Part III Chemistry: 
A Guide to the Course

Academic Year 2019/2020
The Department of Chemistry endeavours to develop an inclusive, supportive and intellectually stimulating environment for our undergraduate community.

Athena SWAN is an ongoing program to address the underrepresentation of women in the sciences. The Silver Award recognises the progress that the Department has made in recent years, and the actions that benefit not only our female students, but all our undergraduate chemists.

Information about activities and profiles will appear inside the front cover of your lecture handouts.
1 Introduction

The fourth year – Part III – is in many ways quite different to the preceding years and we hope that you will find that your final year is a challenging and exciting finale to your undergraduate career in Cambridge.

There are just two components to this year’s work. Firstly, a series of advanced lecture courses which will explore topics in which members of the Department are actively engaged. A wide range of topics are on offer, reflecting the enormous breadth of research work undertaken in the

The picture on the cover is taken from Professor Stuart Althorpe’s website and shows an ‘instanton’ in the water octamer. For further details concerning research in the Althorpe group see http://www-stuart.ch.cam.ac.uk
Department and each course aims to take you to the ‘research frontier’ so that you can begin to 
obtain a feel of just where modern chemistry is going.

The second component of the course is a sixteen-week research project covering the 
Michaelmas and Lent Terms. You have already selected the research group you will work with, 
and over the coming weeks you will begin to get involved in their work. The experience you have 
gained in the practical classes and in the computer room over the past three years should have 
given you a solid base of experience and skills which you can bring to bear on your research 
topic.

A lecture programme includes three interdisciplinary courses (I1, I2 and I3) in the Lent Term. 
These courses have been designed to address topics which cross the traditional boundaries 
between chemistry, physics, earth sciences and geography. One of the courses, I1 Atmospheric 
Chemistry and Global Change, is hosted by the Department of Chemistry and given principally 
by our own staff. We encourage you to have a careful look at the other two courses and see if 
they catch your interest. These courses present a good opportunity for you to widen your 
horizons.

2

Introductory and safety talks

On Wednesday 9th October at 09:30 in the Pfizer Lecture Theatre there will be an introductory 
talk about the course and in particular about the research project; it is vital that you attend. 

On Wednesday 9th October at 10:00 there will be a Safety Lecture in the Pfizer Lecture 
Theatre. The Head of Department requires all new Part III students, without exception, to 
attend this talk.

You will not be able to start your project unless we have a record of your attendance at this 
safety lecture.

On Friday 11th October from 17:00–19:00 there will be a ‘Welcome Party’ in the Cyber Café 
for all new Part III students and research students. We do hope that you will be able to come 
along and mark the beginning of the year in a suitable way.

3

Careers for chemists

On 22nd October at 17:00 in the Wolfson Lecture Theatre, Dr Joy Warde, from the Careers 
Service, will give a short talk on Careers for Chemists. Even if you are thinking of carrying on for 
a PhD it is as well to inform yourself about other career options, and Dr Warde’s talk is therefore 
highly recommended for all the class.

4

Outline of the course

Lectures

There are a total of seventeen separate lecture courses on offer. The courses offered in the 
Michaelmas Term are denoted M1, M2 . . . and those in the Lent Term L1, L2 . . . Several of these 
courses are interdisciplinary and cross the traditional divisions of the subject, so before making 
your decision as to which courses to attend, please do read the synopses carefully. In addition, 
there are the three Interdisciplinary Courses I1 – I3 run in conjunction with other departments.
The structure of the examination (see page 25) is such that you will need to answer questions on three separate courses from the Michaelmas Term and three separate courses from the Lent Term. You may choose to prepare more than this minimum of six lecture courses: this will give you more choice in the examinations, but will of course increase your workload. In any case, you will probably want to attend several lectures from a course before deciding whether or not to pursue that course fully.

Apart from the requirement to take a minimum of three courses in the Michaelmas and three in the Lent Terms, you have a completely free choice as to which lectures to follow. Lectures are confined to weekday mornings, leaving you the afternoons free for supervision and project work. There are no lectures in the Easter Term.

You should think carefully about which courses to follow, and should seek advice from your Director of Studies; other members of staff will also be happy to advise, as will the Director of Teaching.

Research project

The way in which your project operates will depend very much on the group you have chosen to work in. However, whatever the topic, you should expect to find the work more challenging than conventional set practical; research is, by its very nature, an exploration of the unknown and so results cannot be guaranteed.

The project will be assessed on the basis of a written report which you will submit at the start of the Easter Term, a report from your supervisor and an interview. The assessment is not based on the results obtained – this would be unfair as results cannot be guaranteed – but is based on the commitment and aptitude you have shown and how well you have written up the account of your work.

You are required to give at least one formal presentation, either to your research group or to a larger gathering, as part of your project work.

5

Lecture synopses: Michaelmas Term

M0: Advanced polymer chemistry

Prof. Oren Scherman (9 lectures) and Dr Hugo Bronstein (3 lectures)

The course will cover the synthetic methodologies used to prepare polymers. A quantitative and mechanistic approach for these polymerisations will be discussed in detail. Preparation of co-polymers and functional polymeric materials and their useful applications will also be covered.

This course assumes knowledge of the organic chemistry covered in Part II as well as the Part II course C11 Polymers: synthesis, characterisation and application. This course is now labelled as B8

Topics

Synthesis of macromolecules: chain vs step polymerization
  Detailed reaction mechanisms and kinetics
  Molecular weight and topology
  Characterisation techniques and analysis
  Polymer properties in solution & bulk
  Block copolymer preparation methods
  Functional polymers & applications
**Recommended books**


**M1: Inorganic materials**

*Dr Paul Wood*

The course will describe the magnetic (and electronic) properties of molecular solids, extended networks and metal oxides, and show how unusual properties can be rationalised from knowledge of the compounds’ structures. The material will be illustrated by real examples and the course will progress from fundamental theory to the most up-to-date topics in molecular magnetism such as the search for highly efficient data storage compounds using clusters and chains. Methods for measuring magnetism and magnetic phenomena directly and indirectly will be discussed including heat capacity measurements and neutron diffraction.

It is desirable, but not essential, to have taken the Part II Course C3: NMR.

**Topics**

- Fundamental properties in magnetism; diamagnetism, paramagnetism and magnetic susceptibility.
- Magnetic properties of isolated ions; understanding the behaviour of first-row transition metals and lanthanides including the van Vleck equation to model their magnetic behaviour.
- Extensions to a wider series of oxides including perovskites, spinels and garnets (including a brief description of the different structures and the basic crystallographic notation used to describe them).
- Trends across the 3d series: from delocalised (metallic) to localised paramagnetic (magnetic) properties.
- An introduction to magnetic anisotropy focusing on single ion anisotropy.
- Magnetic properties of clusters; Communication between unpaired electrons via direct exchange and superexchange pathways; models for the magnetism of clusters using Kambe’s vector coupling approach; single molecule magnets.
- Magnetic properties of extended networks; ferro-, ferri- and antiferromagnetism; molecular field theory. Exotic types of ordering such as metamagnetism, canted antiferromagnetism and spin flop phases. Spin frustration. Single chain magnets.
- Characterisation methods such as heat capacity measurements and neutron diffraction leading to magnetic phase diagrams.
- Double exchange and magnetic phenomena; high-spin low spin transitions; uses of magnetism and magnetic materials in devices/applications

**Recommended Books**


*Molecular Magnetism*, Kahn, O., VCH, 1993 [QD940.K34]


M2: Bio-Inorganic chemistry

Dr Paul Barker

This is not a traditional bioinorganic course. It brings together fundamental aspects of inorganic chemistry with biological chemistry to examine how and why biology uses the metals it does. The basis of the course deals with the interaction of inorganic cofactors with biological molecules (mainly proteins) and how the fundamental chemistry of metallic elements is controlled and manipulated for catalytic and structural chemistry. This will be illustrated by structural spectroscopic and mechanistic insights into proteins and enzymes using zinc, iron and copper as paradigms. Fundamental to this is the chemistry of dioxygen $\text{O}_2$ - specifically, its coordination and redox properties. We will also look briefly at molybdenum and cobalt systems.

Once we have considered how the chemistry of metallic components of biology are manipulated by biomolecules (and vice versa), we will examine the principles underlying the use of metallic cofactors in complex, highly organised structures seen in natural charge transfer processes. We will discover how multiple redox centres can be organised in a variety of ways for harnessing electrochemical and photochemical potentials and also consider what we can learn from biological systems for the construction of useful molecular electronic devices. Along the way we will examine how biology acquires metal ions and regulates their concentration in cells. This will lead on to a consideration of the biological chemistry of heavy metals (e.g. Pb, Cd, Pt and Ru) and their interactions with nucleic acids and proteins. The course will finish by looking at the very topical embryonic field of artificial metalloenzymes in the context of synthetic biology.

This is a highly interdisciplinary course and calls upon basic chemistry encountered in IA and IB courses. We will need to think about metal ion properties (Chem B level) including redox chemistry and ligand exchange (Part II courses A1 and B1), as well as some simple IA biochemistry. Prior knowledge of basic biomolecular structures, particularly proteins, is helpful but not essential. I do not aim to deliver or test biochemical knowledge, rather to uncover the fundamental metallochemistry that biology uses in an amazing variety of ways. My goal is not to ask you to remember specific reactions (well, not many) but rather to understand how metal ion chemistry is manipulated and structured in biology so that you can analyse unseen cases.

**Topics Lectures 1-8:** Basic metalloprotein chemistry: coordination, thermodynamics, structure and catalysis, exemplified by zinc, iron, copper, molybdenum and cobalt.

**Lectures 9-10:** Organisation and principles of electron transfer in biological systems.

**Lectures 11-12:** Engineering unnatural metal cofactors and artificial metalloenzymes for medicine and synthetic biology.

**Recommended books**


*Review articles and original publications will be highlighted and made available where useful*

M3: Advanced diffraction methods

Dr Lewis Owen

This course builds on the diffraction course in Part II but extends the applications to a much greater range of materials, particularly those where large perfect single crystals are not obtainable, as is found in heterogeneous catalysts and non-stoichiometric compounds. In systems such as these, it is necessary either to utilise diffraction data from polycrystalline specimens or, if studies on single crystals are to be performed, to employ radiation having a much stronger interaction with matter. The course therefore deals with the use of x-ray and
neutron diffraction with polycrystalline powders, concentrating particularly on the refinement of
crystal structures, followed by the application of electron diffraction and high resolution atomic
imaging methods in catalysis and nanoscience. The use of other electron-specimen
interactions, such as x-ray emission spectroscopy and its application in nano-compositional
studies in chemistry, is also discussed.

Recommended books


M4: Energy landscapes and soft matter

*Dr Robert Jack (6 lectures) and Prof. David Wales (6 lectures)*

**Soft Matter**

We give an overview of some important classes of soft materials, including colloids, liquid
crystals, and polymers. We focus on three main questions: First, what are the interparticle
interactions that control the behaviour of these materials? Second, what is the resulting phase
behaviour? Third, what are the relevant time scales (and transport properties)? For the first
question, examples include electrostatic interactions, depletion forces, and excluded volume
effects. For the second, we focus on colloidal phase behaviour, including colloidal crystals and
liquid crystal phases. For the third, examples include homogeneous nucleation and
electrokinetic flow.

The course builds on material discussed in the Part II course *Statistical Mechanics* (B6).

**Energy Landscapes**

The study of potential energy surfaces, or “energy landscape”, is of central importance in
addressing a wide range of scientific problems in chemical and condensed matter physics. This
part of the course will introduce the basic theoretical framework for describing and exploring
energy landscapes and will demonstrate how this framework can be exploited to understand the
observed structure, thermodynamics, and dynamics of a system.

Several case studies will be considered, illustrating applications to clusters, biomolecules,
supercooled liquids, and soft matter systems.

A background of the Part II course *Statistical Mechanics* (B6) will be assumed.

Example classes are offered during the course and supervisions may be requested in the
Easter term.

**Recommended books**

- J. L. Barrat and J. P. Hansen, *Basic concepts for simple and complex liquids*, Cambridge University
M5: Stereocontrolled organic synthesis

Prof. Ian Paterson (6 lectures) and Prof. Jonathan Goodman (6 lectures)

Modern organic synthesis plays a key role in providing useful quantities of organic compounds, which include natural products and their structural analogues for biological evaluation, new materials, and molecules with diverse chemical structures and properties.

This course aims to add to your range and understanding of important chemical reactions used in modern synthetic chemistry, with an emphasis on how they can control the stereochemistry, regioselectivity and chemoselectivity. This builds on the Part II A2 course The Foundations of Organic Synthesis and considers more challenging synthetic targets (several stereocentres, highly functionalised, multiple rings, etc.), where retrosynthetic analysis combined with efficient synthetic methods are exploited to allow a high level of control in the execution of the synthesis.

In addition to A2, it is usual to have done the part II courses B2 and C5 before starting M5. The main emphasis of the first part of this course is to link stereochemistry with retrosynthetic analysis, strategic bond recognition and stereocontrolled reactions (both diastereoselective and enantioselective). Illustrative examples will be given throughout from partial and total syntheses of a variety of natural (and unnatural) products. The course then focuses on the reactivities of p-block elements and how these can be exploited to design selective transformations. The final section of the course comprises a detailed look at pericyclic reactions.

Topics

Part I: strategies for stereocontrol
- Controlling and understanding relative and absolute stereochemistry in modern organic synthesis. Diastereoselective reactions of enantiomerically pure starting materials (chiral pool manipulation). Enantioselective synthesis using chiral reagents, substrates and auxiliaries.

Part II: reactions and mechanisms
- The use of p-block elements in organic synthesis; Pericyclic reactions and the Woodward-Hoffmann rule.

Recommended books


Further reading/reference


M7: Solid electrolytes

Prof. Stephen Elliot (6 lectures) and Dr Sergei Taraskin (6 lectures)

This course is concerned with the motion of ions through solids, and it builds upon material given in the IB course Electronic Structure and Properties of Solids.

Ions can move between sites only in defective solids: an introduction is therefore given of the types of disorder and the nature of defects that can occur in solids. A detailed description will be
given of various aspects of ionic motion in solids: this relates to topics such as percolation, random walks on lattices, phase transformations, fractals etc. Experimental techniques for obtaining information about ionic transport in materials, such as electrical conductivity, radioactive-tracer diffusion, NMR and quasielastic neutron scattering, will be introduced. Finally, a discussion will be given of the various applications of ionically-conducting materials, including solid-state batteries, ion sensors and fuel cells.


Recommended books


M8: Main group organometallics

Dr Andrew Wheatley (6 lectures) and Dr Robert Less (6 lectures)

Many main group metallated organic compounds find applications both as large-scale industrial chemicals and as important reagents in organic syntheses. This course will examine in detail the fundamental chemistries of main group organometallics. Modern bonding theories will be used to describe the interactions they form and to explain the diversity of their structures. The extent to which electron counting schemes can rationalise the structures of these molecules will be a common theme.

Students will benefit from having done Inorganic I: Structure and Bonding (Course A1) in Part II.

Topics s-block metals – Synthesis, structure and bonding of systems containing s-block metals, especially lithium, with organic ligands. The concepts of ‘ring stacking’ and ‘ring laddering’ will be used to rationalise and predict structures. Recent developments in the chemistry of heterobimetallic reagents (ate complexes) will be introduced. Reactions and selectivity will be discussed, as will techniques for the elucidation of structures in the solid state and also in solution.

p-block metals – The greater covalency in compounds of p-block elements, compared to s-block elements, is manifested in the structures of the organometallics. Particular interest will be devoted to compounds formed from metals in low oxidation states and the unusual structures they form. The bonding and shapes of main group metalloenes are contrasted with those of the d-block, and the ability of p-block metals to act as ligands to transition metals is discussed.

Supervision arrangements: this course will be taught through examples classes only.

Recommended reading for Dr Wheatley’s lectures


Reference material for p-block organometallics

Chemistry of the Elements, N. N. Greenwood, A. Earnshaw, (Elsevier) [QD466.G74]

M9: Aromatic heterocycles and medicinal chemistry

Dr Stephanie Smith

It is estimated that 2/3 of all known compounds are aromatic heterocycles: molecules with cyclic delocalised $\pi$ systems like that of benzene but incorporating one or more heteroatoms such as nitrogen, oxygen or sulfur into the ring in place of carbon. The introduction of such atoms has a significant effect on the reactivity of these molecules, as well as opening the door to a range of synthetic methods, and in this course we will examine some of the rich chemistry of aromatic heterocycles and investigate how such molecules can be synthesised.

Aromatic heterocycles feature strongly in medicinal chemistry, with many top-selling drugs being based on or containing a heteroaromatic ring. The pharmaceutical industry is one of the major employers of organic chemistry graduates, and the last part of this course gives an overview of modern drug discovery, development and production, illustrated with a number of case studies.

This is an organic chemistry course with a strong focus on reaction mechanisms and no prior knowledge of biochemistry is required. Usually, students that do this course will have done the following courses in Part II: A2 The foundations of organic synthesis; B2 Structure and reactivity; C5: Control in organic chemistry.

Topics
- Structure and reactivity of aromatic heterocycles: pyridines and pyridones, quinolines and isoquinolines, pyrroles, furans, thiophenes and indoles, diazines, diazoles, triazoles and tetrazoles.
- Synthesis of aromatic heterocycles.
- The drug discovery process: lead identification, drug optimisation, and drug production.

There will also be the chance to hear about process chemistry through a lecture by Dr Sabine Fenner, currently working in this area at GSK.

Recommended Books

[Earlier editions will also suffice]

For reference

[Earlier editions will also suffice]
Part III Chemists are permitted to take up to two of these interdisciplinary courses, substituting them for the Lent Term chemistry courses.

I1: Atmospheric chemistry and global change

This course is hosted by and based in the Department of Chemistry.

Prof. John Pyle and Dr Anja Schmidt

This course looks at global change from the perspective of atmospheric composition and its linkage to the climate system. Issues covered include the fundamental photochemical and dynamical processes which control atmospheric composition and structure, and how they would differ in a modified climate. The course is designed to complement the material covered in Course I2 The Earth System and Climate Change, although either course can be taken independently. The course will be lectured and examined in a way that assumes no prior knowledge for those taking the course.

Core lectures (12)

- Atmospheric composition and structure. Stratospheric and tropospheric chemical processes. Climate change.
- Major stratospheric catalytic cycles of NOx, HOx, ClOx and BrOx. Atmospheric aerosol and and their role in cloud microphysics and radiative forcing of climate. Ozone depletion in the Antarctic, Arctic and middle latitudes. Future O3 trends.
- Tropospheric ozone and tropospheric oxidation processes, including the importance of the OH radical. The ozone balance - the role of NOx and hydrocarbons.
- Greenhouse gases. Radiative balance. Climate change and the links between atmospheric chemistry and climate.

Recommended books

- B. J. Finlayson-Pitts and J. N. Pitts, Jr Chemistry of the upper and lower atmosphere, Academic Press. [QC879.6.F56]
- The following two items contains useful introductory material
I2: Climate change and the carbon cycle: An Earth history perspective

This course is hosted by and based in the Department of Earth Sciences.

This course will assume a knowledge of Part IA NST Earth Sciences

Dr Alexandra Turchyn

This course will explore the various processes that have led to changes in Earth’s climate over the last 300 million years. Over long time scales, the amount of carbon at Earth’s surface varies as a function of the exchange of carbon between the surface and the mantle. Feedbacks exist that allow the planet to remain habitable, within a narrow temperature range, over geological time. That said, there are greenhouse and ice house episodes and understanding how Earth’s has survived and transitioned between these is key for understanding how Earth will respond under increased pCO2 over the coming centuries through anthropogenic global warming. The course will take a holistic view, understanding how climate changes over geological time and what the various processes at Earth’s surface are important in this context. It is beneficial if students have had the 1A Earth Sciences Course through the NST, but it is not compulsory, and can be enjoyed by physicists, chemists, and material scientists regardless.

Lectures (14)
The course will address the following questions:

- How have Carbon Dioxide concentrations varied over geological time?
- How does the carbon cycle over short and long time scales differ? What are the fundamental controls on the fluxes of carbon among various reservoirs on Earth?
- What feedbacks exist within Earth’s surface environment to survive perturbations to the climate system?
- When have we had greenhouse and icehouse conditions at Earth’s surface?
- What models exist for understanding the transition from greenhouse to icehouse conditions?
- Short term perturbations to Earth’s climate system, with a lecture each on the Paleocene-Eocene Thermal maximum, the K/T boundary, Cretaceous Ocean anoxic events, and the Permo-Triassic boundary. How does the planet return to normal after a jolt to the system? When is life affected by this?
- Comparative planetology, why things are different on Mars and Venus?

Recommended book to read before the course:

*How to Build a Habitable Planet*, by Wally Broecker and Charles Langmuir

I3: Materials, electronics and renewable energy

This course is hosted by and based in the Department of Physics. Lectures will be at 12:15 to allow for travelling time from other departments.

Dr Siân Dutton and Dr Akshay Rao

This interdisciplinary course looks at the physical concepts and challenges concerning energy generation, storage and use. The course aims to develop knowledge of the basic physical principles governing renewable energy materials and devices. It will develop skills in using
simple quantitative estimates for a wide range of renewable energy problems to give a fact-based approach the energy questions.

Only IA-level physics is a prerequisite; those who have experience of solid-state physics will find some parts of the course more straightforward, but the material will be taught and examined such that no prior knowledge in this area is required.


**Alternatives to fossil fuels** Intro to the science of climate change. Availability of renewable energy. nuclear, wind, geothermal, solar, wave, tide — scale required. Energy density: Petrol, coal, biofuel, hydro, nuclear.

**Energy Transmission** AC vs DC electricity. Pipelines. Heat engines, heat pumps, ACs.


**Solar Energy--1: How nature powers the biosphere** Structure and optoelectronic operation. Charge separation and recombination. Efficiency. Solar Fuels including hydrogen


**Solar Energy--3: Next generation technologies** Electrical properties; silicon, III-V semiconductors, 2D semiconductors and heterostructures. Si, Perovskites, III-Vs. Tandems, MEG etc.


**Energy Storage--1** Requirements and specifications. Metrics — energy density, power density, rate capacity. Fly wheels, pumped, electrochemical, chemical and comparison with fossil fuels and back of the envelope calculations.

**Energy Storage—2** Electrochemical energy storage. Batteries — lead acid, Li-ion and beyond. Supercapacitors.


**Recommended books**


Lecture synopses: Lent Term – Chemistry courses

L1: Catalysis in synthesis

Dr Robert Phipps

This course introduces the important role of catalysis in organic synthesis. The first half will deal with transition metal catalysis and will cover fundamental mechanisms of transition metal complexes and conceptually relevant stoichiometric advances before moving onto the main body of the material dealing with cross-coupling reactions and metathesis processes. The second part will introduce enantioselective catalysis and will cover topics such as enantioselective oxidation and reduction of simple organic molecules, C–C bond forming reactions with chiral Lewis acid catalysis as well as covering more recent advances in organocatalysis. A specific objective of this course is to illustrate how concepts in asymmetric and transition metal catalysis can be used to routinely applied to construct natural products and medicinal compounds.

Recommended books


L2: Nano science and colloid science – chemistry at small lengthscales

Prof. Tuomas Knowles (6 lectures) and Dr Thomas Michaels (6 lectures)

This course will focus on the novel physical chemistry that occurs when dealing with objects on a very small scale. We shall show that, as a direct result of materials simply having dimensions smaller than approximately 100 nm, interesting new behaviour and phenomenology appears. These effects may include different equilibrium structures, conductivity, enhanced catalytic activity, etc. compared to the same materials on the large, macroscopic state. The course will also cover an introduction to the preparation and arrangement of such objects that is essential if we are to realise the exciting new potential applications these materials open to us. Characterisation of objects at this small scale is also of great importance and so the course will describe some of the new approaches and techniques that have recently become available. These include high resolution imaging of surfaces by scanning probe microscopies and interface-specific non-linear laser spectroscopy.

Recommended Books

- Introduction to Modern Colloid Science, R. Hunter [QD549.H36]
- Surfactants and Polymer in Aqueous Solution, Jonsson et al. [TP994.S87]
- Basic Principles of Colloid Science, D.H. Everett [QD549.E94]
L3: Electronic structure of solid surfaces

Prof. Stephen Jenkins

The surface of a solid material is of crucial importance in its interaction with the outside world. This is the location where molecules from the surrounding gas or liquid can modify the chemistry of the solid (e.g. corrosion) and equally where the solid can influence the chemistry of external molecules (e.g. catalysis). Furthermore, the physical properties of solid surfaces are often rather different from those of the parent bulk material (e.g. surface–localised electronic or magnetic phenomena) and these differences can often be critical in a variety of practical applications.

This course will examine the nature of solid surfaces, with a particular focus on their electronic structure. Not only will it cover the inherent electronic properties of surfaces themselves, but it will also describe the chemisorption of atoms and molecules via ionic and covalent interactions. A variety of experimental techniques capable of probing surface electronic structure will also be discussed.

Topics
- Surfaces of face–centred cubic and body–centred cubic materials
  - Friedel oscillations, surface dipole and work function
  - Ultra-violet Photoemission Spectroscopy (UPS); X–ray Photoemission Spectroscopy (XPS)
  - Inverse Photoemission Spectroscopy (IPES); Auger Electron Spectroscopy (AES)
  - Near–Edge X–ray Absorption Fine Structure (NEXAFS)
- Frontier–Orbital description of chemisorption: ionic and covalent adsorption
- Surface–localised electronic states: Shockley, Tamm and Image states
- Scattering of Shockley states from surface steps
- Itinerant ferromagnetism in bulk solids and at their surfaces
- Surface-enhanced and surface–induced ferromagnetism
- Adsorbate-induced quenching of ferromagnetism

Recommended books

L4: Chemical biology and drug discovery

Dr Gonçalo Bernardes (6 lectures) and Dr Anthony Coyne (6 lectures)

Our understanding of biological processes at the molecular level is developing at an unprecedented rate. Advances in genomics and proteomics, coupled with a rapid increase in the amount of structural information about proteins, are providing a wealth of information about the interaction between a protein and its ligand. In this course we will use some key biological systems to explain ideas about the interplay between structure, function and inhibition in chemical biology. We will also highlight chemical strategies that allow for site-selective protein modification and how these are being used to provide biological insight and for the construction
of protein conjugates for therapeutics. Finally, we will discuss the science behind the different approaches adopted by academia and the pharmaceutical industry in the early stages of drug discovery. The course builds on material in the Part II course on Biological Catalysis (B3).

**Topics**
Mechanisms of enzyme inhibition, key concepts, oligosaccharide chemistry, radical reactions on enzymes, post-translational modification of proteins, kinases, HTS, fragment based approaches to enzyme inhibition

Site-selective protein modification chemistry - strategies and mechanisms; examples of its use to the understanding of basic biology and protein therapeutics

**Recommended books**

**General**
*Medicinal chemistry, principles and practice*, Ed. F. D. King, RSC 2002 [RS403.M43]

**More specialized**

**L6: Supramolecular chemistry and self-organisation**

**Prof. Jonathan Nitschke**

Physical laws can direct the flow of matter toward a more organised state. One particular strand of matter that began to organise itself chemically over 3 billion years ago started down the road to Darwinian evolution, eventually leading to the emergence of multicellular organisms such as the one reading this text. This course covers fundamental aspects and selected recent advances in the broad area of synthetic self-organising chemical systems and supramolecular chemistry.

Prerequisites include a good working knowledge of basic organic chemistry and coordination chemistry, as well as NMR spectroscopy.

1–6 **Fundamentals.** Thinking “beyond the molecule” – the sense behind “supramolecular”.


Building blocks, host-guest chemistry. Dynamic combinatorial chemistry


**Recommended Books**

L7: Computer simulation methods in chemistry and physics

Dr Carl Poelking (6 lectures) and Dr Rosana Collepardo-Guevara (6 lectures)

In the last few decades computer simulations have emerged as a new scientific methodology – sandwiched between mathematical theories and experiment – with applications across the sciences and engineering. Because the parameters can be carefully controlled, these “theoretical experiments” provide powerful ways to develop fundamental understanding of the connection between microscopic models of the interactions between atoms and molecules and observable properties of many-particle systems.

This course is an introduction to the two basic simulation techniques, namely molecular dynamics, in which the equations of motion are solved step by step, and Monte Carlo, in which configuration space is explored by a series of “smart” random steps. We will emphasise the basic techniques and their statistical mechanical origins instead of attempting to cover the vast array of special tools now available. Knowledge of computer language or programming skills are not required. Instead, concepts will be detailed in “pseudocode”, describing the steps involved in setting up a simulation for simple model systems.

Topics
- **Molecular Dynamics basics**: Verlet algorithm, time and ensemble averages, temperature scaling, force calculation under periodic boundary conditions.
- **Monte Carlo Basics**: Importance sampling, Metropolis algorithm.
- **Calculation of properties of a system**: radial distribution function, virial pressure, velocity autocorrelation function.
- **Advanced Monte Carlo methods**: Calculations in Different Ensembles, Biased Monte Carlo Simulations.
- **Advanced molecular dynamics methods**: Temperature control using Nose thermostats, method of constraints.
- **Equilibrium and Non-Equilibrium Processes**: Free Energy Calculations, Simulations of Phase Equilibria, Simulations of Non-Equilibrium Processes.

**Recommended books**

Understanding Molecular Simulation, From Algorithms to Applications, D. Frenkel and B. Smit,


Molecular Modelling, Principles and Applications, A. R. Leach (Longman). [QD480.L43]

L8: Total synthesis

Prof. Matthew Gaunt

This course will deal with strategy and design in the total synthesis of natural products and medicines. The lectures will draw together the principles of many of the other synthetic chemistry lecture courses to illustrate how they can be combined in complex molecules applications.

The course will take a concept driven approach to how complex molecules can be synthesised, addressing aspects of chemical reactivity, catalysis, ring forming reactions, protecting groups, inter- and intramolecular reactions, tandem and cascade processes, and multi-component reactions. These topics will be illustrated with real examples of total synthesis. A key aim of this course will be to teach the design principles that underpin the synthesis of complex molecules.

**Previous course requirements.** All Part II and Michaelmas term Part III synthetic chemistry courses would be helpful.

**Recommended reading**
Organisms make a vast range of chemical compounds and a great number of these natural products, or compounds derived from them, have been used as medicines. Their great importance to humans has motivated organic chemists to determine their structure, synthesise them and elucidate how they are formed by the producing organism. Despite their great diversity, most natural products are derived by way of one or more of a handful of biosynthetic pathways. This course highlights their common origin from simple building blocks (e.g. acetate or one of the amino acids) and details key reactions involved in their biosynthesis. Examples will be taken from polyketide beta-lactam and glycopeptide antibiotics, terpenes and alkaloids (e.g. cocaine) which are widely used (and abused).

Recommended books

Walsh C.T and Tang Y., Natural Product Biosynthesis: Chemical Logic and Enzymatic Machinery, RSC, 2017

8

Research project

Duration and pattern of work

You may start work on your project at the beginning of the Michaelmas Term, although it will of course be up to your supervisor to set the programme of work. You may not start any experimental work until you have attended the Departmental safety talk.

The number of hours that you will need to be in the laboratory working on your project will depend on the nature of the research you are doing – some projects will require most of the time to be spent ‘at the bench’, while others may involve devoting significant amounts of time learning background theory or mastering new skills. You may find that the pattern of work is uneven, too: for example, you may have an very intensive period of taking data, followed by a longer period of digesting and analysing you measurements. You may also find that at times your progress is held up while you wait for equipment or analytical services. You will need to be flexible in your approach.

We expect that most mornings you will have several lectures to attend, and as a result although you may have the odd hour to devote to your project, it will not be possible to get down to concentrated work. The main work on the project will therefore be in the afternoons, and as a norm we suggest that you devote about four afternoons per week to your project.

You will have work for supervisions to prepare and supervisions to attend. This, along with attendance at lectures, should take priority over work on your project.
Supervision and safe working

Your supervisor will be the member of the academic staff in whose group you are working and he or she will be responsible for the direction of your work and for ensuring safe working. The day to day supervision of your work may be delegated to another member of the research group. If you have any doubt about how to proceed or about the safety of any experimental procedure you should stop work immediately and seek advice from your supervisor. It is your responsibility to ensure that you comply with any safety instructions given and follow the procedures set out for you. Safety is your responsibility.

Laboratory hours

Normal working hours are 09:00 – 17:00, weekdays during Full Term. You may undertake experimental work outside these hours only in exceptional circumstances determined by your supervisor. Work outside these normal hours you must be under the continuous and direct supervision of your supervisor or another senior person delegated by him or her.

Experimental work during the Christmas and Easter vacations is expressly forbidden. The only exception to this is where work during the term has been significantly disrupted, in which case permission may be given for limited work during the vacation. You project supervisor should contact the Director of Teaching to arrange this.

Assessment

The dissertation will only count 35% towards your final mark. You should bear this in mind when allocating your time between the project, lectures, supervision work and so on.

The project will be assessed not on the basis of the results you obtain, but on your input to and commitment to the project, the progress you have made and how much you have contributed to this, the analysis and presentation of you work. Details of the assessment procedure is given below.

Monitoring progress

Your supervisor will be responsible for monitoring your progress. If, however, you feel concerned about your progress you should not hesitate to contact your Director of Studies, the Director of Teaching or the members of staff designated to oversee projects in your area (Inorganic: Dr Sally Boss; Organic: Dr Bill Nolan; Physical: Dr James Keeler; Theoretical: Prof. Michiel Sprik).

It is particularly important that you do not spend too much time on the project, and if you feel that you are being pressurized into doing this you should seek advice.

Presentation of the dissertation

The dissertation should not exceed 5000 words in length, excluding the abstract, figure captions, footnotes, table of contents, references and acknowledgements; experimental details are, for these purposes, classified as footnotes.

The dissertation should be typed or word processed and sufficient margins should be used such that the text is easily readable i.e. it does not get lost into the binding edge. The dissertation should either be spiral bound or bound in a soft cover; loose-leaf or ring binders are not acceptable.

The dissertation should have (in this order): a title page, the signed declaration (see below), acknowledgements, a one-page summary of the dissertation (an abstract), a table of contents. The main text then follows. You may place literature references at the end of each chapter or at the end of the main text.
Figures, tables and schemes should be numbered so that they can be referred to easily; it is usual to give captions to figures. References should be indicated by superscript numerals or numerals in brackets. Pages should be numbered sequentially.

Your dissertation should contain the following declaration, which you should sign and date in each copy.

This dissertation is submitted in partial fulfilment of the requirements for Part III Chemistry. It describes work carried out in the Department of Chemistry in the Michaelmas Term 2019 and the Lent Term 2020. Unless otherwise indicated, the research described is my own and not the product of collaboration.

What should be in the Dissertation

The details of what to write up and how to go about it vary very much from subject to subject; you supervisor will advise on this. However, in general a dissertation ought to contain:

- An introduction, describing what you set out to do and how this fits into the ‘bigger picture’. You should address the question as to why it was important to work on this topic.
- Some background discussion (perhaps also background theory) setting out the framework in which your work was done, establishing the language you are going to use, and describing the ‘prior art’.
- A description of your work, taking care to make the underlying logic plain, how each experiment was conceived and executed; results and interpretation of results; significance of the results.
- A conclusion, setting out the achievements, their significance, and possibly suggesting directions for future work.

All this needs to be illustrated with appropriate figures, tables and schemes.

Style

Traditionally, scientific papers and theses are written in the impersonal voice e.g. ‘an experiment was developed’ rather than ‘I developed an experiment’. Some people use ‘we’, but this can irritate after a while if it is used excessively; sparing use of this construction is probably acceptable. Never use I – it sounds vain and pompous. Addressing the reader as ‘you’ is not appropriate in a dissertation. Generally you should aim for good plain English, avoiding the temptation for jokiness or informality.

You can get a good idea of the usual typographic conventions by looking at papers and books published in the area you are working in. Here is a list of some key points to look out for

1. Chemical formulae are printed in a roman (upright) type face and not in italic e.g. H₂O and not H₂O. The state, if needed, is also given in roman e.g. H₂O(g) and not H₂O(g).
2. In mathematical expressions it is normal to use italic for variables, but a roman type face for the names of functions and numbers e.g. sin(2x) and not sin(2x) nor sin(2x). The number e and the complex i are numbers and so are set in roman e.g. eˣ and exp(iθ). In integrals, the variable of integration is indicated with the ‘d’ in roman e.g. dx and not dx.
3. Units are given in roman e.g. mol dm⁻³ and not mol dm⁻³. Be sure to leave a space between the number and the unit, and also leave spaces between each unit e.g. 3.0 s not 3.0s; mol dm⁻³ not moldm⁻³.
4. If using exponent notation be careful to set the number out clearly, using spaces and the correct multiplication symbol × rather than ‘x’ or ‘X’ e.g. 3.1 × 10⁻⁴ and not 3.1E–4 nor 3.1x10(–4)
References

It is important to give correct and appropriate references to the scientific literature or published books throughout your dissertation. Generally speaking it is not appropriate to cite web sites as a source of information unless these are repositories of information or data maintained by a learned society or other official body; similarly, you should not cite unpublished lecture notes.

Experimental section

An important part of your dissertation is that it should contain sufficient details of how you performed your experiments so as to enable someone else in the field to repeat your work. In synthetic chemistry it is also important to give all of the details as to how you characterised your compounds e.g. NMR data. The conventions as to how these data are presented vary somewhat, but it is common to gather the data together in an ‘Experimental Section’.

You should find out what the conventions are in the area in which you are working and then make sure that your dissertation conforms with these conventions. A poor or incomplete experimental section will result in the loss of marks in the assessment.

Diagrams and schemes

Diagrams and schemes should be numbered, and you will probably want to use a short figure caption for the diagrams. All diagrams and schemes must be referred to in the text: i.e. you cannot have a ‘Fig. 10’ to which no reference is ever made in the text.

Modern technology makes it easy to ‘rip off’ diagrams from books, web pages, papers and other people’s dissertations or theses. It is only acceptable to do this if you make the source of the diagram entirely clear by making an explicit statement to that effect in the caption e.g. ‘figure taken from Bloggs 1999’ or ‘figure taken from reference 9’. It is not sufficient just to give a reference in the caption – you must state explicitly that the figure is reproduced from that reference.

Ideally, you ought to obtain the author’s permission to use the diagram, but as these Part III dissertations are not intended for direct publication it is not necessary – on this occasion – to obtain such permissions. If you are using a diagram from someone currently in your research group, it would be wise to ask permission.

Pay close attention to the legibility of diagrams, especially if they have been scanned in. It is all too common for Part III dissertations to contain diagrams which are essentially unreadable due to poor reproduction, particularly the lettering on scales.

In preparing graphs and tables, pay close attention to the advice you were given in the Part IB and II Physical laboratory. Common pitfalls are: poorly labelled axes, missing units, poorly chosen axes, numbers quoted with excessive precision on either axis labels or tabulated quantities.

Spelling, grammar and proof reading

Do use the spell check facility that comes with the word processing package (most can be set to learn technical words). For each sentence you write you need to ask the question ‘does it say what I meant it to say’? Too often, sentences at the first draft are ambiguous and open to several interpretations. In formal writing, it is not usual to use contractions (doesn’t, can’t, it’s etc.).

Ideally, you need two kinds of person to read your work: one who knows what it is about, and so can advise on errors of fact or interpretation; one who does not know too much about the work and so will comment on the quality of the writing.

Please note that you cannot expect your supervisor or members of their research group to comment on multiple drafts of your dissertation. Your supervisor will, however, advise on the
content and presentation of your work in broad terms.

**Deadline for completion**

You are required to hand in three copies of your dissertation, two of which will be returned to you and one of which will be retained by your supervisor; you should also keep a copy for yourself. The deadline for handing in dissertations is the first Friday of Easter Full Term i.e. Friday 24th April 2020. Dissertations should be handed in to Rafel Cabot Mesquida in the Part II Organic Teaching Lab.

You will also need to submit an electronic version of your dissertation to the *Turnitin* system, via Moodle. Details of how this can be done will be circulated nearer the time.

[www.plagiarism.admin.cam.ac.uk/turnitin-uk](http://www.plagiarism.admin.cam.ac.uk/turnitin-uk)

9

**Assessment of projects**

The project will be assessed on the basis of your input to and commitment to the work, the progress you have made, and the way in which you present and explain your work, both in written and oral form. There are no specific marks awarded for the results you obtain.

Half of the marks for your project will be awarded by your supervisor (in consultation with your day-to-day supervisor, if there is one): these marks are for your commitment, competence, intellectual contribution, and your oral presentation. They are not related to the written dissertation.

The other half of the marks are assigned by one of the Part III Examiners together with another member of staff who is familiar with your area of work. This part of the assessment focuses on the written project and your discussion of it in a short oral examination.

**Interviews**

As part of the assessment process you will be called for an interview (of about 20 minutes duration) in which you can expect to be asked questions about your project, the conclusions you have drawn and the general area. The interview will be conducted by the two people who are assessing your written project.

These interviews will be held in the week beginning Monday 11th May.

**Details of the marking procedure**

The marks are divided up into several categories. In each category, some questions are given which are intended to focus the assessors on relevant issues; these questions are simply indicative and are neither exclusive nor exhaustive. The Examiners may vary the marks awarded in each category: the marks given below indicative.

**Marks awarded by the project supervisor in consultation with the day-to-day supervisor (if relevant)**

*Commitment* (17 marks)

Did the student devote an appropriate amount of time to the project?
Were they a willing worker or did they need to be ‘chased’ by their day-to-day supervisor?
Did they take a wider interest in the work of the group and participate in relevant activities?
Did they take the work seriously?
Did they engage with/seek out relevant literature?

**Competence (17 marks)**

Did the student have the expected skills on arrival?
How quickly did they learn new skills and techniques?
Were they a safe and reliable worker, or did they need close supervision?
Were they able to interpret their results?
Were they appropriately critical of their results?
Were they able to work out the next steps?

**Intellectual contribution (10 marks)**

Did the student simply follow the route set out for them or were they able to suggest or develop alternatives?
When there were difficulties, were they able to develop their own solutions?
Were they able to work out possible ways forward to take the project further?

**Oral presentation (6 marks)**

Was the presentation well thought out and prepared?
Did the student respond well to questions?

**Marks awarded by the two assessors (one of the Examiners and another member of staff)**

**The presentation and content of the dissertation (30 marks)**

Does the introduction set out the aims of the project?
Is the prior art made clear, with appropriate references?
Is it clear how the present work fits into the bigger scheme?

Is the material organized in an appropriate order that makes the development of the ideas and experiments easy to follow?
Does the writing convey a sense that the student understands the work? Are appropriate conclusions drawn?
Are there appropriate suggestions for future work?

How is the overall ‘look’ of the dissertation? Has it been well prepared? Are the diagrams and figures of an appropriate standard and used to good effect?
Is the written English clear, grammatical and of a good standard?
Is the description of the experimental work appropriate within the conventions of this kind of work?

**Interview (20 marks)**

Did the candidate appear to know about their own work and its context?
Were they able to answer questions in a convincing way?
Were they able to bring in related material?

10

**Supervision**

The arrangements of supervisions is the responsibility of your College, specifically your Director of Studies. However, given the specialized nature of the courses offered in Part III, the lecturers will suggest the names of suitable supervisors. If you require supervisions on a course, you should sign up on any lists provided – do not wait until the course is over before requesting supervisions.

It is not appropriate to have large numbers of supervisions for Part III courses. The relatively small number of people likely to be taking each course should enable the lectures to be more
informal in style, giving the opportunity to ask questions and to raise points during or after lectures.

For some popular Part III courses it may be the case that there are insufficient supervisors available. Under these circumstances the lecturer(s) will arrange classes rather than supervisions.

11 Plagiarism

Plagiarism is defined as submitting as one’s own work that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity. The University views plagiarism as a serious matter and, under Discipline Regulation 6, has the power to take disciplinary action against those found guilty of plagiarising the work of others.

The general university statement on plagiarism, and further general advice on plagiarism and how to avoid it, is given on the University’s plagiarism and good academic practice website www.cam.ac.uk/plagiarism. Generally the Department follows the advice and policies set out by the University. This section gives further guidance as to how these policies apply to study in the Department of Chemistry.

Supervision work and Tripos questions

The majority of questions set as supervision work and in Tripos examinations take the form of problems to be solved. In presenting their solutions to these problems students are not expected to quote the source or authority of the facts, theories and concepts they use to formulate their solutions.

Continuously assessed work (principally practical work)

Here the rules against plagiarism are especially relevant as they prohibit copying and colluding. Basing a write-up on data or answers provided by another student is an example of plagiarism (or, more simply, cheating). The following rules apply to all continuously assessed work

- Unless otherwise instructed, you must work alone. Where you are permitted to work in a group, the names of those you have worked with must be stated on your practical write-up.
- The write-up must be entirely your own work. In particular, you may not use spreadsheets or templates prepared by others.
- It is expressly forbidden to invent, falsify or modify data, spectra or observations, or to use data, spectra or samples obtained from other persons unless authorised to do so by a Senior Demonstrator.
- Where data from other sources is quoted in a write-up, the source must be identified.

Part III project

Students must be particularly mindful of the need to avoid plagiarism when preparing their project report. This means being sure to acknowledge the source of ideas, data and diagrams by a reference given in the accepted form (i.e. to a published book or paper). Where the work has been collaborative, it is important to make clear the extent of the collaboration, and which parts of the work presented in the report are the results of collaboration. The following are all examples of plagiarism in project reports
• Quoting directly another person’s language, data or illustrations without clear indication that the authorship is not your own and without giving due acknowledgement of the source.

• Paraphrasing the critical work of others without due acknowledgement – even if you change some words or the order of the words, this is still plagiarism if you are using someone else’s original ideas and are not properly acknowledging it.

• Using ideas taken from someone else without reference to the originator.

• Cutting and pasting from the Internet to make a ‘pastiche’ of online sources.

• Submitting as part of your own project, report or dissertation, someone else’s work without identifying clearly who did the work (for example, where research has been contributed by others to a joint project).

Plagiarism can occur in respect to all types of sources and all media:

• not just text, but also illustrations, computer code, experimental results etc;

• not just text published in books and journals, but also downloaded from websites or drawn from other media;

• not just published material but also unpublished works, including lecture handouts and the work of other students.

The following summarizes succinctly the key point:

_The Golden Rule: The examiners must be in no doubt as to which parts of your work are your own original work, and which are the rightful property of someone else._

12 Examinations

Which papers you sit, and the structure of the papers, depends on whether or not you are taking any interdisciplinary courses.

Arrangements for candidates not taking any interdisciplinary courses

There are three papers set, each of three hours duration.

**Paper 1A** will contain one question relating to each Part III lecture course; candidates will be required to answer six questions. The short questions on this paper will be designed to test the basic understanding of the subject material.

**Paper 2** will be divided into as many sections as there are courses given in the Michaelmas Term; each section will contain two questions. Candidates will be required to answer four questions, taken from at least three different sections. The longer questions on this paper will be designed to test a deeper understanding of the subject material.

**Paper 3A** will be divided into as many sections as there are courses given in the Lent Term; each section will contain two questions. Candidates will be required to answer four questions, taken from at least three different sections. The longer questions on this paper will be designed to test a deeper understanding of the subject material.

Each paper is preceded by an extra ten minutes during which you may read the paper, but not write your answers.
**Arrangements for candidates taking interdisciplinary courses**

If you are taking one or more of the interdisciplinary courses I1, I2 and I3, then special arrangements apply.

1. You are permitted to offer up to two interdisciplinary courses.

2. For each interdisciplinary course offered you will sit a 90 minute written paper (the Interdisciplinary Papers, details below) devoted to that course.

3. All candidates must take Paper 2.

4. If you are offering one interdisciplinary course then you must also take

   (a) Paper 1B which has the same structure as Paper 1A, but from which you have to answer five questions in a time of 2 hours 30 minutes.

   (b) Paper 3B which has the same structure as Paper 3A, but from which you have to answer three questions, taken from at least two different sections, in a time of 2 hours 15 minutes.

5. If you are offering two interdisciplinary courses then you must also take

   (a) Paper 1C which has the same structure as Paper 1A, but from which you have to answer four questions in a time of 2 hours.

   (b) Paper 3C which has the same structure as Paper 3A, but from which you have to answer two questions, without restriction, in a time of 1 hours 30 minutes.

**Interdisciplinary papers**

Each interdisciplinary course is examined in a separate paper which lasts for 90 minutes. For course I1 the paper will contain three questions, of which candidates are required to answer two. When you complete your exam entry form (online via CamSIS) you will have to indicate whether or not you wish to take I1, I2 or I3. We appreciate that you are being asked this question before the lectures have been given, so that you cannot answer it sensibly. We recommend that in the first instance you do not indicate that you want to take I1, I2 or I3. In the middle of the Lent Term, when you are ready to make a decision, you can change your examination entry to include these interdisciplinary courses, if you so wish. Please note that only your College Tutorial Office can make such a change on your behalf; the Teaching Office cannot do this.

**Data book and molecular models**

In all of the examinations you will be provided with a Data Book (identical to the one you used in Part IB and Part II) which contains a simple Periodic Table, values of physical constants, certain mathematical formulae and definitions and selected character tables. A copy of the Data Book is available at [www.ch.cam.ac.uk/teaching/data-book](http://www.ch.cam.ac.uk/teaching/data-book). You may take (unassembled) molecular models into the examinations.

**Timetable for the examinations and orals**

Although the Examination timetable will not be announced formally until early in the Easter Term, we expect the papers to be scheduled as follows (all 2020): Paper 2 Monday 25th May, Paper 3 Thursday 28th May, and Paper 1 Friday 29th May all 0900–1200 (note the order of the papers). You are given an extra ten minutes to read each of the papers, on account of their complexity. The examination for IDP1 will be held at 1330 on Tuesday 26th May.
We also expect that oral examinations, if required, will be held in the late morning of Tuesday 16th June 2020, and that the class list will be posted on Wednesday 17th June. Please note that these dates are all provisional and subject to confirmation. You must be in Cambridge and available for an oral examination on the day announced.

Pass marks and carrying forward marks

The regulations allow the Part III examiners to take into account a candidates performance in Part II from the previous year. In effect, this means that marks will be ‘carried forward’ from Part II to Part III.

Our expectation is that the Part III examiners will, in the first instance, draw up the class list by combining the Part II and Part III marks with the following weighting:

- Part II: 15%
- Part III Project: 35%
- Part III Written Papers: 50% (i.e. 16.7% for each).

The Examiners may, however, at their discretion alter the weight given to different papers or the dissertation. The final allocation of a class will not simply be done by a mechanical process. Rather, the Examiners will consider each candidate’s mark profile and will give particularly careful consideration to candidates who fall on class boundaries or for whom there is a large discrepancy between their Part II and Part III marks, or between the marks on the written papers and on the project.

Please note that to be awarded a pass in the whole examination candidates will need to achieve: (1) a pass mark (40%) in the combined total of the Part III written papers, AND (2) a pass mark (40%) for the dissertation.

Disclosure of examination marks

The marks which are disclosed (via CamSIS) are those for each of the papers, a mark for the dissertation, and the final overall total and class. In addition you will be notified separately of your question-by-question marks, and a break down of your marks for the dissertation in the categories listed above.

Senior Examiner

The Senior Examiner for Part III Chemistry in 2019/2020 is Dr Finian Leeper.

Chemistry teaching website

You can find up-to-date information on the course and other related matters from the teaching web site: www.ch.cam.ac.uk/teaching.

Lecture handouts and other course materials will be posted in Moodle: www.vle.cam.ac.uk. If you find that you do not have access to the Chemistry part of Moodle, please email the Teaching Office on teaching.office@ch.cam.ac.uk.
Chemistry Consultative Committee

The Chemistry Consultative Committee consists of representatives of students and academic staff. It meets towards the end of each term and is a forum for the discussion of all aspects of the teaching of Chemistry in the Department. Student representatives are elected during the Michaelmas term; comments and suggestions can be passed on to them so that they can be discussed at the meetings.

The minutes of previous meetings and the composition of the committee can be found on the teaching website:

www.ch.cam.ac.uk/teaching/student-consultative-committee

Library, photocopying and computing

The Departmental Library, which is located in the Centre for Molecular Informatics (linked to the main building), is available for you to use when the department is open. You will need your University Card to gain access to the library. Evening and weekend library access is available to Part III Chemistry students. Please ask your Director of Studies to apply in advance on your behalf, specifically confirming your status as a Part III Chemistry student, in an email to cmi-admin@ch.cam.ac.uk. Eligibility for access to the Library and details of borrowing rights can be found on this website: www-library.ch.cam.ac.uk/access-library. Extended library access is available to Part III Chemistry students: the details of how this can be applied for are given in Section 16 below. It is forbidden to bring food into the Library. The only drink permitted in the Library is water in a container with a non-spill cap.

The Blue Book collection of core texts is shelved in Unit 17, on the right hand side as you enter the library. Most of this collection is for short loan (three days) or for reference only. The rest of the book collection is shelved on the wall to the left and on the shelves behind the periodical display. All Chemistry books are listed on iDiscover, the online catalogue for the libraries of the University; www.idiscover.lib.cam.ac.uk. There is a dedicated computer in the library for searching the catalogue.

Short undergraduate induction sessions are held in October and you are welcome to attend. These sessions will be advertised by email. Part III students may borrow from the library and should call in to the library office to set up a borrowing account on the automated system.

If you would like to recommend any resources, make suggestions or discuss anything related to the Library, please contact the student representative on the Committee for the Library and Scholarly Communication or email the Library directly on library@ch.cam.ac.uk.

www-library.ch.cam.ac.uk/committee-library-and-scholarly-communication

Photocopying, printing, scanning, and computing facilities

The library has 20 PCs and 2 Macs which are hosted on the MCS (Managed Cluster Service) network and print jobs can be sent from these to a multifunctional device (MFD) situated in the small room next to the Library Office. The MFD offers colour printing, as well as photocopying and scanning. Online payment for printing and photocopying on this machine is made through the common balance scheme, there is more information at

www.ucs.cam.ac.uk/desktop-services/ds-print/paying-for-ds-print
There is also a traditional photocopier by the lift on the second floor of the Lensfield Road side of the Department and photocopy cards for this machine can be purchased from the Library Office. Computers and MFDs which are also attached to the MCS network are available in the room G30 (by the lift on the Lensfield Rd side of the building), and in the Part IB/II Physical Chemistry Laboratory. When practicals are being run, access to the computers in G30 and the Physical Lab. may be restricted.

16 Further details of the Department

In order to access areas of the Department other than the lecture theatres you will need your University card so that you can pass the turnstiles and various internal doors. You should therefore make it a point to always bring your card with you when you come to the Department.

We hope that by the time you arrive you will already have the appropriate access. If you find that your access rights are different to others in your year group, please contact Susan Begg (smb28@cam.ac.uk) who can make authorised changes. In general you will not have access to research areas other than that needed for your project work; you will need your group leader to request access to appropriate areas.

Your card will give you access to the building from 09:00–20:00 on weekdays, and from 09:00–14:00 on Saturdays. Outside these times you are not permitted to be in the Department unless some specific arrangement has been made. If you remain in the Department after 20:00 you risk becoming trapped by the security doors and/or the turnstiles.

If you would like access to the Departmental library outside normal working hours you will need to go and see Susan Begg to arrange this (her office is on the ground floor of the Centre for Molecular Informatics building, Room UG05, next to the Unilever Lecture Theatre). She will ask you to sign the following declaration before enabling your card.

I understand that my security access is being increased to allow entry to the Department of Chemistry via the main entrance, to enable me to use the library after 18:00 Monday to Friday and during weekends.

I hereby confirm that I will not contravene the rules laid down in the Department Safety Handbook, and will not undertake any work in any laboratory. I will sign in and out in the book at the front entrance when I am here after 18:00 weekdays or at anytime over the weekend. I am aware that I cannot be in any part of the building after midnight. I accept that the privilege will be withdrawn if I am found to have breached this agreement.

Cybercafé

The Departmental tea room (Cybercafé) is located on the top floor of the Centre for Molecular Informatics Building. Service is available from 09:30 – 15:45; you may also use the room outside these hours. Hot and cold drinks, as well as a selection of snack foods are available. At busy times, please make sure that you are not occupying too much space e.g. by spreading out all your books and papers.
## Part III Chemistry 2019/2020: Titles of lecture courses

<table>
<thead>
<tr>
<th>Title</th>
<th>Lecturer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Michaelmas Term</strong></td>
<td></td>
</tr>
<tr>
<td>M0 Advanced polymer chemistry</td>
<td>Scherman(9), Bronstein (3)</td>
</tr>
<tr>
<td>M1 Inorganic materials</td>
<td>Wood</td>
</tr>
<tr>
<td>M2 Bio-inorganic chemistry</td>
<td>Barker</td>
</tr>
<tr>
<td>M3 Advanced diffraction methods</td>
<td>Owen</td>
</tr>
<tr>
<td>M4 Energy landscapes and soft matter</td>
<td>Jack (6), Wales (6)</td>
</tr>
<tr>
<td>M5 Stereocontrolled organic synthesis</td>
<td>Paterson (6), Goodman (6)</td>
</tr>
<tr>
<td>M7 Solid electrolytes</td>
<td>Elliot (6), Taraskin (6)</td>
</tr>
<tr>
<td>M8 Main group organometallics</td>
<td>Wheatley (6), Less (6)</td>
</tr>
<tr>
<td>M9 Aromatic Heterocycles and Medicinal chemistry</td>
<td>Smith</td>
</tr>
</tbody>
</table>

| L1 Catalysis in synthesis | Phipps |
| L2 Nano science and colloid science -- chemistry at small lengthscales | Knowles (6), Michaels (6) |
| L3 Electronic structure of solid surfaces | Jenkins |
| L4 Chemical biology and drug discovery | Bernardes (6), Coyne (6) |
| L6 Supramolecular chemistry and self-organisation | Nitschke |
| L7 Computer simulation methods in chemistry and physics | Poelking (6), Collepardo-Guevara (6) |
| L8 Total synthesis | Gaunt |
| L9 Biosynthesis | Leeper |

<table>
<thead>
<tr>
<th><strong>Lent Term – Interdisciplinary Couses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I1 Atmospheric chemistry and global change</td>
</tr>
<tr>
<td>I2 Climate change and the carbon cycle: An Earth History perspective</td>
</tr>
<tr>
<td>I3 Materials, electronics and renewable energy</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Wk</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

SP = Scott Polar LT; U = Unilever LT; W = Wolfson LT; P = Pfizer LT; TH = Todd-Hamied

Please note that the lectures are not always in a regular pattern – check times and dates carefully.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Day</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16/1</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td>17/1</td>
<td>Fr</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td>20/1</td>
<td>Mo</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td>21/1</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>22/1</td>
<td>We</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td>2</td>
<td>23/1</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>24/1</td>
<td>Fr</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td>27/1</td>
<td>Mo</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td>28/1</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>29/1</td>
<td>We</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td>3</td>
<td>30/1</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>31/1</td>
<td>Fr</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td>3/2</td>
<td>Mo</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td>4/2</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>5/2</td>
<td>We</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td>4</td>
<td>6/2</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>7/2</td>
<td>Fr</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L4 W</td>
</tr>
<tr>
<td></td>
<td>10/2</td>
<td>Mo</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td></td>
<td>11/2</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>12/2</td>
<td>We</td>
<td>L1 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L2 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L3 W</td>
</tr>
<tr>
<td>5</td>
<td>13/2</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>14/2</td>
<td>Fr</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>17/2</td>
<td>Mo</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td>18/2</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>19/2</td>
<td>We</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td>6</td>
<td>20/2</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I3</td>
</tr>
<tr>
<td></td>
<td>21/2</td>
<td>Fr</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>24/2</td>
<td>Mo</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td>25/2</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>26/2</td>
<td>We</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td>7</td>
<td>27/2</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td>28/2</td>
<td>Fr</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>Mo</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td>3/3</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>4/3</td>
<td>We</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td>8</td>
<td>5/3</td>
<td>Th</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td>6/3</td>
<td>Fr</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>9/3</td>
<td>Mo</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
<tr>
<td></td>
<td>10/3</td>
<td>Tu</td>
<td>I1 SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L7 W</td>
</tr>
<tr>
<td></td>
<td>11/3</td>
<td>We</td>
<td>L9 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L6 W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L8 W</td>
</tr>
</tbody>
</table>

SP = Scott Polar LT; U = Unilever LT; W = Wolfson LT; P = Pfizer LT; TH = Todd-Hamied

Please note that the lectures are not always in a regular pattern – check times and dates carefully