

2015 Candidate Record Form, Production Log and Assessment Record

Level 3 Extended Project (7993)

Please attach the form to your candidate's work and keep it at the centre or send it to the moderator as required. The declarations should be completed as indicated.

Centre number	Centre name
36694	Sheffield High School

Candidate number	Candidate's full name
9166	Emily Hounslow

Work submitted for assessment **must** be the candidate's own. If candidates copy work, allow candidates to copy from them, or cheat in any other way, they may be disqualified.

Candidate declaration

Have you received help/information from anyone **other than** subject teacher(s) to produce this work?

- No Yes (*give details below or on a separate sheet if necessary*).

Please list below any books, leaflets or other materials (eg DVDs, software packages, internet information) used to complete this work **not** acknowledged in the work itself. Presenting materials copied from other sources **without acknowledgement** is regarded as deliberate deception.

From time to time we use anonymous examples of students' work (in paper form and electronically) within our guidance materials to illustrate particular points. If your work appears in AQA materials in this context and you object to this, please contact us and we will remove it on reasonable notice.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Supervisor Signature 	25.3.15
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Supervisor declaration

I confirm the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied,(to the best of my knowledge) that the work produced is solely that of the candidate.

Supervisor <i>K Salmon</i>	25.3.15
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Candidate number	Candidate's full name
9166	Emily Hounslow

Submission checklist

To be completed by the supervisor

Please note that all elements of the Project are compulsory. Failure to complete or submit an element may result in a mark of zero being awarded.

Select/tick	Items to be included	Notes
<input type="checkbox"/>	1. A signed and completed <i>Candidate Record Form, Production Log and Assessment Record</i>	This document. All pages must be completed by the candidate, except for pages 4, 10, 11 and 17.
<input type="checkbox"/>	2. Evidence of the project outcome	Eg photographs of artefact or production; a piece of creative writing (artefact); research based written report.
<input type="checkbox"/>	3. Research based written report	If the project outcome is an artefact or a production, an accompanying research based written report is required.
<input type="checkbox"/>	4. Evidence of a presentation within the production log	Presentation on the project process. Where the project outcome is a presentation, a presentation on the project process still has to be completed.

Candidate number	Candidate's full name
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Record of marks

To be completed by the supervisor

Marks must be awarded in accordance with the instructions and criteria in section 2.5.2 of the specification.

Summary information to show how the marks have been awarded should be given in the spaces below in addition to comments in other pages of this document and any supporting information in the form of annotations on the candidate's work.

Skill area	Maximum mark	Mark awarded	Supervisor's supporting statement
A01 Manage	10	9	A well-organised project where Emily managed her time and coped well with difficulties beyond her control. She managed various kinds of material and thought carefully about how to put these into the final project.
A02 Use resources	10	10	A wide range of resources used from books and Internet. Some of these she used significantly, but sifted through others to use in part.
A03 Develop and realise	20	18	She has produced a really thorough and interesting project that has depth of analysis and breadth of interest
A04 Review	10	9	She has critiqued her project thoroughly with an honesty about strengths and weaknesses
Total mark	50	46	An excellent project with many strengths that meets the requirements of the task at a high level.

Concluding comments

A project with depth and wide-ranging interests using Emily's knowledge and love of History and Spanish. She has opened up interesting areas for further study. She has been willing to critique her own learning. She has uses significant analytical skills and demonstrated the ability to weave together a lot of different strands into a really interesting piece of work.

Outline details of taught skills (specification 2.3 the taught element of the Extended Project

Record here details of relevant skills taught in a class/group and details of relevant skills taught individually to this candidate as described in the specification. Continue on a separate sheet if necessary.

Supervisor declaration

I confirm that no work assessed for the award of the marks above is also to be submitted, or has been submitted, for any other accredited qualification(s).

Supervisor <i>K. Simon</i>	Date 25.3.15
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Candidate number	Candidate's full name
9166	Emily Hounslow

Contents

To be completed by the candidate

Extended Project working title:

Planned form of project

Either written report

Or

and accompanying written report

This document consists of the pages listed below. Additional journal material, planning evidence, research evidence, presentation evidence and review material may be added.

Page	Title	Date completed
1	Candidate declaration	01/06/2014
3 - 5	Submission checklist and Record of marks	
6	Contents	
7	Record of initial planning	01/06/2014
8 - 11	Project proposal and approval (Parts A, B and C)	08/06/2014
12	Planning review	08/06/2014
13	Mid-project review	07/09/2014
14	End-of-project review	02/03/2015
15	Summary	02/03/2015
16 - 17	Presentation record (Parts A and B)	24/03/2015
18	Reflection	24/03/2015

Is this extended project part of a group project?

No

Yes If 'Yes', give brief details

Extended Project final title:

What was the Impact of the Arab Conquest of Mainland Spain on Modern-day Spanish Language?

Candidate number	Candidate's full name
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Record of initial planning

To be completed by the candidate

This page records initial meeting(s) with your supervisor to agree your project proposal.

Your first idea for topic/title

My initial idea stemmed from my interest in language and linguistics - I knew I wanted to investigate the formation of modern day Castilian (Spanish); however, instead of looking at the gradual transformation of the language, I would prefer to focus on the direct impact of the Arab occupation of mainland Spain on the language. While deliberating how to go about this, I decided to extend this investigation of the evolution of language into the evolution of Spanish culture, as the social effects of the Arab occupation would not have affected one without the other (especially when considering 'slang' language and culture).

Your first ideas for research and development of your project

I plan on doing preliminary research into this topic in order to discover where is most appropriate to source information from (eg useful websites, or authors). It would probably be easiest to research when divided into sections that are more likely to be discussed in detail: I hope to devise a list of these which can then be shortened in light of what information is available. There is a possibility of using personal connections to source surveys to discover the true impact of the occupation on modern day Spain, but I am currently uncertain as to whether this would be necessary.

Your supervisor's main comments and advice

My supervisor said that as I do more research I may be able to narrow the focus to concentrate the project on either cultural or linguistic features, as having a large focus for my project could make it too hard to tackle

Changes, clarifications or additions you have made as a result of your discussion with your supervisor

I will complete initial research into my project bearing in mind that hoping to incorporate both language and culture may make the scope of my project too broad to be feasible, and while researching will look into which aspect would make a better and more enjoyable project - language or culture

Supervisor signature	Date
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Candidate number	Candidate's full name
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Project proposal part A

To be completed by the candidate

<p>Title of the Extended Project. Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus. "What was the impact of the Arab Occupation of Mainland Spain on Modern-day Spanish Language and Culture?"</p>
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Provide a brief outline, based upon page 5 of this document, of

<p>the topic researched or activity/task to be carried out and sources to be consulted websites and journals, using search engines such as google scholar and google books teachers and my personal experience with the language scholarly articles and monographs Pieces of Spanish and Arabic literature</p>
<p>the courses of study or area(s) of personal interest to which the topic relates I am currently studying AS History, Spanish, and Politics, and have found that my interest lies within the overlap between these subjects, and this is what I hope to pursue at degree level. After visiting southern Spain in summer 2013 it was clear that the Moorish rule of Spain had had a huge impact on the country, and throughout my AS Spanish course I saw that it had impacted the language, too. The relationship between the history of Spain and the formation of its language and culture soon became something I wanted to explore.</p>
<p>your proposed action I intend to conduct further research into a broad background of the Arab occupation of Spain, and then use precise scholarly articles to investigate in depth into the development of language and culture in different areas of Spain, and over different lengths of time</p>

Provide details of the courses that you are currently studying

Qualification Type	Subject	Qualification Type	Subject
eg A-level, VRQ, Modern Apprenticeship, BTEC	eg Mathematics, English, Leisure & Tourism, Spanish, ICT		
GCE AS	History		
GCE AS	Politics		
GCE AS	Spanish		
GCE AS	Maths		

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Notice to candidate You must not take part in any unfair practice in the preparation of project work required for assessment and you must understand that to present material copied directly from book or any other sources without acknowledgement will be regarded as deliberate deception. If you use or attempt to use any unfair practice you will be reported to AQA and you may be disqualified from **all** subjects.

Candidate declaration

I certify that I have read and understood AQA's Regulations relating to unfair practice as set out in the notice to candidates above.

Candidate signature Hounson	8/05/2015
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Candidate number	Candidate's full name
9166	Emily Hounslow

Project proposal part B

To be completed by the supervisor

Please comment below on the validity and feasibility of the proposal (project proposal Part A) as an Extended Project (specification 2.4)

	Supervisor's comments
Comment on the clarity and focus of the title chosen	Clear + well focused title
Indicate the relation to, and development/extension outside of, the main course(s) of study or interest (specification 1.2)	Relates to interest in Spain, Spanish + History + extends beyond her studies
Comment on the suitability of the proposed initial sources and research base	Clear range of initial sources
Confirm that the project is feasible in the proposed timescale and/or indicate any potential difficulties	Is feasible
Outline the scope to produce a project that meets the assessment objectives (specification 2.5.3)	Will meet the assessment criteria
Indicate proposed form and date of the presentation	April 2015.

Indicate the expected format of the project product that will be submitted for assessment

- Long written report
- Live performance (e.g. music, drama, theatre, substantial presentation) plus written report
- Electronic format (e.g. CD, video, computer presentation) plus written report
- Artefact (e.g. in design & technology, art & design)

Is the project a contribution to a group exercise? If Yes, confirm that there is a defined individual contribution by the candidate (specification 2.5.1 Group Work) YES NO and list other group members below.

Candidate No. Candidate Name

Candidate No. Candidate Name

Candidate No. Candidate Name

Candidate No. Candidate Name

Candidate No. Candidate Name

Supervisor  Signature	9/6/14
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Candidate number	Candidate's full name
9166	Emily Hounslow

Project approval part C

Supervisor's full name	KATHARINE J SALMON
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To be completed by the centre coordinator

Comment below on the feasibility and acceptability of the proposal (project proposal parts A & B) as an extended project (specification 1.4)

Centre coordinator's comments

- Approved
 Approved subject to the implementation of the centre coordinator's recommendations
 Resubmission required

Centre coordinator's full name	
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Centre Co-ordinator's signature	Date
	

Candidate number	Candidate's full name
9166	Emily Hounslow

Planning review

To be completed by the candidate

This page records your outline plan at the start of your work.

Outline the next steps in your planned research/initial development

After doing pieces of initial research, I have realised that looking into the lexical and cultural impact of the Arab conquest on Medieval Spain would be too large a task, and after advice from my supervisor following my project proposal, I have decided to narrow it down. As my real interest lies in language, I have decided to focus solely on the impact of the Arabs on modern-day Spanish language. After initial reading on the beginning of my investigation (the initial conquest of Spain by North African Moors), I have realised that this take-over is described as the 'Arab conquest', and as this was the starting point for the rest of my investigation, I have tweaked the wording of my title to "What was the impact of the Arab Conquest of Mainland Spain on Modern-day Spanish Language?"

As I will be looking into this impact on Modern-day Spanish, I will be tracking the journey of the language from the beginning of the conquest to the establishment of Castilian as the national language. As language forms through interaction – between different languages and different peoples – I hope to focus my research on the social impact of the Moors on Spain, and the relationship between the Moors and the Spaniards in Spain at this time. I had initially hoped to find certain areas of research, however my initial research showed that the Arab influence is so broad that hoping to narrow it down in such a way would be futile: instead, I hope to follow the broader topic of Spaniard/Christian-Arab relations. To do this, I will study academic books written by experts in this field; I expect the University of Sheffield libraries will have many of these resources. From my own experience I am aware that spoken Spanish in modern-day Spain has many regional fluctuations – including different languages in Catalonia and the Basque country – and so, if possible, I will look into regional fluctuations in Arab influence during this time.

I also hope to use books specialising in the history of the Spanish language, in order to understand the project from a lexical point of view, however I suspect these might not go into great detail regarding Arabic influence on Spanish, as in the grand journey of language, the Arabs have only made up a small section.

To get a more intimate view of the evolution of the Spanish language I hope to analyse some primary Spanish or Arabic sources from the time, although I am dubious about how well this will work, as I will not be able to analyse any literature in its original language, and so will be relying on a historian's English translation/interpretation. I hope the books I will use as part of my secondary research will point me in the right direction as to where to find these sources. I expect this will be the limit of my primary research capability, as my topic is not one of public contention, nor do I have access to a group of leading experts in this area, and so I don't think other types of primary research – such as surveys or questionnaires – will be appropriate.

Your supervisor's main comments and advice

This is an excellent way of narrowing your filed Emily. I think the important thing now is to access books from the university and see if any areas appear as gaps that are difficult to find out about so you can refine your search further if need be. You may find that there is such a lot of information that you would need to restrict yourself within a time period or focus mainly on Spanish as it is spoken in the main cities and then contrast it with regional variations.

Changes, clarifications or additions you have made as a result of your discussion with your supervisor and/or the comments from your centre coordinator

I will be sure to remain vigilant of any aspects of the language that will be difficult to research - in particular while I would like to look in-depth into regional variations in Arabic in Spanish, my supervisor advises that this may be too large a task, and so it may be that I only look at regional fluctuations as an overview, or perhaps not at all.

<i>KS Almon</i>	<i>21.1.15</i>
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Candidate number	Candidate's full name
9166	Emily Hounslow

Mid-project review

To be completed by the candidate

This page records your outline plan about half-way through your work.

Outline the successes, failures, additions and/or changes you made as you followed your plan at the start of the project

So far I am pleased with how my research is going: I have stuck to my initial plan, and have found the books at the University of Sheffield's libraries particularly useful, and have used a range of these to conduct in depth research in important areas of interest. I am particularly pleased with the way I've used the linguistics section of the University's library, in particular Ralph J. Penny's 'History of the Spanish Language', as this has given me invaluable understanding into how the Spanish language has evolved, and while I was correct in speculating that there was not a lot of content on the Arab influence on language, the depth the book went into has proven very useful in my understanding of language, and has pointed me in the right direction for my areas of research in historical works.

This has been of even more use to me as I have discovered that few books explore the Spanish Language from a historical point of view – many history books mention language but few properly discuss it. The use of language books has therefore been vital, as I have needed this basic information to draw my own conclusions from research I've made from other sources.

Although I had hoped to look into the regional variations in language throughout the Arab conquest, I have found this to be too daunting a task, as keeping track of the evolution of regional languages would be a difficult enough task in itself, but to then factor in the fact that these regions were continuously changing political authority and land mass, it seemed too great a task when I was hoping for it to form only a minor part of my project. I have however been able to make key deductions involving changes in region and subsequent changes in language, which I am pleased about, as it means I have not had to abandon the idea as a whole.

I was correct in being cautious about my primary research, because, as I had expected, I myself am unable to analyse original sources. I have however been keen to follow historians' interpretations on primary pieces of literature or legislation, and these have had a large impact on my project.

I have been keeping research notes by hand as I find that when I type up notes I often type up large amounts of text without properly registering or understanding what I've written, whereas when I write notes by hand I always ensure I properly understand what I'm writing, and that what I'm writing will be relevant to the project. I also think that this will be useful when sorting out my research diary, as all my work is correctly dated and all sources clearly labelled.

However, I have found organising my research particularly challenging: I suspect I did not do my initial research in enough depth, and I have found structuring my notes particularly difficult as my research is so broad that everything I read seems relevant – perhaps I should have endeavoured to narrow down my areas of research as I have initially intended. I did not realise whilst conducting my research how it should fit together, and although I ensure my work is neat and organised, I cannot re-arrange my research in order to conform to different structures, in the way I would be able to if it were typed up.

Nevertheless, I am happy with the amount of research I have done, as I feel I have encompassed enough depth in order to evaluate the Arab influence on language in different areas and from different viewpoints, whilst remaining focused on the task at hand, and having done my research, I do not regret gaining the broad overview knowledge and understanding that I now have, rather than an isolated sub-topic based in depth analysis.

Outline your planned steps to complete your project

The nature of my research will make typing up my project challenging, however now that I have the full picture of my project I will create a detailed plan for writing it up, to ensure that I do not miss out any vital pieces of information. I hope to stagger this work throughout October term, and aim to have the whole project written by Spring Term.

Your supervisor's main comments and advice at this stage

Ensure you organise the writing up of it so that you can break it down into manageable chunks and it does not get too overwhelming. I think you have been very sensible to keep the broad overview and to then comment as appropriate more specifically.

Changes, clarifications or additions you have made as a result of your discussion with your supervisor at this stage

I will be sure to plan my project precisely so that it does not become an overbearing task. I also plan on assigning time slots for writing each section of my project, so that I can track my progress and do not end up either overwhelmed by it all, or leaving it until the last minute.

Supervisor <i>AC Johnson</i>	Date <i>2.15</i>
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Candidate number	Candidate's full name
9166	Emily Hounslow

End of project review

To be completed by the candidate

This page records the (near) completion of your project product.

Outline the successes, failures, additions and/or changes you made as you followed the plan in your mid-project review

I have found writing up my project more challenging than I had expected; I realised while writing that the structure I had intended to use wasn't suitable, as while initially it seemed more sophisticated to structure my essay thematically, when writing, the topic is too wide and too complex to not write it chronologically. I also found it difficult to integrate the language side of my project into the main body of text, especially as I was trying to bear in mind that I cannot assume any knowledge about the formation of language or Medieval Spain. This was however, easy enough to rectify as I kept an open mind whilst writing my project, and so was happy to adapt my structure whenever I saw a better way to do it, and this has resulted in a structure I am happy with, and an essay I am proud of.

The Arabs affected many different areas of Spanish lifestyle, and this is particularly relevant to convey in the early period of my project. However, when writing up my project I realised the best way to convey how broad the Arab influence on language would be to use a case-study format – evidencing links between Arabs and language in certain areas. Unfortunately my original research did not properly accommodate this, and so I had to return to the university library to do some more research. While this was inconvenient it did not prove to be a massive problem, as I had assigned myself a direct task, and so was able to conduct this extra research quickly and painlessly.

Regrettably, for personal reasons, I was unable to stick to the time plan I had laid out in my mid-project review. Fortunately, I had planned this time limit with room for manoeuvre, and so my project has not suffered as a result, as I was not under too much pressure to finish quickly – thus jeopardising the quality of my project.

I regret that my use of primary sources was not as thorough as it maybe could have been, as I had hoped to gain a first-hand understanding of the formation of the language, however I don't feel this impacted the quality of neither my project nor the deductions I was able to form from my research. I have enjoyed completing the project, and have found that it has improved my appreciation for language, especially in my study of Spanish.

Outline any additional advice or comment that you received from your supervisor during this final stage

I think you have learned a lot from the adaptability demanded by your project, Emily. You have been able to change structures and organisation when needed to ensure a project that is readable and thorough. When you have finished, get a friend who is not a Hispanist to read it through to ensure you have put in the necessary explanations of the language development.

Changes, clarifications or additions you made as a result of discussion with your supervisor in this final stage

My supervisor advised that I get someone who is not linguistically minded to read through my project, I had previously planned on having someone proof-read the project for typos etc. but had not thought of the merit of having someone who knows nothing about language to comment on how coherent my essay is in its explanation. I therefore will give a copy of my project to one of my tutors so that they can comment on its clarity of explanation.

Signature <i>Abelman</i>	7.3.15
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Candidate number	Candidate's full name
9166	Emily Hounslow

Summary

To be completed by the candidate

This page records the nature of your project product (abstract).

Outline (50 – 150 words) the nature of your final product, its main content and your conclusion

"What was the Impact of the Arab Conquest of Mainland Spain" is a project that takes the form of an essay of approximately 5,000 words, aiming to discover how Arabic was introduced into Spain in the first place, what effect it had on the formation of the Spanish language, and why Spanish dominated the lexical world in Spain, whilst maintaining its Arabic influence. I follow the formation of the Spanish language, splitting my project up chronologically by different Islamic rulers – Taifa, Almoravid, and Almohad. I was able to conclude that with the initial take over of Iberia by the Taifa rulers establishing Arabic in the peninsula, it was the relationship between Arabs and Christians, and the inability of the subsequent rulers to maintain control in the later period, which created the modern-day Spanish language.

Candidate number	Candidate's full name
9166	Emily Hounslow

Presentation record part A

To be completed by the candidate

This page records your presentation and its preparation.

Planned nature of your presentation (e.g. timing, audience, use of visual aids, slides, use of notes, etc.)

During my presentation, I plan to talk for approximately 12 minutes, splitting my time between my inspiration for my project (2 minutes), how I conducted my research (five minutes) and my main conclusions (five minutes). My audience will comprise of my peers (some of whom will also have done an EPQ), my supervisor and my centre co-ordinator. As the audience will not be familiar with my topic, I will be sure to explain anything that could cause confusion to untrained ears.

I will use a Microsoft PowerPoint Presentation as a visual aid, including 18 slides, predominantly containing pictures to back up the points I'm making

Briefly list the main content of your presentation

- Slide 1: Title and name
- Slide 2: Pictures from Estepona
Explanation of trip to Spain and initial interest
- Slide 3: 'Ojalá'
Explanation of study of language furthering interest and plans to make project political and historical
- Slide 4: Definitions
Explanations of key words to avoid confusion throughout presentation
- Slide 5: Picture of books I used
Explanation of researching techniques
- Slide 6: 'Problems?'
Issues I encountered throughout my research
- Slide 7: Pictures of Spanish language books
Visual aid for discussion of language barrier
- Slide 8: 'Successes?'
Explanation of how I overcame the problems I encountered and what I classed to be successful about my project
- Slide 9: Picture of me

Joke about how tiring the process was, but how happy I am with what I achieved

- Slide 10: Title of project
Introduce explanation of my conclusions
- Slide 11: Two key reasons why language is shared between languages
Added explanation to that written on the screen
- Slide 12: List of Spanish words with Arabic influences
Explanation of impact of Taifa rule and establishment of Arabic as the national language
- Slide 13: Picture of Moorish and Christian rulers
Introduction of Almoravid rule and change in Christian-Arab relations; explanation of religious persecution
- Slide 14: Map of Al-Andalus showing Christian Kingdoms
Explanation of isolation of Christians fleeing Almoravid persecution with animations displaying the expansion of Christian Kingdoms; mention of Christian dominance by religious persecution
- Slide 15: Picture of Arabs
Explanation of how Arabs' 'usefulness' dictated the extent to which they were persecuted, and this helps explain why Arabic was not immediately extinguished
- Slide 16: Title of project
Introduction of conclusion
- Slide 17: List of main impacts of Arab conquest with transitions to denote causation
Final conclusions
- Slide 18: Any Questions?
Thank audience for listening and ask for further questions

Changes, clarifications or additions you made as a result of rehearsal and/or discussion with your supervisor

Unfortunately the timing of my presentation coincided with an important A-Level coursework deadline, and so I was not able to prioritise practising my presentation. To make matters worse, both of my parents were away in the run up to my presentation, so even when I did have spare time at home to practice, I had no audience to practice with! I did however do a run-through on the day of the presentation in front of some friends (all non-historians/politicians/linguists) who assured me that my presentation was easy to follow and understand, even complimenting me on my fluidity of presentation – something which I've always held as a skill of mine.

I'd received guidance on what I should include in my presentation, and my supervisor commended the presentation on not simply being a repeat of my written project and production log, but managing to implement a spin on things which displayed them in a different light (although it was, naturally, the same factual content). I'm pleased with how my presentation went, although I was extremely nervous before I began my presentation, I thought once I got into the flow of it I got across my ideas well, and fortunately I had some friends in the audience to give me nods of encouragement throughout. I was most nervous about the questions at the end, simply for fear that all of the information I knew would disappear as soon as I was put on the spot. I think I handled the questions - including a particularly fiendish one from my Centre Co-ordinator on the impact of the Jewish population on language - well, and I was able to communicate my findings from all aspects of my project.

Candidate number	Candidate's full name
9166	Emily Hounslow

Presentation record part B

To be completed by the supervisor

Record and comment below on the delivery of the presentation (specification 2.5.1 presentation)

	Supervisor's record/comments
The nature of the audience (include numbers of staff, students and others present)	4 staff, 6 students
The nature of the presentation (include use of notes, use of display items, and use of presentation software)	A very lively and interesting power point presentation. Emily used the slides as a background and support, but very sensibly did not talk her way through the slides. She used her cue cards effectively
Comment on the content and delivery of the presentation	Delivery was fluent, lively and interesting. She was able to judge thoughtfully what was necessary and useful for a non-specialist audience, but also maintained the interest in the specific areas of her topic that enhanced it for myself and the other linguists there
Comment on the response of the candidate to questions that demonstrated understanding and grasp of the project and/or its production (give examples where appropriate).	Emily handled challenging questions that focussed on the History, linguistic analysis, and also religious development within Spain. she was able to think on her feet and hypothesize on some of the more difficult questions. How would you have taken this further? Links with Portugal/Iberian-Spanish context/Religious impact of the Moors on Spain/Where the Arab communities were concentrated.
Outline the nature of any additional presentation evidence that the candidate might add (e.g. speaker notes, handouts, presentation slides, recording).	

Supervisor's signature <i>K Salmon</i>	Date 26.4.15
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Candidate number	Candidate's full name
9166	Emily Hounslow

Reflection

To be completed by the candidate

This page records your own evaluation when you have completed your project product and given your presentation.

Briefly summarise your main learning from completing this project. You might include new knowledge or expertise that you enjoy or find valuable, a consideration of your planning and organisation, changes you would make if you undertook such work again, advice you would give to others undertaking such a project.

My interest in my EPQ came from my interest in the overlap between history, politics and language, and the relationship between them. My visit to Spain and AS study of Spanish inspired me to look into the Arab influence on Castilian. Initially I'd hoped to look into the Arab influence on Spanish language and culture, but after some initial research I realised this wasn't viable for an investigation that was only to comprise of 5,000 words. As my project was following the journey of Castilian academically, I used academic resources to conduct my research, ensuring I used both historical and linguistic resources, to maintain my knowledge and come to an informed conclusion. I was surprised to discover how complex the influence of Arab has been on modern-day Castilian, and was able to conclude that Arabic had had a multi-faceted impact: the initial Arab conquest created a need for names for the new ideas coming into Spain with the Moors, the later persecution of Christians led to their isolation, and subsequent reconquest of the Peninsula, bringing with them Romance linguistic dominance, and throughout all of Al-Andalus's political storms, the co-existence and interaction between Arabic and what was to become Castilian meant that language was shared between the two.

As mentioned above, I used academic resources from the University of Sheffield's library to conduct my research. This helped me to develop valuable skills for university life: the EPQ taught me to read large volumes of text and be able to extract and analyse that which is relevant; a valuable research skill I am sure I will take with me throughout my Higher Education study. As I was looking into a very particular aspect of the Arab conquest, I became skilled in honing in on the relevant aspects of what I was reading; I became a regular frequenter of the index, and learnt to bring knowledge and information gathered from one source and use it alongside my findings from others. This gave me a more informed view of the Arab influence on Castilian, as, because language is all encompassing, I was able to use different historians' particular interests and piece them together to form my conclusions.

I also gained experience in how to best utilise the resources available to me, especially within libraries. Previously I hadn't even been aware of how a dewey-decimal works, whereas now I am much more confident in using it to locate resources particular to my needs; I also took advantage of the University of Sheffield's online catalogue to find books relevant to my topic by looking up key words of relevance. Whilst this may seem inconsequential in the grand scheme of my project, actually finding resources was of concern to me when I began the EPQ, as previously my independent study had always focussed on topics made available to me by teachers.

My biggest challenge throughout my EPQ was how to manage the scope of my research, which I didn't do very effectively as I had never taken on a project of this magnitude before, and so had not realised what was required when it came to researching and recording my research. Principally, my issue was how to organise my research notes. I kept research notes by hand as I find that when I type up notes I often type up large amounts of text without properly registering or understanding what I've written. This was useful as it ensured that I properly understood my individual sections of research and so was able to form learned conclusions, however it transpired that there was very little order to what I was writing, as my research was so broad that everything I read seemed relevant. Unfortunately this impeded my overall understanding of the task at hand, as if the research remains jumbled, often so does the understanding of the topic. I suspect this is because I didn't do my initial, preliminary research in enough depth, so even though I had a sound understanding of the time period, I didn't have a knowledge deep enough to be able to structure my research very well. In hindsight, I recognise that this initial research is vital to having a well-structured plan for research, and so I know that for any future research of this scope I will endeavour to complete more thorough initial research. I also recognise that while in most situations, handwriting

notes can suffice, for projects that require large amounts of information, I should possibly consider typing up my notes – for sake of time management – and utilising programmes such as OneNote to keep my research in one place where I could easily restructure it if need be.

The nature of my project also alienated some genres of research: it's not a topic of controversy or dispute, so I found that the main body of the Internet wasn't of any meaningful use to me as I couldn't use media articles. For the same reason, the prospect of using surveys as a form of research was completely unrealistic, and I regret that I couldn't use these sorts of primary research, however this is an issue that I don't believe held my project back – I was happy with the scope and quality of research I completed, and I am pleased that I remained focused on the task at hand, and utilised the most suitable sources. However, I fear that because I knew the above sorts of sources would not be of use to me, I too readily dismissed the internet at large: I had assumed that any academic journals would simply be shorter and less in-depth versions of the books available to me, and I hadn't even considered the use of online videos or documentaries – primarily on Youtube – until a friend also undertaking the EPQ on a scientific (and so solely factual) topic mentioned her use of Youtube in her presentation, as I had assumed these would only be available for topics that had a nature of controversy. I lament that I perhaps did not take full advantage of the research opportunities available to me, and will be sure to consider this type of research in the future, however I imagine the bulk of my research would have come from the academic books I did use, and so I don't feel this dramatically impeded my standard of work.

I was also frustrated by some aspects of my research: being unable to evaluate primary sources in their original forms was a shame as I would have loved to have been able to analyse original pieces of Spanish literature or legislation, however I successfully used historians' translations and interpretations of different sources, even drawing my own lexical conclusions from some of them, and this formed a very important part of my research, and so I don't feel my project was hindered by my lack of Medieval vernacular. However, I also realised that many of the works relating to the formation of Spanish language, particularly those that went into considerable detail on its formation, were written in Spanish, and while my knowledge of Spanish meant I could make sense of some of the research, for the most part this formed an insurpassable language barrier.

Writing up my project showed me the importance of flexibility and keeping an open mind when writing up an extended essay. My initial plans proved inappropriate when I actually began to write up my project, as I found I was repeating myself and losing eloquence of argument, but I successfully rectified my essay-writing pitfalls as was able to identify the faults in my writing and work around them, eventually leaving me with a much simpler and more effective essay, and this has given me confidence with the essays I know I will have to write at university.

If I were to undertake the EPQ again I would definitely rectify my role in the difficulties I encountered, as laid out above. In particular, I would complete more thorough initial research to give my more in-depth research more structure, making the process of researching, understanding and writing less painful, and I would ensure that I used a wider range of sources available to me.

My advice to anyone contemplating doing an EPQ would be to make sure that it is adding something to their life: be that a university or job application, or just their general enjoyment. The EPQ requires a lot of work and a lot of time, and I think if someone weren't passionate and interested in what s/he were doing, the entire process would be an incredible drain; doing an EPQ on something that truly interests me has been an enjoyable experience and I think it would be shame to not enjoy it because the topic isn't of real interest. In particular, s/he should consider how much time the EPQ takes up, and assess whether s/he can afford to spend that time, and if s/he can, ensure s/he spends it wisely by picking something s/he is interested in.

I am glad I completed the EPQ - it has given me valuable skills and confidence for future projects that I might undertake, whilst giving me experience to work upon and ideas to use in future projects, which I would have otherwise been blind to. Most of all, I've enjoyed my EPQ because I am passionate about the importance of history and politics, and deeply interested in the formation of language, making the whole experience valuable and gratifying.