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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY
Head of the Department of Humanities
and Social Studies and Economy
_____ / Chernaya I.P./
"28th" of April 2025

COLLECTION OF ASSESSMENT TOOLS
Б1.В.06 Fundamentals of Russian statehood
of the basic educational program
of Higher Education

Specialty	**31.05.03 Dentistry** **for international students (in English)** (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing health care in patients with dental pathology)
Mode of study	**Full-time**
Period of mastering the BEP	**5 years** (nominal length of study)
Department	of Humanities and Social Studies and Economy

Vladivostok, 2025

1. INTRODUCTION

1.1. Collection of Assessment Tools is a document that regulates the format, content, and types of assessment tools for continuous assessment, interim examination and final (state final) examination, and graded criteria for each type of assessment tools.

1.2. Assessment tools allows to evaluate the development of universal, general professional, and professional competencies (UCs, GPCs and PCs respectively) outlined in Federal State Educational Standard of Higher Education and defined in the basic educational program of higher education for the specialty 31.05.03 Dentistry for international students (in English), profile 02 "Healthcare" (in the field of providing health care in patients with dental pathology).

(BEP HE for the 31.05.03 Dentistry for international students (in English) specialty, section 3 Learning Outcomes Requirements of the Basic Educational Program of Higher Education)

2. DOCUMENT BODY

2.1. Types of Assessment, Formats of Assessment Tools

No.	Types of assessment	Assessment Tools Format
1	**Continuous assessment**	**Tests**
		Interview questions
		Topics for a slides presentation / essay
		Mini-Case Studies
2	**Interim assessment**	**Interview questions**

3. The contents of assessment tools for continuous and interim examination are prepared by the teacher of the course

Test questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.03	Dentistry for international students (in English)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-11	Is intolerant towards corrupt conduct
I		**ANSWER LEVEL 1 TEST QUESTIONS (ONE CORRECT ANSWER)**
		Example: In what year was St. Petersburg founded? +1) 1703 2) 1710 3) 1715 4) 1723
		ANSWER LEVEL 2 TEST QUESTIONS (MULTIPLE CORRECT ANSWERS)
		Example: The main directions of Russia's foreign policy at the beginning of the 21st century remain relations with +A) neighboring countries +B) former people's democracies C) the United States +D) China

		ANSWER LEVEL 3 TEST QUESTIONS (MATCHING QUESTIONS)
		Example: Select the definitions that match the concepts. 1. Globalization 2. Modern Era 3. Neolithic Period 4. Contemporary Era A) World (super-ethnic) wars B) Ethnogenesis C) Intensification of ethnic consolidation processes D) Formation of nations, colonialism Answer: 1-A, 2-D, 3-B, 4-C

Assessment criteria

"Very good" – over 80% correct answers of questions of every level

"Good" – 70-79% correct answers of questions of every level

"Satisfactory" – 55-69% correct answers of questions of every level

"Unsatisfactory" – less than 55% correct answers of questions of every level

Interview questions

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.03	Dentistry for international students (in English)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-11	Is intolerant towards corrupt conduct
I		**ANSWER THE QUESTIONS** 1. What are the characteristics of the ethnocultural landscape of modern Russia, and how does intercultural interaction manifest itself in this context? 2. Who were the great Russian explorers, and what was their contribution to geographical discovery and world exploration? 3. What was the role of Ivan III as a statesman in Russian history? 4. What are the distinctive features of Russian spiritual culture? 5. What is the role of Christianity in shaping the Russian character? 6. What is the content and meaning of the "Russian idea"?

Assessment criteria

"Very good" grade is given to a student who possesses knowledge of the subject in full scope outlined in the curriculum, has a sufficiently deep insight into the subject; is able to answer all questions clearly, exhaustively, and with no outside help; structures their answers logically, with emphasis on the most important information; is able to analyze, compare, classify, summarize, refine, and structure the course content, giving particular attention to cause-and-effect relationships.

"Good" is given to a student whose knowledge of the subject is almost in full scope outlined in the curriculum (gaps are only present in the knowledge of some especially complex aspects); is able to answer questions exhaustively with little to no outside help; does not always put emphasis on the most important information, but does not make significant mistakes.

"Satisfactory" is given to a student who possesses the bulk of knowledge on the subject; has difficulties answering questions with no outside help, uses imprecise wording; makes mistakes in substantial number of their answers.

"Unsatisfactory" is given to a student who does not have the mandatory minimum of knowledge on the subject, is not able to give an answer even with additional guiding questions.

Standardized case studies and checklists for the **Б1.В.06 Fundamentals of Russian statehood** course

Case Study No. 1

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.03	Dentistry for international students (in English)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-11	Is intolerant towards corrupt conduct
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS** Values in human life and the development of society. Values are one component of sociocultural forms. As society develops, ideas are formed, highlighted, and ascribed special value. They are assimilated by the subject through experience and feelings of pleasure and displeasure, joy and indignation—that is, through emotions. Values form the basis for the evaluation criteria that govern people's attitudes toward objects that satisfy human needs. Throughout life, people develop a perception of some objects as valuable, while others are unvaluable or even "anti-valuable." … Values can be individual, group, or universal. Individual values determine a specific person's actions and can be transient in nature, varying depending on the individual's age. Group values (meaning a group in the broad sense – as a social community, a type of society) are more general in nature: they are defined as the ideas accepted in a given community about the desired type of socio-cultural form. Universal human values are characterized by their enduring nature and serve as guidelines for most people, regardless of gender, age, or historical era. The number of such values is limited. These include, for example, truth, beauty, and goodness. Perceived and ingrained values become social norms that support, reproduce, and regulate human activity. [I. G. Petrov]
Q	1	Question: What, according to the author, is the role of values in society? Indicate two positions.
Q	2	Question: Name two factors that, in the author's opinion, contribute to the formation of values.
Q	3	Question: What three sets of values does the author identify? Which of

		these sets do you think includes the principle of equality of citizens before the law?

Case Study No.1 Checklist

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.03	Dentistry for international students (in English)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-11	Is intolerant towards corrupt conduct
I		**READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS** Values in human life and the development of society. Values are one component of sociocultural forms. As society develops, ideas are formed, highlighted, and ascribed special value. They are assimilated by the subject through experience and feelings of pleasure and displeasure, joy and indignation—that is, through emotions. Values form the basis for the evaluation criteria that govern people's attitudes toward objects that satisfy human needs. Throughout life, people develop a perception of some objects as valuable, while others are unvaluable or even "anti-valuable." … Values can be individual, group, or universal. Individual values determine a specific person's actions and can be transient in nature, varying depending on the individual's age. Group values (meaning a group in the broad sense – as a social community, a type of society) are more general in nature: they are defined as the ideas accepted in a given community about the desired type of socio-cultural form. Universal human values are characterized by their enduring nature and serve as guidelines for most people, regardless of gender, age, or historical era. The number of such values is limited. These include, for example, truth, beauty, and goodness. Perceived and ingrained values become social norms that support, reproduce, and regulate human activity. [I. G. Petrov]
Q	1	Question: What, according to the author, is the role of values in society? Indicate two positions.
A		Correct answer: According to the text, values, firstly, form criteria for evaluation that regulate people's attitudes toward objects and actions. Secondly, they become social norms that support and reproduce forms of activity in society.
Q	2	Question: Name two factors that, in the author's opinion, contribute to the formation of values.
A		Correct answer: The author points out that values are formed through emotional

		experience (pleasure/displeasure) and the development of society, where significant ideas are identified and reinforced.
Q	3	Question: What three sets of values does the author identify? Which of these sets do you think includes the principle of equality of citizens before the law?
A		Correct answer: The author distinguishes between individual, group, and universal values. The principle of equality of citizens before the law is a group value, as it reflects the normative system of a particular society, rather than individual or universal guidelines.
R2	Very good	A complete, accurate, logical answer with deep understanding, argumentation, competent speech, and no mistakes was given
R1	Good/Satisfactory	The answer is generally complete and correct; 1-2 minor errors were made, corrected on when pointed out, minor flaws in the presentation or speech. The answer partially answers the question, there are inaccuracies, significant errors, insufficient argumentation, speech is incorrect in places
R0	Fail	The answer is incomplete, there are significant errors, lack of understanding, logic, literacy, and independence

Topics of slides presentations / essays for the **Б1.В.04 Fundamentals of Russian statehood** course:

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.03	Dentistry for international students (in English)
C	UC-5	Is able to analyze and consider cultural diversity during intercultural interactions
C	UC-11	Is intolerant towards corrupt conduct
I		**Prepare a slides presentation / essay on:** 1. Similarities and differences between the concepts of "culture" and "civilization" 2. Typology of civilization, characteristics of Russian civilization 3. Russian philosophers, historians, politicians, cultural figures, scientists and their contribution to the development of Russia 4. Culture, society, civilization 5. History and system of public administration in Russia 6. Future challenges and national development 7. Political Structure of Russia 8. Russian worldview and value constants 9. Current situation of Russian regions 10. Population, culture, religions, and languages

Assessment criteria

"Very good" grade is given to a student who possesses knowledge of the subject in full scope outlined in the curriculum, has a sufficiently deep insight into the subject; is able to answer all questions clearly, exhaustively, and with no outside help; structures their answers logically, with emphasis on the most important information; is able to analyze, compare, classify, summarize, refine, and structure the course content, giving particular attention to cause-and-effect relationships.

"Good" is given to a student whose knowledge of the subject is almost in full scope outlined in the curriculum (gaps are only present in the knowledge of some especially complex aspects); is able to answer questions exhaustively with little to no outside help; does not always put emphasis on the most important information, but does not make significant mistakes.

"Satisfactory" is given to a student who possesses the bulk of knowledge on the subject; has difficulties answering questions with no outside help, uses imprecise wording; makes mistakes in substantial number of their answers.

"Unsatisfactory" is given to a student who does not have the mandatory minimum of knowledge on the subject, is not able to give an answer even with additional guiding questions.

4. Assessment criteria for learning outcomes

"Pass" is given to a student who has shown a sufficiently strong knowledge of the basic concepts of the subject; is able to complete specific practical tasks outlined in the program with no outside help, use recommended reference material, and correctly evaluate the results.

"Fail" is given to a student who has significant gaps in knowledge of the basic concepts of the subject, is not able reach the correct solution to a specific practical task outlined in the curriculum even with outside help.