





PREFACE TO THE SECOND EDITION

This is the second edition of *Wot Subsid*, and there have been many significant changes since the first edition. Theology and Russian Studies Subsidis have both (sadly) been scrapped. Many of the courses have been changed drastically. It must be said that it is mainly the courses that were criticised the most in the last issue that have been revised. This is pleasing. Where courses have changed recently making student comment difficult or impossible to find, this is clearly stated. The aim of this publication is to provide information to students on subsidiary courses, and as such great pains have been taken to research the areas in detail.

This edition was researched by getting departments and students to submit comments on the course:- departments from the course angle and students in questionnaire form on all aspects of the Subsidis. It was surprising that the student comments on a particular course were largely consistent in all but a few cases. Where there were 'mixed reviews' this has been indicated.

The problem with publications of this kind is that the information often goes out of date soon after printing. There are, for example, changes afoot in the Subsidiary offering in Maths, Statistics and Computer Science (possibly from 1986). For students starting courses in Autumn 1985, this *Wot Subsid* should be accurate, since any further changes are unlikely to be implemented until 1986 at the earliest and possibly later. Apart from the above changes already in the offing, this edition should be reasonably accurate for 1986 entry as well. By 1987, hopefully there will be a new issue.

My thanks must go to all the students who responded to the questionnaire (there were a lot of you) and to those departments that took the trouble to make submission on their courses. Thanks also to Robert Coyle for his help with the questionnaires etc, to the collators (poor souls - I don't know who you will be as I write this although I have a few ideas), to Joan for typing and to Pat for printing. Special thanks to Sarah Heatherley and Annalisa de Mercur for writing and lots else - including spending hours in my office watching me do 101 other things while we were supposed to be editing the booklet.

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I N T R O D U C T I O N

## INTRODUCTION - THE KEELE SET UP

NB INDENTED TEXT INDICATES A QUOTE FROM THE UNIVERSITY PROSPECTUS

### REQUIREMENT

"In addition to the Principal subjects, each student must take Subsidiary subjects, giving a total of not less than four subjects in all"

In general, this means that Keele students study two Subsidiary subjects. Students must attend and pass these courses - at least one in the first year and both by the end of the second year. (Exceptions to this are International Relations, Philosophy Politics and Economics and Applied Social Studies. Students taking IR, PPE or ASS need only to take one Subsidiary course which must be a science and must be passed by the end of the second year).

"Students must satisfactorily complete their Subsidiary subjects before they are allowed to proceed to the final examinations"

This is a posh way of telling you that you can be thrown out for failing to meet the requirements outlined above. Not many students fall foul of this rule alone, but every year several students are at risk and a handful are actually suspended or thrown out for failing one or more Subsids. You should by now be aware that Subsids are an important part of the Keele degree.

### SIGNIFICANCE

"In determining the class of Honours awarded, the standard attained in the Subsidiary subjects may be taken into account"

It is indicative of the importance of Subsids at Keele that the examiners have the discretion to take them into account when awarding the final degree. This is normally only done in borderline cases.

Subsidiary subjects passed appear on the Degree Certificate here, and thus Subsids can be seen as part of your degree. Unlike Subsidiary courses in many other institutions, Keele Subsids are externally moderated.

### WHEN?

"Subsidiary subjects will each be studied for one year, either both in the first Principal year, or one in each of the first and second Principal years"

There are a number of factors that may influence your decision on this point. If there is a course that you are very keen to study that is full this year, then there is a temptation to wait until next year rather than take a course that you would sooner not study. It is also useful to consider your other commitments. If one or more of your Principal courses has Part One final exams at the end of the second Principal year, you may well prefer not to have Subsidiary exams to worry about as well.

PPE students are generally recommended to take their Subsid during the second Principal year due to the heavy workload in the first Principal year. IR and Applied Social Studies students are generally recommended to take the Subsid in the first Principal year, as the Principal workload gets heavier in the second Principal year.

If you opt to take two Subsids in the first Principal year, you are at liberty to drop one of them at any stage during the year (or fail one at the end of the year) if you wish. However, if you are taking one in each of the first two years, you are required to complete and pass them both without that flexibility. It is this factor that leads most students to sign up for two Subsids in the first year

Ultimately the decision lies with you. One other factor that may influence you is the choice restriction in any one year (below).

#### CHOICE RESTRICTION IN ANY ONE YEAR

"With the present teaching timetable, it is not possible to study two Subsidiary subjects from the same Board of Studies in the same year"

Table One (over) is the classification of all Keele Subjects into the three boards of studies. Not all of these are offered at Subsidiary level - some of them are only offered as Subsids. As it says, you can only take one Subsid in any one year from the same board. (This does not apply to students following the Concurrent Certificate in Education course).

#### Classification of Subjects

A: Board of Humanities	American Studies, Greek or Greek Studies, Latin or Roman Studies, English Language and Literature, French, German, History, Music, Philosophy, Russian or Russian Studies.
B: Board of Social Sciences	Applied Social Studies, Economics, Geography, International Relations, Law, Management Science, Politics, Psychology, Sociology & Social Anthropology, Theory and Practice of Education.
C: Board of Natural Sciences	Applied Statistics & Operational Research, Biochemistry, Biology, Chemistry, Computer Science, Electronics, Geology, Mathematics, Physics, Astronomy, Geochemistry, Geophysics.

#### GENERAL CHOICE RESTRICTION

"at least one subject, either Principal or Subsidiary, must be chosen from Groups A and B combined and at least one from Group C"

In plain language this means that all students must take at least one science and one non-science subject. This is an integral part of the Keele ideal of a broad based higher education. Quite a lot of students are worried by the prospect of having to study a subject in an area that they feel weak in. Very few students actually have real difficulties in meeting this course requirement.

It is mainly arts students that are concerned by having to take a science subject. Most of the C board departments provide subsidiary courses that are specially designed for non-scientists. Students that feel they do have a weakness should be prepared to put in some extra work. For Subsid courses, a little extra work can compensate for a large lack of ability.

\*Principal and Subsidiary courses to be known as "Statistics" from Autumn 1985



A subject that you have studied at school is likely to be less of a mystery to you than a completely new area. Do not be afraid to approach your tutor if you do find a course difficult. The few students that really struggle each year could usually have easily avoided difficulties by simply speaking to people in the department.

#### AVAILABILITY

Students taking the Foundation Year sign up for their Subsid courses during the summer term of FY. Students entering Keele for three year courses sign up for Subsid in the first few hectic days at Keele. In the past, this has meant a huge advantage for FY students in terms of availability of courses. Recently, however, a quota system has been introduced to make the system more fair, and most of the advantage to FY's has been removed.

Foundation Year students do still have a great advantage in having more time to gauge opinions and choose courses. Three year students are urged to try to find the time to read this booklet and to shop around as much as possible in the very limited time available to you. A chat with one of the tutors in a potential Subsid department could prove very informative.

#### ASSESSMENT

All Subsid have some form of examination at the end of the year in which they are studied. Some have one paper and some two; some take work during the year into account and some don't. See individual course entries for details.

The exams are in June, and the results are posted soon after the end of term in July. You can phone the Students' Union for your results (0782 625411) but they will be sent to you during the summer vacation.

There are two classes of pass; Pass and Distinction. A student gaining a Distinction at their first attempt at a particular Subsid is eligible for a prize in the form of a credit at the University Bookshop. This currently stands at £10 although may change before this booklet is revised.

Students failing the exam in June may resit the Subsid in August. Many students who fail one of two in the first Principal year (and therefore are not required to pass the exam they have failed) choose not to resit. A student who does not resit the exam in a Subsid (and similarly a student who drops out of the course before the June exam) is not allowed to take that particular course again the following year. A student who fails in June and August may take the course again the following year if they so wish.

#### MORE THAN TWO SUBSIDIS

Enthusiastic students are quite at liberty to study more than two Subsid if they so wish. Due to the timetable restrictions, only three Subsid can be studied in any one year, and thus a maximum of six is possible. (Students are not allowed to take Subsid exams in their final year). Such extremes are not recommended, although there is a lot to be said for taking an extra Subsid in an area of interest or one that is supportive to a Principal course. Providing Subsid requirements are satisfied,

it is quite acceptable to attend extra Subsids without sitting the exam at the end of the year, subject to the approval of the department.

#### A FEW TIPS ON HOW TO CHOOSE

There are three broad areas that should be borne in mind when choosing Subsids:

1) INTEREST: It is obviously a great advantage to choose a Subsid in an area that is of interest. The course is likely to prove to be more rewarding and less difficult. However, there are other factors to consider.

2) VOCATIONAL: As mentioned before, Subsids are an important part of the Keele degree. As such, many Keele graduates find their Subsid passes useful in getting jobs. It may seem like early days to be thinking in these terms, but with the competition for Graduate employment so fierce at the moment, it is advisable to at least bear this factor in mind.

3) SUPPORTIVE: Many Subsids are designed to be supportive to Principal subjects, and there is a strong argument for choosing at least one of your Subsids on this basis. If a Principal department has a strong preference, they will doubtless let you know about it soon enough. This can occasionally lead to a student getting confused, with conflicting advice from their departments. Remember that your Principal departments can only recommend and advise. Ultimately the choice lies with you.

#### SECOND YEAR LANGUAGE STUDENTS

Modern Language students sometimes wish to go abroad for the summer term of their second Principal year. If such a student has outstanding Subsidiary requirements, they may be allowed to sit the Subsid exam at the end of the spring term. A student foreseeing this problem should see the Senior Tutor in the first instance.

#### CONCURRENT CERTIFICATE IN EDUCATION

This course is not a Subsid as such, but is a useful route to a professional teaching certificate. Academically it counts as one Subsid. It is only open to Foundation Year students. Maths and English Language O level or equivalent are required.

The course consists of lectures, tutorials and teaching methods classes. Students are also required to gain practical teaching experience, normally at the end of the summer vacations.

Students taking this course continue with it until they graduate. It can be dropped at the end of P1, but can only exempt the student from having to take another Subsid if it is continued until the end of P2.

The department points out that it is an attractive route to become a qualified teacher, in that it takes only four years (including FY), which is no longer than a three year degree with a one year postgraduate teacher training course.

Students point out that the workload is much greater than a Subsid course, indeed some liken it to a third Principal. All FY's are circulated with information and are invited to interview in the department.

#### SEX SCANDAL

It is hoped that this publication will prove useful to you in choosing your Subside. It should be emphasised that it is only a guide, and that more information and advice should be sought if possible.

Finally, it is worth pointing out that although Subsides are very important at Keele, they are minority time courses. Students have been known to put huge effort into their Subside at the expense of their Principal courses. Again, it is worth consulting your departments if you feel that you may be misallocating your time.

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'A' BOARD

AMERICAN STUDIES

The course is entitled "Democracy in America since 1750" The time span is from before the revolution to around the depression of the 1930's.

There are three hours per week: two lectures (one of which is an audio-visual session) and one tutorial. The lectures are said to be interesting, although not always relevant to the rest of the course. Tutorials are generally praised by the students, groups being about 6-8 students.

The department points out that the course can vary somewhat from year to year due to staff changes. The precise form of any particular years offerings are posted on the departmental notice board. The course tutor is willing to answer any questions you may have about the course before you sign up. The tutors teaching the course are said to be very approachable on the whole.

A minimum of two essays are set during the year, although some tutors may require more. Assessment for the course is based entirely on one three hour exam at the end of the year. A student has to answer three questions from about twenty, and most students find the exam fair. Students seem to find the course interesting and well taught.

ENGLISH

The department offers two courses - a) Narrative and b) Drama, both of which aim to stimulate an interest in reading. Twice as many students take Narrative as take Drama.

There are two lectures per week. These may only be interesting if they are relevant to the books a student decides to study. However, many are very interesting with some use of audio-visual aids.

There is one tutorial per week, with an average size of 6-7. Students are expected to read one book per week or fortnight, depending on the tutor. Tutorials can be very interesting, far more worthwhile than lectures.

An essay per term has to be done, and deadlines are strict, but are generally at the end of term. These are taken into account, amounting to one third of the final mark. Tutors are very approachable although only a few (mainly science) students report any difficulties.

There is one three hour paper in June. It is possible to be fairly selective in choice of books for both study and revision.

The department is looking into an extra option in Linguistics and Prose, but this will be ready by 1986 at the earliest.

FRENCH IFOR STUDENTS WITH 'A' LEVEL FRENCH OR EQUIVALENT

As a small number of students take the course, lecture times are used mainly for seminar classes which are seen as compulsory to all intents and purposes. There were eight students in the group last year.

The course consists of a literature and a language element, the former being better received by most of the students than the latter. Students generally found the language stream unimaginative and tedious. There is no oral element.

Students are required to write two literature essays in the year, plus language work every week or two. The course is assessed on two three hour exams, one literature and one language. The language paper includes translation from and into French.

The department points out in the prospectus that it may only be able to offer one of the Subsid courses in any one year, so it is best to check with the department if interested.

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FRENCH IIFOR STUDENTS WITHOUT FRENCH BEYOND 'O' LEVEL OR EQUIVALENT

Class sizes vary from year to year depending upon numbers registering for the course, but there seems to be a preference for seminar style teaching rather than lecture/tutorial methods if numbers permit.

The language element is confined to translation from French into English only. This part of the course is poorly received by most students, who seem to find it neither challenging/interesting, nor well taught.

Students seem to find the course texts for literature more interesting and this part of the course is said to be well taught.

Students are required to do some language work almost every week, and to write two literature essays during the year. The course is assessed on two three hour papers, one literature and one translation from French into English.

The department points out in the prospectus that it may only be able to offer one of the Subsid courses in any one year. If they did drop one, it probably wouldn't be this one but check with the department just in case.

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GERMAN

The course is aimed primarily at students who have not previously studied German. It seeks to give students a reading knowledge of German and to enable them to read independently with the aid of dictionaries. Students expecting more than this from the course will be disappointed.

There are three hours of teaching per week, usually two lectures and one seminar class for language. Students report a good standard of teaching and helpful staff. The course is said to be hard work, although this takes the form of preparation rather than work to be handed in. Attendance tends to fall as a result of this.

Assessment is based entirely upon two three hour exams. The first is a translation from German into English with the use of a dictionary, the second a literature question including translating part of a set text without a dictionary.

Students emphasise that the course is much harder for students who have little experience studying languages. Most feel that the course is worth the little extra effort required. Students are all given some short texts during the year; weaker students are given help and extra tests. The department intends to introduce some audio aids from 1985.

GREEK STUDIES

The course consists of two lectures per week, one on Greek history and the other on Greek architecture and art. Students seem to enjoy the variety and quality of teaching. Good audio-visual material is used for the Art and Architecture course.

There is also one tutorial per week on Greek literature in translation (Homer, drama, Plato). No knowledge of the Greek language is required for the course.

The written workload is somewhat greater than some Subsid courses, with three essays required for the literature course and two for the lecture course. Assessment is based on two three hour papers, one on the lecture course and the other on the literature course.

The staff are said to be approachable, friendly and helpful. This course seems to be worth a little extra effort if the subject interests you.

The department would like to establish a beginners Greek course as well, but there are no firm plans as yet.

HISTORY I"FROM REFORMATION TO REVOLUTION 1517-1789"

This course follows the political and intellectual evolution of Europe from Martin Luther to the start of the French Revolution. Stress is laid on the rise and fall of absolutism and on the growing secularisation of European thought and culture.

This is a new course and so student comment is thin on the ground. However, it appears to be quite an interesting course and the workload is not heavy. Currently only one lecture and one tutorial are used, although this may increase to two lectures. Tutorials are weekly for the first two terms, with optional revision classes in term three.

Assessment consists of one exam paper in June. This should be an enjoyable course if this period of European history interests you.

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HISTORY IICHANGE AND CONTINUITY IN BRITAIN 1714-1914

This course looks at the nature of pre-industrial society, the impact of industrialisation and looks at the structure of industrial society from 1840 to 1914.

Currently only one lecture slot per week is used, although this may increase to two. The lectures are said to be interesting on the whole.

There are weekly tutorials for the first two terms and optional revision classes in the third term. Tutors are said to generally be quite helpful and approachable.

The course is not said to be especially difficult, but students suggest that it is advantageous to have studied history previously. Assessment is in the form of one three hour exam.

The workload is not particularly heavy, this Subsid is recommended especially for students who have looked at this period before and wish to look into it further.

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HISTORY IIIINTERNATIONAL HISTORY 1914-1945

The course consists of part of the Principal stream which is a component of the International Relations degree. As a result of this, students may only study this course if their timetable permits lecture attendance - so check this out before you sign up.

There is one lecture per week, (which is said to be variable), but most lectures are interesting. Tutorials are weekly for the first two terms, with an optional revision course in the summer term. Students prepare one tutorial each term for the group - which leads to the criticism that one only learns a few topics in depth. There is one essay per term also.

The tutors are said to be approachable and quite lenient, and it is said to be a relatively easy course. Recommended for students who have no prior knowledge of the field, as it is said to be taught on this basis.

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LATIN

This course is intended to be a beginners language course for students who have not previously studied Latin. It is designed to enable students to translate a Latin text with the aid of a dictionary once they complete the course.

It is sometimes possible for the department to offer an alternative course for students who have qualifications in Latin. Enquire at the Classics department if you are interested in such a course. It is only possible if sufficient numbers apply and timetable permits.

Being a small Subsidiary, teaching is done in tutorial or seminar form only. The course is well recommended by the students, both in terms of course content and staff enthusiasm.

The workload is somewhat heavier than most Subsidiaries, with language exercises required weekly. It is also suggested that a background in other languages makes the course easier. Students who have completed the course suggest that they found it interesting and worthwhile.

The standard course has one exam at the end of the year, although the alternative course may have two papers.

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MUSIC

The course is recommended for students with some instrumental ability and a wide interest in music - although previous musical experience is not a requirement. It deals with musical information placed in the context of the history of music.

There are two teaching hours per week, one lecture and one option group. Two options are studied per term. Students generally recommend both the lectures and the option classes. The latter are said to require quite a lot of work, and written work deadlines are strict.

There is one exam paper which counts as half of the final assessment, the other half is examined in the form of a project or a performance of some kind.

The tutors are said to be enthusiastic and approachable, and the course is recommended by those who have taken it, suggesting that it is worth the extra work involved for students interested in music.

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PHILOSOPHY 'A'

The course is designed for students reading a Principal Science, although it is open to all students. It looks at the history of Science in the 17th century in the first term, and then at problems in the philosophy and history of science, in part drawing on the historical material of the first term.

The course has been changed quite radically in the past year; possibly in response to much criticism of the old style course. It would be unfair to try to comment on the new course, as a result of these major changes. The department hopes that the reputation that the old course had for being hard will soon be lost.

There are three essays in the year which count towards the final assessment. The new style course has only one end of year exam.

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PHILOSOPHY 'B'

An introduction to moral and political philosophy. One term is concerned with the nature of right and wrong; one term with moral problems (eg war, abortion); and one term with political philosophy.

There have been considerable changes to this course recently. The old style course was much criticised. The new course seems to be considered interesting, although it would be unfair to comment since it is still in its first year.

There is currently only one lecture per week but this may resume to two. There are three essays per year and these are taken into account. The deadlines for these are strict. The reading list has been reduced for the new course, and there is only one three hour exam at the end. The department has put some effort into making this course more attractive of late.

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'B' BOARD

ECONOMICS

This course has been revised considerably in the past couple of years, and now consists of three applied areas of economics. This year they are Welfare, Conservation and Pollution and Labour economics. The areas offered depend on staff available. Please note that the 1985/6 University Prospectus entry is not accurate.

Students suggest that this new course requires no previous knowledge of economics, and is taught in a comprehensive and interesting manner. Those who have studied 'A' level economics are not bored since it is very different from the 'A' level.

There are two lectures per week with consultancy hours available where tutorials might otherwise be. There are three essays per year and one paper at the end.

Essay deadlines are said to be strict, but there is little evidence to suggest that this is a tough course.

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GEOGRAPHY

The course concentrates on development problems in the third world, peripheral parts of the British Isles such as Scotland, Wales and Northern Ireland and on disadvantaged groups and areas of North America.

There are lectures and practicals. Some weeks there are two lectures, other weeks one lecture and one two hour practical. Lectures are presented well with a good deal of audio-visual material. The subject matter is said to be variable. Practical incorporate elementary statistical techniques and map work.

There are two essays in the year plus practical work to be handed in after each one. Work deadlines are said to be strict.

The course is said to be attractive to overseas students who are particularly interested in the development theory and third world sections of the course.

There are two three hour papers at the end of the year, and students are required to satisfy the department in written and practical work as well.

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POLITICS

The course consists of a survey of the problems of politics and government in developed and developing countries. By comparing western liberal democratic systems (UK, USA, France) with state socialist systems (USSR), the course looks at the applicability of these models to the third world. No prior knowledge of politics is assumed.

Lectures are said to be variable in quality, both in terms of the subject matter and the lecturer. Tutorial groups vary in size from about 6-10. Students comment that tutorials tend to turn into general discussions, and that attendance even in tutorials is generally poor, despite the fact that they are compulsory.

Two essays are required during the year; they do not count towards the final work. Assessment is based entirely on one three hour paper.

The tutors are on the whole approachable and the course is not viewed as particularly difficult or challenging by the students.

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PSYCHOLOGY

The course studies three central areas of psychology in inquiry and the implication of these inquiries for human behaviour. In recent years these have included child development, cognitive psychology, educational psychology and social psychology.

There are two lectures per week, and one tutorial. Lectures vary, some being excellent, others tedious and boring.

Tutorials have an average size of 6. The amount of preparation needed depends on the tutor, but generally consisting of a certain amount of reading from the course books. The books in 1984/5 were Hunt: The Universe Within, Murphy, John and Brown: Dialogues and Debate in Social Psychology, and Branchwhite and Rogers: Children Growing Up, although these may be changed and there are plans to drop the Hunt in favour of the department's own book on cognitive psychology, which is now ready.

Deadlines are strict with one essay per term being required. These are not too difficult and staff are approachable, although there may be some disapproval of students who simply regard a psychology Subsid as an easy option.

Assessment is by two three hour exam papers, and the three essays during the year, the essays amounting to one third of the final mark. The exams are not very difficult. This Subsid has a particularly clear structure so that students always know what work is expected.

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'C' BOARD

## ASTRONOMY

The course traces the history of astronomy from the Greeks until the present, and attempts to give an accurate picture of the Universe in the light of modern observational techniques. No previous experience of science or maths is required.

There are two lectures and one three hour practical per week. Lectures are generally considered to be good, with extensive use of slides and films. The Practicals can be quite difficult, and students say that they are often too long and demanding. Tutors and demonstrators are said to be helpful. There are about twenty students in a group. Visits to the observatory are included if the weather is good.

Written work consists of practical write ups, which make up 20% of the final mark. No student will be allowed to pass the course without attending practicals. The deadlines for the work are not strict, but the work piles up excessively if they are neglected for too long.

There are two three hour exams at the end of the year, which cover the whole of the course and are seen to be fair, but challenging.

## BIOLOGY

This course is not available to those who have taken Biology or Human Biology at 'A' level. The course covers Human Physiology, Human Genetics and Human Transmittable Diseases.

There are two lectures and one three hour practical each week. Lectures are 'compulsory', with a register being taken. These are good, with helpful use of visual aids.

Practicals are held on Wednesday or Thursday afternoon, with 30-40 students. No preparation is necessary. They are said to be quite entertaining but often they repeat the material given in lectures. Material is sometimes lengthened to take up the three hours, even when the work set doesn't require it.

Practicals have to be written up and although the deadlines are strict, there is not much work involved. Tutors are not particularly approachable but help is rarely needed with work.

Class tests are given throughout the year but these are only taken into account in borderline cases. This is also true of practicals.

Assessment is by one three hour exam which consists of about 160 multiple choice/short answer questions. For this reason, the whole course needs to be learned. The department will not allow students to see past papers. This system makes regular attendance essential.



CHEMISTRY IFOR STUDENTS WITH 'A' LEVEL CHEMISTRY OR EQUIVALENT

The course is largely concerned with those areas of chemistry of interest to the biological sciences, but is open to any qualified student interested.

There are two hours of lectures per week, which are said to be quite taxing. There is also a three hour practical, although sometimes the slot is used for problem sessions instead. A register is taken at all classes. Practicals need to be written up every week and the deadlines are quite strict. Little preparation is needed beforehand.

The practicals count for 30% of the final mark, and a satisfactory completion of the practical work is a requirement to pass the course. There are also two three hours exams at the end of the year.

Some parts of the course are taught in common with Chemistry II (currently spring term only). The course tutors seem to vary in approachability, and students emphasise the leaning towards biochemistry.

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CHEMISTRY IIFOR STUDENTS WITH 'O' LEVEL CHEMISTRY OR EQUIVALENT

There are two lectures per week, which are not well received on the whole. The course has some elements in common with Chemistry I, and similarly has a bias toward biological sciences. A register is taken at lectures.

Practicals are said to be theoretical, difficult and not especially interesting. Some previous knowledge of the subject and ability at maths are said to be needed. The department will allow students to take their practicals at times other than Wednesday afternoon if they wish.

The practicals account for 30% of the final work, a pass in laboratory work is required to pass the course. There are also two three hour exams at the end of the year.

Some students feel that the tutors are not really interested in Subsid teaching, but the course is useful for those interested, especially Principal biologists or biochemists.

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## COMPUTER SCIENCE

Students taking this course must have 'O' level Maths, unless they get special permission from the Head of Department.

The course aims to teach basic organisation of computer systems, practical programming and computer applications. Students have to choose options (or modules) from a range of blocks offered. Some modules have 'A' levels or certain earlier modules as prerequisites for entry. The modules offered may vary from year to year.

There are two lectures a week which are not compulsory. There have been several complaints in the past that lectures are extremely boring and consist mainly of paraphrases from the course book. There are no tutorials at all, although there are optional surgeries at lunchtimes, which vary widely in size, depending on how many students choose to turn up.

Two programmes per term have to be prepared and these can be quite difficult, particularly for non-maths students. Thus extensive work on computers is necessary outside timetabled hours. Tutors are generally approachable (some may remain anonymous) but the surgeries, run by postgrads, can be very helpful. Deadlines for programmes are very strict.

Assessment is done by one three hour exam at the end of the year, with programmes being taken into consideration in borderline cases.

## GEOCHEMISTRY

No detailed knowledge of Geology or Chemistry is assumed, but some scientific background is needed. The lecture course as advertised in the University Prospectus (1985-6) has been revised somewhat - see the department for details. Students say that they are very good, and that a background in chemistry is helpful.

Laboratory work consists of training in analytical techniques and prospecting methods. These are compulsory and include field trips which are said to be very good. A lot of graph drawing is required.

Written work consists of practical write ups and field reports. There is no essay requirement. The work is not difficult, tutors are said to be approachable and little additional work is required if a student attends classes regularly.

The laboratory work will be taken into account at the end of the year, along with the two three hour exam papers. These exams are not said to be very difficult, although Principal Geology students have a definite advantage.

GEOLOGY

The course covers the origin and evolution of the Earth, the physical and chemical processes operating on and below the surface and their products and the origin and evolution of life. The course concentrates on developments made in Geology in the last twenty years.

There are two lectures per week with a two hour practical and a one hour revision practical. There are also field trips. The lectures are said to vary in quality, and some use is made of slides. A register is taken at lectures.

No preparation is needed for the practicals, which are not well received on the whole, and are said to add little to the lecture material. The work is not said to be difficult, eg drawing rocks and copying down their labels.

Practical write ups are the only written work required, and this can often be done in the class. These are checked termly. Tutors vary in their enthusiasm and helpfulness, whereas the demonstrators are said to be very approachable.

There are two three hour papers, one essay paper and one practical paper. They are said to be quite hard. Practical work will only be taken into account in borderline cases.

GEOFYSICS

The course introduces the study of the structure and properties of the Earth's interior, the physical techniques used to investigate the Earth and geophysical exploration for oil and minerals. A Physics or Maths 'O' level is normally a course requirement.

There are two lectures and one three hour practical per week. Lectures are not compulsory, although a register is sometimes taken. The lectures are considered good on the whole, although there is some variation in quality.

No preparation is needed for the practicals, which have about 15-20 students each. The interest value of these varies. Some are done through field trips which can be very enjoyable. Some are mathematical with use of computers, and these can be very hard.

Practical write ups are the only written work, for which the deadlines are not strict. The work presents few problems, and the tutors (especially postgrads) are said to be very approachable.

Practical work is taken into account at the end of the year, along with two three hour theory papers. Geology or Physics students are said to be at an advantage, especially Geologists.

MATHEMATICS IFOR STUDENTS WITH MATHS 'A' LEVEL OR EQUIVALENT

This course is considered suitable for students taking a science or a quantitative social science Principal. The course currently includes linear algebra, calculus, functions of several variables, vector analysis and differential equations.

Students point out that the lectures cover a lot of material and at a very quick pace. Some comment that they needed to do considerable work to back up the lecture attendance.

Tutorials are large, and some written work is required weekly. Students on the whole report friendly and approachable tutors. The written work is considered to be quite hard.

There is little consensus as to the difficulty of the course overall. Most concede that it is hard, but those that enjoy maths report that the course is not very difficult for a competent mathematician. The department emphasises the importance of attending the lectures in order to follow the course. There is one three hour paper at the end of the year.

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MATHEMATICS IIFOR STUDENTS WITH MATHS 'O' LEVEL OR EQUIVALENT

The department has changed the course quite considerably of late, and hopes that the name "Maths for Morons" will soon be dropped. The course starts with some 'O' level material revised and continues with topics such as algebra, coordinate geometry and calculus.

The importance of the lectures is emphasised by the department. Students sometimes struggle with the content of these and the quality of lecturing varies.

The tutorial groups are large and students report these to be quite helpful and not too challenging if a little effort is made. Written work is required every week or two, and the staff are said to be helpful.

Assessment is based on one three hour exam. Those who make some effort report few difficulties, although the term "Maths for Morons" is felt to be inappropriate by most. The course is now quite challenging.

The new style course seems to be much improved, but may not exist any more in this form for 1986/7 entry, so check before you try to sign up.

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PHYSICS ITHE NATURE OF MATTER

For students who have studied physics for at least one year beyond 'O' level, this course covers modern topics such as quantum theory, relativity, nuclear physics and the physics of solids.

The course consists of lectures which are generally considered quite good, and compulsory practical classes. The practicals are considered to be quite interesting and not too taxing. A high level of instrument failure has been criticised.

Written work consists of practical write ups, and this counts towards the final assessment. There are also two exams in the summer.

This course is said to be of some relevance to other Principal sciences and is recommended for students who have an interest in the subject matter covered. The group taking this course is usually very small (4 or 5) but the course is generally well received by those who take it.

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PHYSICS IIENERGY STUDIES

No previous knowledge of physics is presumed for this course, and it is not for students who have studied the subject beyond 'O' level. It is designed to give a basic understanding of the physics of energy, how this knowledge is exploited and other questions related to the provision of energy supplies.

The lectures are said to be fairly good on the whole, with a fair amount of film and slide material used. Practical classes include visits, problem classes and videos as well as experiments.

One essay and 10 practical write ups are required in the year, and this forms a significant part of the overall assessment. There are also two papers at the end of the year.

Most students recommend the course on the whole, and found the tutors helpful. Revision sessions are provided, and the course is considered to be relatively easy for non-scientists as well as scientists. This course has become increasingly popular in the past few years.

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STATISTICS

The course is available to students with or without a qualification in statistics (even those with 'A' level Statistics). It is designed for students to become acquainted with the methods of statistics and to acquire facility in statistical calculations.

Student comment on the quality of lectures varies, although most see attendance as necessary to follow the course. Comprehensive handouts are given.

Example classes (tutorials) are better received and are said to be very useful and informative. Homework is given each week. The tutors are generally said to be friendly and approachable.

The course is examined entirely on one three hour paper at the end of the year. Many students claim to have found the course difficult and yet still passed the exam. Clearly some previous study of Statistics is a great advantage.

This course may not be available in its present form for 1986/7 entry, so check up on this before you choose.

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APPENDICES

APPENDIX ONEAVERAGE NO OF STUDENTS ON COURSE 1982-85

		<u>NOTES</u>
AMERICAN STUDIES	75	
ENGLISH	49	
FRENCH	31	a)
GERMAN	37	b)
GREEK STUDIES	22	
HISTORY	95	a)
LATIN	12	
MUSIC	15	
PHILOSOPHY 'A'	17	b)
PHILOSOPHY 'B'	17	b)
ECONOMICS	73	
GEOGRAPHY	32	c)
POLITICS	50	
PSYCHOLOGY	110	
ASTRONOMY	70	c)
BIOLOGY	108	
CHEMISTRY	34	a)
COMPUTER SCIENCE	118	
GEO-CHEMISTRY	13	
GEOLOGY	59	
GEO-PHYSICS	29	d)
MATHEMATICS	184	
PHYSICS	46	d)
STATISTICS	66	

NOTES

- a) Breakdown of figures for courses within department not available.
- b) Large fluctuations in intake each year.
- c) Substantial decline in students on course within four years
- d) Substantial increase in students on course within four years.

Do note that the number of students starting any course will be considerably higher than those remaining on course in June. 1982-4 figures used were for June, whereas 1985 figures were those on course at time of going to press, ie March. This should not cause any significant distortion.

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APPENDIX TWOAVERAGE JUNE FAILURE RATE 1982-84

There is some debate within the University as to whether it is valid to publish failure rate figures or not. The last issue of Wot Subsid has been accused of being misleading by emphasising figures that may be deceptive if looked at in isolation.

The Senior Tutor pointed out in a paper on this subject in 1983 that "Even in a large Subsidiary class a small change in the number of students failing can make a very substantial change in the percentage failure rate." He also points out that some students choose to concentrate on other exams with a view to probably having to resit a Subsid in August. Also, certain courses attract people as extra Subsid, but those students will not be seriously trying to pass the exam. In short, the figures as presented here show you some of the story and not all of it.

The overall average failure rate in any one year almost always lies within 10-15%. The Senior Tutor's 1983 Paper indicated that between 1976 and 1982, Philosophy 'A', Geography, Astronomy, Geology and Geochemistry regularly had a failure rate of around 20%. Most of these departments rates have dropped since. Astronomy point out that their overall rate for June and August is not out of line, and Philosophy 'A' anticipate a lower rate for their new improved course.

The size of the sample must be taken into account. Latin and Philosophy 'B' look like extreme values, but the samples are too small for the percentages to have any meaning. In 1984, one out of the seven Philosophy 'B' students and one out of the eight Latin students failed.

There may be considerable differences between failure rates of courses within departments, the breakdown for which is not available. Also, please note that since the issue of failure rate discrepancy gained wide publicity within the University, there has been a tendency for the figures to move towards the norm. The three year sample does not show that in all cases (Geography and Statistics especially have had a significant fall in fail rate since 1982)

Having rendered the figures virtually meaningless, and urged you to treat that with caution - here they are.

AVERAGE JUNE FAILURE RATE 1982-84

	<u>TOTAL</u>	<u>FAIL</u>	<u>%</u>
AMERICAN STUDIES	229	19	8.3
ENGLISH	138	8	5.8
FRENCH	86	8	9.3
GERMAN	97	16	16.5
GREEK STUDIES	72	7	9.7
HISTORY	283	23	8.1
LATIN	33	10	30.3
MUSIC	46	5	10.9
PHILOSOPHY 'A'	46	9	19.6
PHILOSOPHY 'B'	42	3	7.1
ECONOMICS	208	20	9.6
GEOGRAPHY	102	28	27.5
POLITICS	144	13	9.0
PSYCHOLOGY	339	14	4.1
ASTRONOMY	219	54	24.7
BIOLOGY	339	35	10.3
CHEMISTRY	109	11	10.1
COMPUTER SCIENCE	351	64	18.2
GEOCHEMISTRY	41	5	12.2
GEOLOGY	169	21	12.4
GEO-PHYSICS	80	6	7.5
MATHEMATICS	557	89	16.0
PHYSICS	103	16	15.5
STATISTICS	197	43	21.8

APPENDIX THREECLASS TIMES FOR SUBSIDIARY SUBJECTS 1985-87

If you have a mind to choose your Subsidiary on the basis of the times that you will have to attend classes - forget it. ALL SUBSIDIARY LECTURES ARE AT ANTISOCIAL TIMES.

'A' BOARD

Lectures are at 9.00AM on a Monday and 5.00PM on a Thursday. All departments are supposed to use both of these slots, although currently one or two are only using one of them. By 1985 probably all departments will be using both lecture times.

Tutorials are arranged around the individual students' Principal timetable - there are no set hours as such.

Philosophy 'B' students please note that you take lectures in 'B' board hours, not 'A' board.

'B' BOARD

Lectures are at 5.00PM on a Monday and 9.00AM on a Wednesday. Both of these slots are used.

Tutorials are arranged around the individual students' timetable. Geography practical sessions are either on a Wednesday or Thursday afternoon.

'C' BOARD

Lectures are at 9.00AM on a Tuesday and 5.00PM on a Friday. Both of these slots are used. Maths has an alternative slot at 6.00PM on a Monday.

Practical classes are timetabled for a Wednesday afternoon. Some of the departments are more willing to find alternative slots for Sportspeople and Actionpersons than others. (See individual entries).

Tutorials are arranged around the individual students' timetable.

CHECK UP

Smaller courses may be able to rearrange classes to more civilised times. In all cases it is worth checking at the department before you sign up if the timing factor is important to you for any reason.

All undergraduate courses in the University (Subsids are no exception) have compulsory tutorials and practicals, but lectures are not compulsory. Certain departments take a register at lectures and take attendance figures into account, making them virtually compulsory. See individual entries for this factor.

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