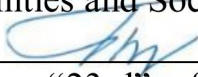


Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Стегний Кирилл Владимирович
Должность: И.о. ректора
Дата подписания: 18.09.2026 19:00:29
Уникальный программный ключ:
d59234ba928aea5c04c54eb9013e367220bcb2a

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./
“23rd” of April 2026

COLLECTION OF ASSESSMENT TOOLS
B1.V.04 Fundamentals of Russian statehood
of the basic educational program
of Higher Education

Specialty	31.05.01 General Medicine (English-language program) (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system)
Mode of study	Full-time
Period of mastering the BEP	6 years (nominal length of study)
Department	of Humanities and Social Studies and Economy

Vladivostok, 2026

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. General Medicine (English-language program), profile 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system).

([BEP HE for the 31.05.01 General Medicine \(English-language program\)](#)), 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	Test
		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	31.05.01	General Medicine (English-language program)
C	UC-5	Able to analyze cultural diversity and accommodate it in cross-cultural interaction
C	UC-11	Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities
I		ANSWER LEVEL 1 TEST QUESTIONS (ONE CORRECT ANSWER)
		01. Vladimir Monomakh reigned in Kiev in 1. 1068–1076 2. 1078–1093 3. 1125–1132 4. 1125–1157 +5. 1113 to 1125

	02. Identify the reason that led to the disintegration of the territory of Kievan Rus' 1. Influx of population into the lands of North-Eastern Rus' 2. Disintegration of the clan community and its property stratification +3. Political separatism of local princes 4. Formation of tribal unions 5. Emergence of the neighboring (territorial) community 03. A Russian principality that was part of the Grand Duchy of Lithuania 1. Ryazan 2. Tver 3. Murom 4. Vladimir-Suzdal +5. Kiev 04. The main cause of the feudal war in the 15th century was 1. The struggle for the Vladimir grand princely throne +2. Ambiguity in the system of succession to the Moscow throne 3. Default on debt obligations by the Moscow prince 4. The struggle for Novgorod 5. The struggle for the Kiev grand princely throne 05. Moscow was liberated from the Poles during the Time of Troubles in 1. 1583 2. 1609 +3. 1612 4. 1618 5. 1605 06. The document issued by Peter I to regulate state service was called 1. Decree on Single Inheritance 2. New Code 3. Charter of Grant +4. Table of Ranks 5. Council Code 07. Identify the causes of the war of 1812 with Napoleon 1. Russia's violation of the continental blockade of the USA 2. Anti-Russian uprising in Poland 3. Aggressive policy of Alexander I +4. Aggressive policy of Napoleon I 5. Disagreements between Russia and France in the Middle East 08. The author of the program document of the Northern Society of the Decembrists was 1. S.P. Trubetskoy +2. N.M. Muravyov 3. P.I. Pestel
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	4. K.F. Ryleyev 5. M.S. Lunin 09. Identify the reforms carried out by Alexander I in 1801–1804 1. Issuance of a new Statute on Succession to the Throne +2. Issuance of the decree on "free ploughmen" (free agriculturalists) 3. Creation of the State Council – the highest legislative body 4. Establishment of the system of military settlements 5. Adoption of the constitution of the Russian Empire 10. According to the Bolsheviks, Soviet power in 1917 is a form of +1. Dictatorship of the proletariat 2. Local self-government 3. State of the whole people 4. Parliamentary republic 5. Compromise with the bourgeoisie 11. In what year was the city of St. Petersburg founded? +1. 1703 2. 1710 3. 1715 4. 1723 12. Russia began to be called the Russian Empire from 1. 1709 2. 1714 +3. 1721 4. 1725 13. The founding of which educational institution is directly associated with the activities of M.V. Lomonosov? 1. Slavonic-Greek-Latin Academy 2. Higher Women's Courses in St. Petersburg 3. Tsarskoye Selo Lyceum +4. Moscow University 14. Which of the following events led to the strengthening of Russia on the Black Sea in the 18th century? +1. Annexation of the Crimean Khanate to Russia 2. Russia's participation in the Great Northern War 3. Establishment of diplomatic relations with the Ottoman Empire 4. Russia's participation in the Seven Years' War 15. Representatives of Russian social thought in the 1830s–1850s who believed that Russia should develop along its own unique path, rather than follow the models of leading European countries, were called 1. Decembrists 2. Westernizers +3. Slavophiles
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	4. Anarchists 16. Which of the following refers to the economic processes of the last quarter of the 19th century? +1. Completion of the industrial revolution 2. Beginning of railway construction 3. Increase in cultivated areas 4. Introduction of household taxation 17. Members of the creative association "The Mighty Handful" were 1. I.N. Kramskoy, V.G. Perov 2. N.G. Chernyshevsky, N.A. Dobrolyubov 3. F.I. Chaliapin, L.V. Sobinov +4. M.P. Mussorgsky, A.P. Borodin 18. Read the excerpt from a contemporary's memoirs and identify the missing name of the emperor. "Having ascended on March 2 the Russian throne, bloodied by the murder of the Tsar-Liberator, <...> forced the vast empire in an almost chaotic state... Constant terrorist acts against those in power kept the country in a state of chronic internal ferment. ...During the thirteen years of <...>'s reign, the situation changed radically." 1. Paul I 2. Alexander II +3. Nicholas I 4. Alexander III 19. Adoption of the Constitution of the Russian Federation 1. 1991 2. 1993 3. 1994 +4. 1999 20. January 1, 2009 – the beginning of the gas conflict between Russia and ... 1. Ukraine 2. Belarus +3. Abkhazia 4. Kazakhstan 21. The uncontrolled by society production, exchange, and consumption of goods and services that developed in the USSR during the period of "stagnation" and subsequent decades is called 1. Market infrastructure 2. Special supply system +3. Shadow economy 4. Private property 22. What features characterized the development of the economy in the USSR during the period of perestroika? 1. Privatization of all state property
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		2. Permission for individual labor activity +3. Granting of economic independence to enterprises 4. Creation of a banking system 5. Introduction of state quality acceptance at enterprises 6. Price liberalization 23. The post-Soviet space means 1. Modern Russia +2. The territory of the former USSR 3. "South Stream" 4. Customs Union 24. Choose a synonym for the word "Rodina" (Motherland) +1. State 2. Fatherland 3. Place of residence 4. Country 25. The official emblem of the state +1. Coat of arms 2. Government 3. Border 4. Flag 26. The population of Russia is 1. More than 140,000,000 citizens +2. More than 146,000,000 citizens 3. More than 135,000,000 citizens 4. More than 200,000,000 citizens
		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: A, B, D
		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

"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	31.05.01	General Medicine (English-language program)
C	UC-5	Able to analyze cultural diversity and accommodate it in cross-cultural interaction
C	UC-11	Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities
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.

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	UC-5	Able to analyze cultural diversity and accommodate it in cross-cultural interaction
C	UC-11	Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities
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	31.05.01	General Medicine (English-language program)

C	UC-5	Able to analyze cultural diversity and accommodate it in cross-cultural interaction
C	UC-11	Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities
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 **B1.V.04 Fundamentals of Russian statehood** course:

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	UC-5	Able to analyze cultural diversity and accommodate it in cross-cultural interaction
C	UC-11	Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities
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.