write a précis of a research seminar
• Make a scientific presentation to an audience
• Create a personal CV

Syllabus

Part I: Practical Laboratory – 11 experimental laboratory sessions (of 6 hours duration).

Part II: Communication Skills – 18 lectures/workshops. Effective communication of scientific results and ideas as written reports and oral presentations. The structure of a scientific article. The role of graphics and diagrams. Style and vocabulary. Addressing an audience. Use of slides and overheads. Class members will give a short seminar to the entire JS lab group and write an essay on topical issues in physics.

Part III: School Seminars – 8 seminars

Assessment Weighting
Assessment – Laboratory practical work 83%
Assessment – Careers workshop and seminars 17%
PY3TP1 Practical in Theoretical Physics
Michaelmas Term, Hilary Term – 10 credits (J Donegan, JMD Coey, J Pethica)

Part I: Practical laboratory – 10 experimental laboratory sessions (of 4 hours duration) and 5 computational laboratory sessions (of 4 hours duration). Problems in computational physics are solved in the computational laboratory.

Part II: Communication Skills – 18 lectures/workshops

Part III: School Seminars – 8 seminars

Learning Outcomes
On successful completion of this module, students should be able to:
• Operate advanced apparatus from instruction manual
• Maintain a laboratory notebook record
• Employ computer-based data analysis
• Apply appropriate error analysis
• Prepare an extended report on an experiment
• Apply computer simulation methods
• Write a précis of a research seminar
• Make a scientific presentation to an audience
• Create a personal CV

Syllabus

Part I: Practical laboratory – 10 experimental laboratory sessions (of 4 hours duration) and 5 computational laboratory sessions (of 4 hours duration). Problems in either computational physics (for students taking PY3C01) or astrophysics (for students taking PY3A03) are solved in the computational laboratory.

Part II: Communication Skills – 18 lectures/workshops Effective communication of scientific results and ideas as written reports and oral presentations. The structure of a scientific article. The role of graphics and diagrams. Style and vocabulary. Addressing an audience. Use of slides and overheads. Class members will give a short seminar to the entire JS lab group and write an essay on topical issues in physics.

Part III: School Seminars – 8 Seminars

Assessment Weighting
Assessment – Laboratory practical work 75%
Assessment – Careers workshop and seminars 25%
PY4A03 Planetary and Space Science
Hilary Term – 24 lectures/tutorials – 5 credits – (P Gallagher, A. Vidotto)

Learning Outcomes
On successful completion of this module, students should be able to:
• Describe the observed properties of the solar system
• Estimate the initial mass of the solar system using solar nebula theory
• Explain in detail the main solar system formation theories
• Derive the equations responsible for the stability of planetary atmospheres and magnetospheres
• Explain the physics of the Sun and solar wind
• Explain the main exoplanet detection techniques and the physical information we derive from these observations

Syllabus
This module starts with a detailed review of the solar interior and energy transport mechanisms in the radiative and convection zone. The solar atmosphere is then discussed, focusing on the physics of the photosphere, chromosphere, transition region and corona. A detailed derivation of Parker’s theories of the solar wind and interplanetary magnetic field is given. Finally, we focus on the interaction of the solar wind with planetary magnetospheres and other objects in the solar system. Formation of our solar system, denizens of our solar system, discovery of extra-solar planets and planetary systems.

Proposed Assessment Weighting
End-of-year examination 50%
Essay 20%
Tutorials 30%
PY4A05 Cosmology
Michaelmas Term, Hilary Term – 20 lectures/tutorials – 5 credits (B Espey)

Learning Outcomes
On successful completion of this course, students will be able to:

- Appreciate the background to the topic from basic observational results through to more refined studies of the recent past, including the relative youth of physical cosmology.
- Be able to explain the basic concepts of the subject and the basic assumptions made regarding our non-unique place and time in the Universe.
- Derive the basic equations describing the equation of state of matter, radiation, and dark energy, and their evolution in time and to itemise and critically analyse the evidence in favour of the Big Bang.
- Explain how recent observations of distance and velocity of distant objects have led to conflict with previously-held models, and how these models have had to be altered to accommodate these observations.
- Critically evaluate the current best-fit models and provide evidence for/against open and closed universes and the importance of dark matter and dark energy in the evolution of our Universe.
- Be able to place cosmology in the context of on-going developments both on very large and very small scales and to summarise the results expected in the near future.

Syllabus

Starting with basic cosmological observations and the basic postulates of the Cosmological Principle, this course derives far-reaching results using information from Newtonian principles. The implications of the most recent results concerning Dark Matter and Dark Energy are also discussed, together with possible future observational and research directions. The connection and derivation of similar results from the application of GR will also be discussed.

This module is mandatory for SS Physics & Astrophysics students, and optional for TP students. On completion of the course, students will have an understanding of the basic properties of the Universe, how they have been derived from observational and theoretical approaches, and an appreciation for the youth of the field, and recent and future developments e.g. in the fields of dark energy, dark matter, etc.

Assessment | Weighting
---|---
Continuous Assessment | 50%
End-of-year examination | 50%
This module combines a major research project with a component of general problem-solving in physics.

**Part I: Problem-Solving** – 9 tutorials. Techniques for using knowledge of physics to solve general problems will be developed

**Part II: Project** – 9-week full-time research project conducted in a research group in the School or at another institution/observatory

**Part III: School Seminars** – 8 seminars

**Learning Outcomes**

On successful completion of this module, students should be able to:

- Carry out a small open-ended research project through all of its stages: literature study, data collection and data analysis
- Generate a concise research report
- Summarize in poster format the outcomes of a research project
- Make an oral presentation to an audience of peers
- Participate in group discussion of problem-solving in physics
- Perform calculations that integrate disparate elements of physics

**Assessment**

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PY4C01 Computer Simulation III
Hilary Term – 24 lectures/tutorials – 5 credits (C Patterson, M Möbius)

Part I: High Performance Computing
Part II: Numerical Methods

Learning Outcomes
On successful completion of this module, students should be able to:

• Be able to formulate and solve physical problems which require linear algebra techniques
• Be familiar with scientific computing libraries such as SciPy and Gnu Scientific Library
• Be familiar with Fourier methods for signal processing.
• Be able to solve partial differential equations numerically using finite difference methods.
• Be able to implement these methods in Python.

Syllabus

Part I:
Introduction to scientific computing libraries (Gnu Scientific Libray, LAPACK, SciPy), Review of vector spaces and linear algebra, Solution of systems of linear equations, Eigenvalue and eigenvector problems, Matrix decompositions (LU, Cholesky, QR, SVD), Python labs to illustrate algorithms using physical examples.

Part II: Numerical Methods
Review of Fourier series and transforms, Correlation and convolution in Fourier space, Aliasing and spectral leakage in FFT, Signal filtering, Windowing, Solving PDE’s analytically and numerically using finite difference methods, Numerical stability and accuracy of finite difference methods, Python labs to implement algorithms discussed in the course.

Assessment | Weighting
--- | ---
End-of-year examination | 75%
Continuous Assessment | 25%
PY4N07 Advanced Topics for Nanoscience

Hilary Term – 24 lectures/tutorials – 5 credits (C McGuinness, J Coleman, HZ Zhang)

Students select two topics from the three topics offered (each 12 lectures):

Topic 1: Thin Films
Topic 2: Polymers
Topic 3: Diffraction, Imaging, and Spectroscopy of Nanostructures

Learning Outcomes

On successful completion of this module, students should be able to:

Topic 1: Thin Films
• Predict the crystallography of epitaxial systems
• Make simple models of adsorption and epitaxial growth on surfaces
• Distinguish between different practical methods of thin-film growth and connect this knowledge with modern device technology

Topic 2: Polymers
• Describe the structure and properties of polymer chains and of polymers in liquid and solid environments
• Use mathematical and physical models to describe the properties of polymers and to make predictions about their behaviour
• Describe the outcome of simple experiments and use physical models to interpret the data

Topic 3: Diffraction, Imaging, and Spectroscopy of Nanostructures
• Describe kinematical theory of electron diffraction and diffraction patterns
• Discuss the contrast mechanism of conventional and high resolution transmission electron microscopy
• Explain the physical principles of electron energy loss spectroscopy and energy dispersive X-ray spectroscopy for nanoscale analysis.

Syllabus

Topic 1: Thin Films
Basic concepts, surface crystallography, surface spectroscopy, adsorption, growth energetics, epitaxy basics, epitaxy models, general thin film growth, specialist thin film growth, nanostructures

Topic 2: Polymers
We study polymer physics starting with an introduction to polymers, moving on to energetics of polymer-polymer and polymer-solvent interactions and the configurations of polymer chains. We study polymers in bulk i.e. in the liquid and solid phases, focusing on the physical properties of polymers, in particular viscoelasticity and mechanical properties. Finally we look at advanced polymers such as Kevlar and spider silk.

Topic 3: Diffraction, Imaging, and Spectroscopy of Nanostructures
Crystallographic calculation, metric tensors, reciprocal space, components of electron microscopes, diffraction in electron microscopy, selected area electron diffraction, image formation, Energy dispersive X-ray spectroscopy, Electron energy loss spectroscopy, scanning electron microscope, scanning helium-ion microscope. Secondary electron imaging.

Assessment Weighting
End-of-year examination 100%
PY4P01 Quantum Mechanics II  
Michaelmas Term, Hilary Term – 24 lectures/tutorials – 5 credits (P Eastham)

**Learning Outcomes**
On successful completion of this module, students should be able to:

- Apply time-dependent perturbation theory to calculate the effects of time-dependent perturbations on systems with discrete and continuous spectra.
- Describe and obtain through calculation the spin dynamics of single particles in time-dependent magnetic fields.
- Describe bosonic and fermionic many-particle systems and calculate their (dynamic) response to external and internal forces/potentials, including linear momentum, orbital angular momentum, spin, total angular momentum, magnetic moment and energy spectrum.
- Apply symmetry arguments to determine the many-body wavefunction, and the corresponding energy spectrum, of simple molecular structures
- Demonstrate knowledge of the concept of second quantisation of fermionic and bosonic fields and the basics of density-functional theory.

**Assessment**

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**PY4P02 High Energy Physics**
Michaelmas Term, Hilary Term – 24 lectures/tutorials – 5 credits (C McGuinness)

**Learning Outcomes**
On successful completion of this module, students should be able to:

- Define the properties of the underlying fundamental particles of the Standard Model; distinguish between the fundamental forces, strong and electroweak and detail how interactions between particles occur, as well as the fundamental conservation laws that apply
- Outline the experimental methodology by which detection of high-energy particles occurs in particle physics experiments and describe the design of detection apparatus and of current and planned experiments evaluating the differences between them
- Express the relativistic mechanics necessary for the analysis of the outcome of these experiments; be able to use this knowledge to analyse the outcome of simple two body collisions and formulate an appropriate model for the observed collision
- Discuss the current understanding of quark and lepton mixing, such as CKM matrix; demonstrate how this is observed in experiments probing the electroweak interaction; in e-e+ collisions; in neutrino oscillations; and in CP violation leading to matter-antimatter asymmetries
- Sketch or appraise a Feynman diagram for simple particle interactions while distinguishing between the differing interaction vertices and the gauge bosons involved; give a rough estimate of the probability of the process and evaluate what the most likely higher order contributions would be

**Syllabus**


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PY4P03 Condensed Matter III

Hilary Term – 24 lectures/tutorials – 5 credits (JMD Coey, P Stamenov)

Part I: Semiconductor Devices
Part II: Metal Physics and Superconductivity

Learning Outcomes
On successful completion of this module, students should be able to:

- Describe the characteristic physical properties of a superconductor (zero resistance, Meissner effect, absence of electronic heat capacity, isotope effect)
- Relate the physical properties to underlying theoretical concepts, especially the energy gap, electron pairing and the two characteristic lengths
- Manipulate the Ginzburg-Landau expression for the free energy to reproduce the phase transition
- Describe in detail the physics of bipolar and unipolar homojunction and heterojunction semiconductor devices, as well as how they are fabricated in both discrete and integrated forms
- Evaluate and predict through analytical calculations the performance of such devices, i.e. their input, output and/or their transfer characteristics
- Integrate the elements of module material to yield an appreciation of potential applications of superconductivity and semiconductor physics in a wide range of electronic devices

Syllabus

Part I: Semiconductor Devices
Construction techniques for devices. The planar process, diodes and bipolar transistors. Integrated circuit design. MOSFETs, LEDs and compound semiconductor devices, including Gunn devices, Esaki diodes and high-performance heterojunction transistors. The specialised semiconductor laboratory introduces the students to the manufacturing process and testing requirements of commercial integrated digital electronics. The complete PMOS-FET process is demonstrated and practised by the students.

Part II: Metal Physics and Superconductivity

Assessment
End-of-year examination

Weighting
100%
**PY4P04 Nanoscience**

Hilary Term – 24 lectures/tutorials – 5 credits (J Coleman)

**Learning Outcomes**

On successful completion of this module, students should be able to:

- Demonstrate knowledge of the structure and properties of nanoscale systems, i.e. those with reduced size in one, two and three dimensions
- Use mathematical and physical models to describe the properties of such systems and make predictions about their behaviour
- Describe the outcome of simple experiments involving nanoscale systems and use physical models to interpret the data
- Draw comparisons and find commonalities between various types of nanomaterials and generalize as to how their structure determines their properties

**Syllabus**

Introduction to nanoscience; what is nanoscience, debunking nanomyths, classical size scaling, intermolecular interactions, DOS and dimensionality, Moore's law – Fabrication and analysis at the nanoscale; thin film fabrication, lithography and etching, colloids, microscopy, spectroscopy – 0D nanostructures; nanoparticles, structure, electronic properties, semiconducting nanoparticles, molecular nanostructures – 1D nanostructures; nanotubes, electronic properties in 1D, transport, applications – 2D nanostructures; quantum wells, graphene – Nanotechnology; nanomachines, the future

**Assessment**

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PY4P05 Electromagnetic Interactions II
Michaelmas Term, Hilary Term – 24 lectures/tutorials – 5 credits (C Patterson, W Blau)

Part I: Electromagnetic Theory
Part II: Optical Communications

Learning Outcomes
On successful completion of this module, students should be able to:

- Demonstrate knowledge of the foundations and meaning of the Maxwell equations, and of their wave-like solutions using elementary differential operators and their vector relations (gradient, divergence, curl)
- Solve problems involving both the electromagnetic fields and their scalar and vector potentials, including the significance of Gauge invariance
- Derive elementary optics relations (such as Snell’s law) as a consequence of electromagnetism theory and its boundary conditions
- Discuss the physical principles of lasing, light guiding and detection in communications systems
- Explain the basic structure of the optical components in communications systems
- Solve simple numerical problems based on communications devices

Syllabus

Part I: Electromagnetic Theory
A continuation of the JS electromagnetic theory course, with emphasis on electromagnetic waves. Maxwell’s equations and the electromagnetic potentials, EM waves. Plane monochromatic EM waves in unbounded media: (a) vacuum or insulator, (b) ohmic conductor, skin effect. Electromagnetic energy, Poynting’s vector. Reflection and refraction of EM waves at a plane boundary. Bounded EM waves: waveguides. EM radiation due to an oscillating electric dipole.

Part II: Optical Communications

Assessment Weighting
End-of-year examination 100%
PY4P06 Modern Optics
Hilary Term – 24 lectures– 5 credits (J Donegan, L Bradley)

Part I: Optical Properties of Materials
Part II: Nonlinear Optics

Learning Outcomes
On successful completion of this module, students should be able to:
• Demonstrate a basic knowledge of the classical theory of light propagation in solid materials, together with a knowledge of the quantum theory of absorption and emission in solids
• Interpret the measured optical spectra of solid materials
• Perform calculations of optical properties of solids
• Perform calculations to determine material characteristic parameters and experimental design for wavelength conversion, pulse measurement by autocorrelation, four-wave-mixing and z-scan techniques
• Select materials for nonlinear optical applications based on an understanding of their material properties, especially their birefringent properties and non-linear refractive index.
• Describe nonlinear processes such as second harmonic generation, electro-optic effects, four-wave-mixing, self-phase modulation and optical phase conjugation.

Syllabus

Part I: Optical Properties of Materials
Electron oscillator model of the propagation of light in insulators and metals, complex refractive index, absorption coefficient and dispersion. Effect of energy bands on optical properties, direct and indirect bandgap semiconductors. Exciton absorption in semiconductors and insulators. Optical properties of defects and dopants in semiconductors and insulators.

Part II: Nonlinear Optics
Basic concepts: second and third order nonlinear processes and susceptibilities. Materials and microscopic origins of nonlinearity. Applications.

Assessment Weighting
End-of-year examination 100%
PY4P07 Advanced Topics

Michaelmas Term, Hilary Term – 24 lectures/tutorials – 5 credits (I Shvets, C McGuinness, J Coleman, M Ferreira, HZ Zhang)

Students select two topics from the five topics offered (each 12 lectures):

**Topic 1: Energy**

**Topic 2: Thin Films**

**Topic 3: Polymers**

**Topic 4: Green’s Functions in Physics**

**Topic 5: Diffraction, Imaging, and Spectroscopy of Nanostructures**

**Learning Outcomes**

On successful completion of this module, students should be able to:

**Topic 1: Energy**
- Identify the different forms of energy production available and their merits and disadvantages
- Contrast the different forms of renewable energies potentially available on the planet, including the technical limitations to their widespread use
- Contrast the carbon penalty associated with different forms of energy production
- Connect the energy efficiency of fossil fuel electricity plant and internal combustion engines to the fundamentals of thermodynamics

**Topic 2: Thin Films**
- Predict the crystallography of epitaxial systems
- Make simple models of adsorption and epitaxial growth on surfaces
- Distinguish between different practical methods of thin-film growth and connect this knowledge with modern device technology

**Topic 3: Polymers**
- Describe the structure and properties of polymer chains and of polymers in liquid and solid environments
- Use mathematical and physical models to describe the properties of polymers and make predictions about their behaviour
- Describe the outcome of simple experiments and use physical models to interpret the data

**Topic 4: Green’s Functions in Physics**
- Solve a variety of different linear differential equations using the technique of Green functions, all applied to physically relevant problems both in the classical and quantum realms
- Compare the Green function technique with the standard methods for solving linear problems and critically assess what the best procedure is to deal with each type of problem
- Implement the Green function technique as an efficient way to solve linear problems in classical and quantum physics that are only treatable by numerical methods
- Explore the versatility of the technique to solve problems that are often too complicated by standard methods
- Apply the Green function method to address problems of current relevance in several subfields of research
Topic 5: Diffraction, Imaging, and Spectroscopy of Nanostructures

- Describe kinematical theory of electron diffraction and diffraction patterns
- Discuss the contrast mechanism of conventional and high resolution transmission electron microscopy
- Explain the physical principles of electron energy loss spectroscopy and energy dispersive X-ray spectroscopy for nanoscale analysis.

Syllabus

Topic 1: Energy
Global consumption of energy. Where the energy is expended and how much of it we need to sustain our life style. Sources of energy. Where can we get the energy and how much. Carbon emission. Can the carbon damage be reversed? Renewable energy sources, challenges and options. The two mainstream energy producing conventional devices: steam turbine and combustion engine. Why they are more important than all other devices. Energy efficiency of these devices considered from the first principles of physics. Can it be increased and by how much? Materials science as the key element in the new energy technologies.

Topic 2: Thin Films
Basic concepts, surface crystallography, surface spectroscopy, adsorption, growth energetics, epitaxy basics, epitaxy models, general thin film growth, specialist thin film growth, nanostructures

Topic 3: Polymers
We study polymer physics starting with an introduction to polymers, moving on to energetics of polymer-polymer and polymer-solvent interactions and the configurations of polymer chains. We study polymers in bulk i.e. in the liquid and solid phases, focusing on the physical properties of polymers, in particular viscoelasticity and mechanical properties. Finally we look at advanced polymers such as Kevlar and spider silk.

Topic 4: Green’s Functions in Physics
Part 1: Green’s function in Classical Physics
Green's function as a useful tool in Mathematical Physics; Green's-function method in the solution of the: Harmonic oscillator problem; Wave equation; Laplace and Poisson equations; Diffusion equation; Part 2: Green's functions in Quantum Physics and their applications to Materials Science
Green’s-function methods for solving the Schrödinger equation; Green's functions and perturbation theory; Scattering theory (single and multiple scattering); Applications: Numerical tools based on the use of Green's functions; Calculating the electronic conductance of a quantum system; Magnetic properties of metals.

Topic 5: Diffraction, Imaging, and Spectroscopy of Nanostructures
Crystallographic calculation, metric tensors, reciprocal space, components of electron microscopes, diffraction in electron microscopy, selected area electron diffraction, image formation, Energy dispersive X-ray spectroscopy, Electron energy loss spectroscopy, scanning electron microscope, scanning helium-ion microscope. Secondary electron imaging.

Assessment Weighting
End-of-year examination 100%
PY4PP1 Practical in Physics
Michaelmas Term, Hilary Term – 25 credits

This module combines a major research project with a component of general problem-solving in physics.

**Part I: Problem-Solving** – 9 tutorials. Techniques for using knowledge of physics to solve general problems will be developed

**Part II: Project** – 9-week full-time research project conducted in a research laboratory in the School, CRANN or elsewhere

**Part III: School Seminars** – 8 seminars

**Learning Outcomes**
On successful completion of this module, students should be able to:
- Carry out a small open-ended research project through all of its stages: literature study, data collection and data analysis
- Generate a concise research report
- Summarize in poster format the outcomes of a research project
- Make an oral presentation to an audience of peers
- Participate in group discussion of problem-solving in physics
- Perform calculations that integrate disparate elements of physics

**Assessment**

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PY4T01 Condensed Matter Theory
Michaelmas Term – 24 lectures/tutorials – 5 credits (S Sanvito)

Learning Outcomes
On successful completion of this module, students should be able to:

- Demonstrate knowledge of the foundations of solid state Physics in terms of non-interacting electrons
- Give a quantum mechanical description of the chemical bond for homonuclear and heteronuclear molecules
- Describe the determination of simple band structure using the tight-binding method
- Perform analytic calculations to solve elementary condensed-matter-related problems (simple molecule spectrum, band-structure of s-like 1D and 2D materials and of graphene)
- Formulate a model based on the concepts learnt to explain simple condensed matter phenomena (e.g. the Peierls distortion)
- Understand the difference between an interacting and a non-interacting problem and formulate a mean-field theory

Syllabus
Introduction: What Hamiltonian? Born-Oppenheimer Approximation; Tight-binding method for molecules; From molecules to solid; Going from 1D to 2D and 3D; C-graphite and C-nanotubes; Interfaces: charge transfer and screening; A proper calculation: the Coulomb potential back; Density Functional Theory; Kohn-Sham equations; The interacting problem; the Hubbard model for two sites and variable number of electrons; The mean field approximation.

Assessment Weighting
End-of-year examination 100%
PY4T02 Electron and Photon Physics
Hilary Term – 24 lectures/tutorials – 5 credits (JMD Coey, P Eastham)

Part I: Metal Physics and Superconductivity
Part II: Quantum Theory of Light and Matter

Learning Outcomes
On successful completion of this module, students should be able to:

• Describe the characteristic physical properties of a superconductor (zero resistance, Meissner effect, absence of electronic heat capacity, isotope effect)
• Relate the physical properties to underlying theoretical concepts, especially the energy gap, electron pairing and the two characteristic lengths
• Manipulate the Ginzburg-Landau expression for the free energy to reproduce the phase transition
• Describe the concept of a photon, and relate this to the mathematical treatment of the quantum-mechanical electromagnetic field
• Use this knowledge to calculate basic physical properties of the quantum-mechanical electromagnetic field
• Describe the theory of the interaction of quantized fields with matter

Syllabus

Part I: Metal Physics and Superconductivity

Part II: Quantum Theory of Light
Planck distribution, shot noise, photon counting statistics, Poissonian, sub-Poissonian and super-Poissonian light, mode expansion of the field and cavities, quantization of the field, stimulated emission and lasing, operators for the electric and magnetic fields. Number states and their field distribution. Origin of vacuum fluctuations. Coherent states and their properties. The Jaynes-Cummings model, vacuum Rabi splitting, Rabi oscillations.

Assessment
End-of-year examination

Weighting
100%
PY4TP2 Research Project
Michaelmas Term, Hilary Term – 10 credits

Learning Outcomes
On successful completion of this module, students should be able to:
- Carry out a research project through all of its stages, including literature study, data generation and data analysis
- Generate a concise research report
- Summarize in poster format the outcomes of a research project

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PY4TP5 Problem-Solving in Theoretical Physics
Michaelmas Term, Hilary Term – 5 credits

**Part I: Problem-Solving** – 9 tutorials. Techniques for using knowledge of physics to solve general problems will be developed

**Part II: School Seminars** – 8 seminars

**Learning Outcomes**
On successful completion of this module, students should be able to:
- Participate in group discussion of problem-solving in physics
- Perform calculations that integrate disparate elements of physics

**Assessment**
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