By 16 I had started my first 'serious' band. We actually stayed together for about 7 years (with the same line-up, and we're still friends now) before Mark (drummer) moved to Oxford, I moved to Brighton to do my Ph.D., and rehearsing became a mammoth feat of organization. We had a track on a CD, some radio play and transformed from a thrash metal band to a blend of Fugazi, Nirvana and metal. I never split my trousers during a gig again (although I did once split my head open). Why didn't we make it? Well, Mark was an astonishingly good drummer so it wasn't his fault, the other Mark was an extremely good bassist too (of the three of us he is the one that has always been in a band since we split up), so the weak link was me. This was especially unfortunate given that I had three roles in the band (guitar, singing, songs) – my poor band mates never stood a chance.☺ I stopped playing music for quite a few years after we split. I still wrote songs (for personal consumption) but the three of us were such close friends that I couldn't bear the thought of playing with other people. At least not for a few years …

Compound symmetry   Mauchly's test
Greenhouse–Geisser correction   Repeated-measures ANOVA
Huynh–Feldt correction   Sphericity
Lower bound

Task 1: There is often concern among students as to the consistency of marking between lecturers. It is common that lecturers obtain reputations for being 'hard' or 'light' markers (or to use the students' terminology, 'evil manifestations from Beelzebub's bowels' and 'nice people') but there is often little to substantiate these reputations. A group of students investigated the consistency of marking by submitting the same essays to four different lecturers. The mark given by each lecturer was recorded for each of the eight essays. It was important that the same essays were used for all lecturers because this eliminated any individual differences in the standard of work that each lecturer marked. This design is repeated-measures because every lecturer marked every essay. The independent variable was the lecturer who marked the report and the dependent variable was the percentage mark given. The data are in the file **TutorMarks.sav**. Conduct a one-way ANOVA on these data by hand.

Task 2: Repeat the analysis above on SPSS and interpret the results.

Task 3: Imagine I wanted to look at the effect alcohol has on the roving eye. The 'roving eye' effect is the propensity of people in relationships to 'eye-up' members of the opposite sex. I took 20 men and fitted them with incredibly sophisticated glasses that could track their eye movements and record both the movement and the object being observed (this is the point at which it should be apparent that I'm making it up as I go along). Over four different nights I plied these poor souls with 1, 2, 3 or 4 pints of strong lager in a night-club. Each night I measured how many different women they eyed up (a woman was categorized as having been eyed up if the man's eye moved from her head to her toe and back up again). To validate this measure we also