Level 3 Extended Project Qualification: Ukrainian

Introduction

The Pearson Edexcel Level 3 Extended Project Qualification (EPQ) is an engaging and meaningful way for learners to extend their studies in new directions, developing a deeper understanding of content within and beyond the curriculum. It helps develop important academic study skills for higher education and employment skills for the world of work.

We have worked with experts from Higher Education as well as our Principal Moderator to think about how the four units could be used for further studies in Ukrainian.

The Project

The Level 3 EPQ provides opportunities for the development of critical, reflective and problem-solving skills through the planning, research and evaluation of a self-selected topic. Students also develop independent learning skills that lay down excellent foundations for when they go into further education or the world of work.

All of the details and requirements for the qualification as well as a wealth of support material can be found on our qualifications website here and our Future Ready website here. Following their in-depth study, students are asked to produce one of the following four project outcomes:

1. A dissertation
2. An investigation/field study
3. A performance
4. An artefact.

The main element across all four outcomes is that **all work submitted for assessment must be produced in English.** However, the research and study can be undertaken in Ukrainian or another language.

The Project and Ukrainian topics

The project can be used to help Ukrainian students work towards a qualification which can complement their studies in the UK. It can also be used for students to explore the cultural heritage of their own or other people in their community, as well as allowing students to pursue an interest or passion outside of the curriculum.

Suggested subjects and sub-topics

- The selection of topics would partly depend on which mode, of units 1-4, is selected, but most of the topics could be adapted to most of the units.

- These topics could stand alone, or could be combined with subjects being studied for A Level, such as history, geography, politics, economics, another foreign language etc.

- There would also be scope for a comparative study taking Ukraine and another country/region.

- The list of topics below is not exhaustive, rather it aims to show the range of possible topics and their relevance to Ukraine.

	Subject area	Sub-topics and examples of potential project titles
1	Physical and human geography	• physical features: rivers, mountains, forests, steppe etc. (their impact on history, economy etc.) • natural resources • regions, cities • national minorities • migration • portrayal of above in literature or film • study of a geographical aspect relating to the student's personal experience • the impact of climate change on Ukraine
2	Episodes/periods/figures from Ukrainian history	• a wide range of possible topics, e.g. the legacy of Kyivan Rus'; Cossacks and their impact; the Ukrainian Revolution of 1917-21; the Holodomor etc. • an aspect of the history of interest to the student • portrayal in Ukrainian literature or film • portrayal in foreign-language (e.g. English) literature, media etc • life and work of prominent figures from the past, such as Ivan Franko, Volodymyr

		Vynnychenko, Alla Horska, Maria Prymachenko etc
3	Culture	• 'high culture', literature and the arts (exploring a little-known figure or topic) • artists, musicians etc. with a global profile, both classical and popular • popular culture, (Ukrainian pop/rock art and music / musicians; Eurovision performers / winners and their global impact etc.) • cinema • folk culture (customs and rituals; music and musical instruments; folk songs; crafts: pysanky, embroidery, carving etc.; folk dance; superstition and folk belief • folk and national dress • oral literature (tales, proverbs, sayings etc.) • cuisine
4	Language	• standard and varieties • Ukrainian in a global context • influences and loan words • learning Ukrainian in Ukraine and in diaspora • teaching Ukrainian to others • reception and perceptions of the 2019 language law
5	Individuals	• scientists, scholars in the humanities and other spheres • sports personalities e.g. Olympic medal winners • figures from the performing arts etc • politicians • other high-profile Ukrainians
6	Identity	• identity markers and belonging • national symbols, including dress • intergenerational differences • diaspora and motherland • personal/family histories
7	Community	• history of settlement of Ukrainians in the UK generally • local communities and community organisations • retention/loss of language/traditions; • Ukrainians as portrayed in UK media (nationwide or locally); community buildings and Ukraine-related monuments (where are they, why were they erected and their significance and symbolism) • present-day migrants and migration.

8	Ukraine-UK relations and integration of Ukrainians into mainstream life in the UK	• early periods • post WW2 • Independence • 2014-2022 and beyond • participation in political life (nationwide and local) etc
9	Economy	• Ukraine and the European energy market (esp. the gas transit/supply issue) • impact on Ukrainian economy of Ukraine-UK free trade agreement • Ukraine's energy production, past and future prospects (nuclear, hydro, coal, shale etc.) • the Ukrainian aerospace industry, its evolution and prospects for the future • Ukraine's contribution to global food supply and security • Ukraine's developing (currently paused) tourist industry

Below are some ideas for topics for each of the project outcomes but the opportunities are much more wide reaching and can be adapted to your own students' interests.

Unit 1 – Dissertation

The unit allows students to plan, research, analyse information and then evaluate and review the project. The findings and recommendations will then be presented by the student to a selected audience.

Dissertation titles should be in the form of a question. Successful dissertations are usually based on titles which allow scope for the exploration of argument and counter-argument or the consideration of alternative interpretations. Successful titles are typically formed through a process of refinement of ideas. The ideas described here represent starting points from which learners could begin a search for their own chosen question.

Ideas for Ukrainian could include:

● Investigating the emergence of national symbols (both official and unofficial); how the use of these has varied depending on the political situation in Ukraine; why this variation has taken place (for example, the flag would be an obvious candidate for this topic, as its use in Ukrainian history can be traced back to at least Cossack times).

● A period or figure from Ukrainian history. How was/is this period/figure portrayed in scholarly literature and/or the British/world media? Examples could include:
  o the misportrayal of Kyivan Rus', its history and culture in imperial historiography;
  o the Cossacks (per se or re. their links with seventeenth century Europe/England);
  o the Holodomor artificial famine;
  o the spread and use (or restriction) of the Ukrainian language over history.

A couple of specific examples for titles would be:

- o Have the Cossacks significantly influenced modern Ukraine?
- o Can the Holodomor be considered a genocide?

● Why has Ukraine had a change of political power, dissimilarly to many post-Soviet countries?

● Comparison of the use (past and present) of national dress as a marker of identity for Ukraine and another country (e.g., the kilt for Scotland and the *vyshyvanka* for Ukraine). For example, 'Is the *vyshyvanka* more of a symbol of national identity than the Scottish kilt'?

Unit 2 – Investigation / Field Study

This unit allows students to explore a research question or test a hypothesis using methods of data collection and analysis. Data collection techniques can include primary research in the form of experiments, field studies or surveys. Unanalysed data sets from published sources of data can also be used as a starting point for investigative analysis. Typically, an Investigation / Field Study will include a testable hypothesis.

Ideas for Ukrainian could include:

● Looking at two generations/waves of migrants of Ukrainians in the UK (perhaps in a local community, or where there is a significant number of Ukrainian residents); how their views and attitudes to Ukraine/Ukrainian culture etc. differ.

● Investigating to what extent language is considered to be a marker of identity; have people's views on this changed since 2014? Since February 2022?

● Comparison of students' views on teaching and study methods in secondary schools in the UK and Ukraine: conducting a survey and analysing data. What are the advantages and drawbacks of the two systems?

● A survey of Ukrainian adults (perhaps established UK residents and newer migrants) investigating their views of life in Ukraine and the UK. Comparison of perceptions of the two groups. Have perceptions changed with the time they have been here?

● Language use in the UK: has this changed over time? Attitudes to Ukrainian speakers and whether these have changed. Living in a bilingual context, e.g. Ukrainian-English code-switching.

● How did war impact first language usage among Ukrainian refugees in the UK?

● Knowledge about Ukraine in the British community. Have Brits become more aware of Ukraine recently? What kind of awareness have they gained? Positive/negative? Has this changed attitudes to Ukraine? In what ways?

- Impact of the war on perceptions of Ukraine in the UK
- Comparing and contrasting terminology and narratives between specific media sources relating to Ukraine.

Unit 3 – Performance

This unit allows students to produce a performance for an audience as well as provide written evidence to accompany the performance that will outline their research and evaluation of the performance. They then present the outcomes of the project to an audience.

Ideas for Ukrainian could include:
- A brief play/film based on personal experience e.g. a new migrant arrives in the UK – first impressions, adapting to life here (this could be light-hearted or serious, and could also involve one or more UK students from the same school/year group).

- Exploring the existing or previous stereotypes of Ukraine and UK, and how (and whether) actually living in the UK has changed perceptions.

- Preparing a one-person show: writing and acting the life story (or highlights) of a prominent Ukrainian, whether from history or the present day. How did the process of transferring him/her on to the stage deepen the student's understanding of the person and the context within which they function(ed)?

- Using the existing performance repertoire, for example plays, music, dance or choreography. This could be illustrated through traditional theatre/opera, spoken drama or another performance type. For example, a performance of the Vertep (traditional Ukrainian Christmas drama).

- A language 'experience' – for example an immersive workshop or performance/ experience (in person or virtual) exploring language, culture or customs. For example, a lesson of Ukrainian as a foreign language to classmates.

- A lesson or talk on an aspect of the country relating to the language, for example a 'history of…'. This could include culture, customs or food and drink. For example, a lesson on differences between Ukrainian and another language a student knows / is studying.

Unit 4 – Artefact

This unit allows students to plan, research, develop and evaluate the production of an artefact. The artefact may take many forms, including a finished working prototype, model, artwork or design. Students also need to provide written evidence to accompany their artefact, which outlines their research and evaluation of the process.

Ideas for Ukrainian could include:
- A booklet on the student's Ukrainian home city/town/village, including various aspects e.g. history, geography, demographics, economy etc.

- Self-published book of new translations of poems. For example, a translation of selected poems by Serhii Zhadan.

- A short story relating to Ukraine, set in a specific time /period.

- Teaching resources for a targeted age group – including hard copy, digital format or designing an app.

- Creating a piece of music or artwork (painting, sculpture etc.) which would reflect the student's research into, and interest in, any of the above topics; this could also be a reflection of personal experience.

- Creating a traditional artefact and researching its genesis, background, associated traditions and rituals, its emergence into the global context (e.g. the fashion world, haute cuisine) where appropriate, for example: a gerdan/kryvulka (traditional Hutsul/Lemko necklace), an embroidered item, such as a vyshyvanka (traditional Ukrainian blouse), a carved wooden box with traditional Hutsul ornaments; a dish of Ukrainian cuisine (e.g. borshch) etc., accompanied by a video or podcast placing this in a wider context.

Resource list

Reference:

Internet Encyclopedia of Ukraine (English): http://www.encyclopediaofukraine.com/
Encyclopedia of Contemporary Ukraine (Ukrainian): https://esu.com.ua/

- *Media in English*

  https://www.ukrinform.net

  https://www.kyivpost.com/

  https://euromaidanpress.com/

  https://kyivindependent.com/

  https://day.kyiv.ua/en

- *Media in Ukrainian*

  https://www.ukrinform.ua/

  https://www.bbc.com/ukrainian

  https://www.pravda.com.ua/

  https://day.kyiv.ua/uk

  https://hromadske.ua/

  https://espreso.tv/

  https://www.radiosvoboda.org/

- *Scholarly Journals*

  https://cius-archives.ca/collection-tree

  https://www.ualberta.ca/canadian-institute-of-ukrainian-studies/publications-and-e-resources/journal-of-ukrainian-studies.html

  https://ukrainica.huri.harvard.edu

  https://www.husj.harvard.edu

  https://cius-archives.ca/collections/show/111

- *Ukrainian Studies in the UK*

Cambridge Ukrainian Studies:
 http://cambridgeukrainianstudies.org/

Ukrainian at the UCL School of Slavonic and East European Studies
https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/ukrainian-and-east-european-studies-ba

https://www.ucl.ac.uk/ssees/ssees-ukraine

- *Free access to Ukrainian books and periodicals*
  https://uamoderna.com/biblioteka/

  https://chtyvo.org.ua

  http://irbis-nbuv.gov.ua/cgi-bin/ua/elib.exe?C21COM=F&I21DBN=NAV&P21DBN=UKRLIB
  https://diasporiana.org.ua/ (focus on books and journals from the Ukrainian diaspora, including English-language publications)

Resources on individual themes/topics:

- ***Geography***
  Overview from the Internet Encyclopedia of Ukraine
  http://www.encyclopediaofukraine.com/Land.asp

  Harvard Ukrainian Research Institute - Digital Atlas of Ukraine:
  https://gis.huri.harvard.edu

  Interactive map of Ukrainian towns and cities:
  https://mistaua.com/

- ***History***
  Resources of the Institute of the History of Ukraine:
  http://resource.history.org.ua/cgi-bin/eiu/history.exe?C21COM=F&I21DBN=EIU&P21DBN=EIU

  Archives:
  Electronic Archives of the State Archival Service of Ukraine

  Serhii Plokhy. *The Gates of Europe: A History of Ukraine.*
  https://shron3.chtyvo.org.ua/Plokhii_Serhii/The_Gates_of_Europe__A_History_of_Ukraine_anhl.pdf?PHPSESSID=b9f33n3no5k3qqpmausfj5uf97

  Serhy Yekelchyk. *Ukraine : what everyone needs to know* (New York, OUP, 2020)

  Anna Reid. *Borderland: A Journey Through the History of Ukraine* (London, 2015)

- ***Culture***
  Overview from the Internet Encyclopedia of Ukraine:
  http://www.encyclopediaofukraine.com/Culture.asp

  Electronic libraries featuring Ukrainian culture:
  https://elib.nlu.org.ua

  http://irbis-nbuv.gov.ua/cgi-bin/ua/elib.exe?C21COM=F&I21DBN=NAV&P21DBN=UKRLIB

  Ukrainian art:
  http://www.korydor.in.ua/ua/

  https://artukraine.com.ua/tag/ukrainian-art/

  Ukrainian Arts. Although dated, this book remains a useful English-language overview of Ukrainian traditional and folk arts and crafts:
  https://diasporiana.org.ua/mistetstvo/15065-ukrainian-arts/

  Ukrainian Classical music:
  https://ukrainianlive.org/

The Ukrainian Art Song Project:
https://www.ukrainianartsong.ca/

Ukrainian films:
https://takflix.com/en/films

A series of short films on a wide range of Ukrainian cultural and historical topics:
https://www.youtube.com/playlist?list=PLI_fVHw7K9aaYNZPOLmDtKSUIP3csD-Du

- ***Language***

  Міхаель Мозер – Історія української мови:
  https://shron1.chtyvo.org.ua/Michael_Moser/Istoriia_ukrainskoi_movy.pdf

  Michael Moser. Language Policy and the Discourse on Languages in Ukraine under President Viktor Yanukovych (Stuttgart, 2013). *The introduction contains a concise overview, in English, of the history and development of Ukrainian.*

  A collection of resources supporting the study of Ukrainian:
  https://ukrainianlanguage.uk

- ***Society: Individuals, identity and community***
  Overview from the Internet Encyclopedia of Ukraine
  http://www.encyclopediaofukraine.com/People.asp

  Volodymyr Kulyk's works on language policy, ethnicity, identity and other themes:
  https://ipiend.academia.edu/VolodymyrKulyk

  An online journal promoting positive social change in Ukraine:
  https://theukrainians.org

  Ukrainians in the United Kingdom (in Ukrainian and English, focusing mainly on the history of the community):
  https://www.ukrainiansintheuk.info/

  Association of Ukrainians in Great Britain:
  https://www.augb.co.uk/

  Ukrainian Institute in London:
  https://ukrainianinstitute.org.uk/about-us/

  Ukrainian events in London and the UK:
  https://ukrainianlondon.co.uk/

  Ukraine-related buildings and sites in London:
  https://www.ucl.ac.uk/ssees/language-trails/ukrainian

Ukraine-UK relations
  A historical overview:
  https://www.ukrainiansintheuk.info/eng/01/ukraineuk-e.htm

UK Government web pages:
https://www.gov.uk/world/ukraine/news

Embassy of Ukraine:
https://uk.mfa.gov.ua/en

Economy
https://www.epravda.com.ua/

http://economyukr.org.ua/

State Statistics Service of Ukraine:
https://www.ukrstat.gov.ua

If you would like to register your interest in the Extended Project Qualification or find out more information about how to start on an Ukrainian focused title, please contact us.

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