

Federal State Budgetary Educational Institution of Higher Education  
"Privolzhsky Research Medical University"  
Ministry of Health of the Russian Federation

**BANK OF ASSESSMENT TOOLS FOR DISCIPLINE**

**HISTORY**

Training program (specialty): 33.05.01 PHARMACY

Department: SOCIAL SCIENCES AND HUMANITIES

Mode of study FULL-TIME

Nizhniy Novgorod  
2021

## 1. Bank of assessment tools for the current monitoring of academic performance, mid-term assessment of students in the discipline

This Bank of Assessment Tools (BAT) for the discipline "History" is an integral appendix to the working program of the discipline " History ". All the details of the approval submitted in the WPD for this discipline apply to this BAT.

*(Banks of assessment tools allow us to evaluate the achievement of the planned results stated in the educational program.*

*Assessment tools are a bank of control tasks, as well as a description of forms and procedures designed to determine the quality of mastering study material by students.)*

## 2. List of assessment tools

The following assessment tools are used to determine the quality of mastering the academic material by students in the discipline:

No.	Assessment tool	Brief description of the assessment tool	Presentation of the assessment tool in the BAT
1	Tests	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	Test Task Fund
2	Report	The product of the student's independent work, which is a public presentation on the presentation of the results obtained by solving a certain educational, practical, educational, research or scientific topic	Topics of reports, messages
3	Creative task	A partially regulated task that has a non-standard solution and allows you to diagnose skills, integrate knowledge of various fields, and argue your own point of view. It can be performed individually or by a group of students.	Topics of group and/or individual creative tasks

## 3. A list of competencies indicating the stages of their formation in the process of mastering the educational program and the types of evaluation tools

Code and formulation of competence*	Stage of competence formation	Controlled sections of the discipline	Assessment tools
UK-1, UK-5.	Current	Section 1. Introduction to the subject	<i>Creative task, Report</i>
UK-1, UK-5	Current	Section 2. Eastern Slavs. Ancient Russia.	Creative task, Report

UK-1, UK-5	Current	Section 3. The Russian state in the XIII – XVII centuries.	Creative task, Report
UK-1, UK-5	Current	Section 4. Russia in the XVIII century.	Creative task, Report
UK-1, UK-5	Current	Section 5. The Russian Empire in the XIX – early XX centuries. Section	Creative task, Report
UK-1, UK-5	Current	6. Russia and the USSR in the Soviet Era (1917-1991). The Great Patriotic War.	Creative task, Report
UK-1, UK-5	Current	Section 7. Modern Russian Federation (1991-2022)	Creative task, Report
UK-1, UK-5	Intermediate	Section 1. Section 2. Section 3. Section 4. Section 5. Section 6. Section 7.	Test tasks, Credit

#### 4. The content of the assessment tools of entry, current control

Entry /current control is carried out by the discipline teacher when conducting classes in the form of: Creative task, Report, Test tasks

##### 4.1. Tasks for the assessment of competence UK-1, UK-5.

Examples of creative tasks:

Option 1. It is generally recognized that the presence of a solid ideological base has historically contributed to the successful development of many states, especially at the early stages of their development.

Think about whether this statement is true for the Old Russian state after its peoples adopted Eastern-style Christianity as a single state religion? Give examples of the positive and negative impact of this event on the future of the country.

Display possible versions of the historical development of the country in your opinion in case of adoption of one of the other religions or rejection of monotheism in the form of a "scheme of alternatives".

Option 2. The facts of falsification of National history often fall into the modern media space, especially in relation to the events of the XX century and the period of the Great Patriotic War.

Think about what are the historical and political prerequisites of the most common myths? Draw meaningful parallels between the origins of the most common myths and their supposed consequences.

Display the situation in the form of a linear graphic scheme of three components: "the causes of the myth — the false content of the falsified event — the negative social consequences of falsification."

##### 4.2. Tasks (assessment tools) for the credit

The full package of tasks is given UK-1, UK-3, UK-5, OPK-1:

1. The origin and settlement of the Eastern Slavs.
2. Formation and formation of the Ancient Russian state.
3. Nizhny Novgorod land and Nizhny Novgorod people in ancient times.
4. The first Russian princes in everyday life.
5. The main occupations of the ancient Rus.
6. The formation and spread of Christianity in Russia.
7. The culture of Ancient Russia.
8. Political traditions of Ancient Russia.
9. Russian lands in the fight against the Mongol invasion.
10. The Suzdal-Nizhny Novgorod Principality and the Golden Horde.
11. Monastic medicine and folk medicine.

12. Medicine of Ancient Russia and folk beliefs.
13. The history of the symbols of the Russian state.
14. Social consequences of the oprichnaya policy.
15. The great feat of the Nizhny Novgorod people in 1611-1612.
16. Colonization of the Volga region, the Urals, Siberia.
17. Political traditions of the Russian state.
18. The birth of the Russian intelligentsia.
19. Living conditions of Russians during the war years.
20. Medical and social security of the population in the XVIII–XX centuries.
21. Russian political parties: classification, tactics (period of choice).
22. Socio-economic development of the Fatherland in the twentieth century.
23. The Soviet political system.
24. The Great Patriotic War is an eternal feat of the Soviet people.
25. The way of life of the Russian people in the works of literature.
26. The state structure of the Russian Federation (Russia).
27. Global problems of modern civilization.
28. Material and spiritual values in the life of Russians.

## 5. The content of the assessment tools of mid-term assessment

Mid-term assessment is carried out in the form of a credit.

5.1 The list of control tasks and other materials necessary for the assessment of knowledge, skills and work experience

### 5.1.1. Questions for the credit in the discipline "History"

Question	Competence code (according to the WPD)
1. THE OLD RUSSIAN STATE IS A PERIOD 1) VI-IX centuries 2) VIII-XI centuries 3) IX-X centuries 4) IX-XII centuries	UK-1, UK-5.
2. THE PATRON OF HISTORY IS THE ANCIENT GREEK MUSE 1) Melpomene 2) Terpsichore 3) Clio 4) Urania	
3. THE CAPITAL OF THE OLD RUSSIAN STATE WAS THE CITY 1) Kyiv 2) Iskorosten 3) Pskov 4) Yaroslavl	
4. THE OLDEST WRITTEN SOURCE ON THE HISTORY OF Rus' 1) Tale of Bygone Years 2) Teachings of Vladimir Monomakh 3) The story of Peter and Fevronia	
THE METHODS OF HISTORICAL KNOWLEDGE ARE 1) Comparative historical 2) Television express poll	

<p>3) Retrospective 4) Biometrics</p>	
<p>6. THERE ARE NO WRITTEN SOURCES 1) Chronicle 2) Birch bark 3) Murals 4) Russian Truth 5) Spinner</p>	
<p>7. AUXILIARY HISTORICAL DISCIPLINES 1) Heraldry 2) Numismatics 3) Archeology 4) Paleontology 5) Axiomatics</p>	
<p>8. RUSSIAN HISTORY IS NOT STUDYED 1) Herodotus 2) Pliny 3) Karamzin 4) Solovyov 5) Klyuchevsky</p>	
<p>9. RUSSIAN HISTORY STUDYED 1) Herodotus 2) Lomonosov 3) Plutarch 4) Solovyov 5) Klyuchevsky</p>	
<p>10. SOCIAL FUNCTIONS OF HISTORY 1) Historical experience, history lessons 2) Foresight of the future 3) Awareness of the present 4) Establishing the truth in the historical past</p>	
<p>11. CHOOSE THE RIGHT CHRONOLOGICAL SEQUENCES OF THE KINGS 1) Rurik, Oleg, Igor, Olga, Svyatoslav 2) Olga, Oleg, Vladimir, Yaroslav 3) Vladimir, Igor, Yaroslav, Svyatoslav 4) Svyatoslav, Vladimir, Yaroslav</p>	
<p>12. MATERIAL SOURCES ARE 1) Ancient coins 2) Birch bark letters 3) Legends, epics 4) Toponyms (names of cities, villages) 5) Utensils</p>	
<p>13. DO NOT APPLY TO MATERIAL SOURCES 1) Birch bark letters 2) Legends, epics 3) Toponyms (names of cities, villages) 4) Utensils</p>	
<p>14. THE PRINCIPLE OF HISTORICISM IS - Consideration of a historical event in the context of the historical era under study - The introduction of personal assessments and value judgments in relation to the phenomenon under study - The study of the past based on modern political ideals,</p>	

<p>ideological guidelines and values.</p> <p>- Detection of relationships between events and the establishment of objective causes of a particular historical event</p>	
<p>15. ARCHEOLOGY IS A SCIENCE STUDYING</p> <ol style="list-style-type: none"> <li>1) Folklore</li> <li>2) Ancient artifacts for the purpose of reconstructing the historical past</li> <li>3) Material objects of past eras to recreate a picture of the past</li> <li>4) Rites and rituals with the aim of reconstructing the religious ideas of previous eras</li> </ol>	
<p>16. NUMISMATICS IS A SCIENCE STUDYING</p> <ol style="list-style-type: none"> <li>1) Banknotes of past eras</li> <li>2) Ancient coins</li> <li>3) Pedigrees of noble families</li> <li>4) Architectural monuments</li> </ol>	
<p>17. MATCH THE CITY AND ITS "RULES"</p> <ol style="list-style-type: none"> <li>1) Kyiv -&gt; prince Oleg, Vladimir</li> <li>2) Moscow -&gt; Prince Yuri Dolgoruky, Ivan Kalita</li> <li>3) St. Petersburg -&gt; Peter I, Catherine II</li> </ol>	
<p>18. MATCH CHRONOLOGICALLY</p> <ol style="list-style-type: none"> <li>1) IX-XI -&gt; Old Russian state</li> <li>2) XVIII -&gt; The era of Europeanization</li> <li>3) XIX -&gt; Age of Modernization</li> </ol>	
<p>19. ESTABLISH THE CORRESPONDENCE BETWEEN THE PERIOD AND THE RULER OF Rus', RUSSIA</p> <ol style="list-style-type: none"> <li>1) IX-XI -&gt; Prince Yaroslav the Wise, Prince Svyatoslav</li> <li>2) XVIII -&gt; Catherine I, Catherine II</li> <li>3) XIX -&gt; Alexander I, Alexander II</li> </ol>	
<p>20. ESTABLISH THE CORRESPONDENCE BETWEEN THE HISTORICAL SOURCE AND ITS TYPOLOGY.</p> <ol style="list-style-type: none"> <li>1) Written source -&gt; chronicle, birch bark</li> <li>2) Folklore source -&gt; songs, epics, fairy tales</li> <li>3) Material source-&gt; coins, household items</li> <li>4) Ethnographic source -&gt; description of the life of the ancient peoples</li> </ol>	
<p>21. ANCIENT RUSSIANS ACCEPTED CHRISTIANITY IN</p> <ol style="list-style-type: none"> <li>1) in 862 under Prince Rurik</li> <li>2) in 882 under Prince Oleg</li> <li>3) in 955 under Princess Olga</li> <li>4) in 988 under Prince Vladimir</li> </ol>	
<p>22. SLAVIC TRIBES WERE NOT</p> <ol style="list-style-type: none"> <li>1) Glades</li> <li>2) Slovenia</li> <li>3) Merya</li> <li>4) Murom</li> <li>5) Drevlyans</li> </ol>	
<p>23. CHOOSE THE RIGHT CHRONOLOGICAL SEQUENCE OF THE BOARD OF PRINCES</p> <ol style="list-style-type: none"> <li>1) Rurik, Oleg, Igor, Olga</li> <li>2) Svyatopolk, Igor, Olga, Svyatoslav</li> <li>3) Svyatoslav, Vladimir, Yaroslav</li> <li>4) Oleg, Olga, Igor, Svyatoslav</li> </ol>	
<p>24. THE FOLLOWING WRITTEN SOURCES RELATE TO THE OLD RUSSIAN PERIOD</p>	

<p>1) Tale of Bygone Years  2) Teachings of Vladimir Monomakh  3) Russian Truth  4) Zadonshchina  5) Sudebnik of Ivan III</p>	
<p>25. THE FOLLOWING WRITTEN SOURCES RELATE TO THE OLD RUSSIAN PERIOD</p> <p>1) Tale of Bygone Years  2) Teachings of Vladimir Monomakh  3) Russian Truth  4) Zadonshchina  5) Sudebnik of Ivan III</p>	
<p>26. EASTERN SLAVES SETTLED IN RIVER BASINS</p> <p>1) Dnipro  2) Magus  3) Vyatka  4) Kuban  5) Kama</p>	
<p>27. THE OLDEST CITIES OF Rus' ARE</p> <p>1) Kyiv  2) Novgorod  3) Vladimir on the Klyazma  4) Moscow</p>	
<p>28. Pagan gods of the Slavs are</p> <p>1) Perun  2) Veles  3) Mitra  4) Dazhdbog  5) Janus</p>	
<p>29. THE PAGAN GODS OF THE SLAVS ARE NOT</p> <p>1) Perun  2) Veles  3) Mitra  4) Dazhdbog  5) Janus</p>	
<p>30. THE ROAD FROM THE VARANGIANS TO THE GREEKS WAS PASSED BY RIVERS</p> <p>1) Don  2) Dnipro  3) Magus  4) Catch  5) Pripyat</p>	
<p>31. INDICATE THE FREE STATES OF THE POPULATION IN THE REVNE-RUSSIAN STATE</p> <p>1) People  2) Vigilantes  3) Purchasing  4) Serfs</p>	
<p>32. SVYATOSLAV WAS A PRINCE WARRIOR</p> <p>1) Khazaria  2) Volga Bulgaria  3) Byzantium  4) Armenia</p>	
<p>33. TO SEMI-INDEPENDENT POPULATION IN Rus' WERE</p>	

<p>1) Ryadovichi  2) Purchasing  3) People  4) Outcasts</p>	
<p>34. SEMI-INDEPENDENT STRATES OF THE POPULATION IN Rus' WERE</p> <p>1) Smerdy  2) Purchasing  3) Artisans  4) Tiunas</p>	
<p>35. WITH THE ACCEPTANCE OF CHRISTIANITY IN Rus'</p> <p>1) Construction of stone temples  2) Lawsuits against Gentiles  3) Written culture based on the alphabet of Cyril and Methodius  4) Marriages to Byzantine princesses</p>	
<p>36. INDICATE THE MOST DISPOINTED STATES OF THE POPULATION FROM THE FOLLOWING</p> <p>1) Serfs  2) Outcasts  3) People  4) Vigilantes  5) Merchants</p>	
<p>37. THE CENTERS OF THE POLITICAL LIFE OF THE ANCIENT RUSSIANS WERE</p> <p>1) Kyiv  2) Novgorod  3) Iskorosten  4) Polotsk  5) Izborsk</p>	
<p>38. ANCIENT Rus' IN THE IX-XII CENTURIES.</p> <p>1) Tatar-Mongols  2) Finno-Ugric tribes  3) Serbs  4) Polovtsy  5) Khazars</p>	
<p>39. MATCH THE PRINCE AND THE EVENT</p> <p>Prince Vladimir -&gt; conversion to Christianity  Prince Yaroslav the Wise -&gt; first set of laws  Prince Oleg -&gt; unification of Novgorod and Kyiv  Prince Svyatoslav -&gt; victory over Khazars, Volga Bulgars</p>	
<p>40. ESTABLISH THE CORRESPONDENCE BETWEEN THE TRIBES AND THEIR PLACES OF SETTLEMENT</p> <p>Polyane - &gt;Dnipro  Slovene-&gt;Ilmen, Magus  Muroma - &gt;Oka  Dregovichi-&gt;Marshes  Polochan-&gt;Polota</p>	
<p>41. MATCH SOCIAL GROUPS AND THEIR REPRESENTATIVES</p> <p>Farmers -&gt; people  Merchants -&gt; guests  Prince's household managers -&gt; tiuns  Old Russian warriors -&gt; vigilantes  Tribute Collectors -&gt; Publicans</p>	



<p>42. RELATE BETWEEN THE TRIBES AND THEIR POLITICAL CENTERS</p> <p>Polyany - &gt; Kyiv  Slovenia - &gt; Novgorod  Drevlyane - &gt; Iskorosten  Krivichi - &gt; Smolensk  Polochane - &gt; Polotsk</p>	
<p>44. THE MAIN ACTIVITIES OF THE SLAVES WERE</p> <ol style="list-style-type: none"> <li>1) Slash-and-burn agriculture</li> <li>2) Wrestling</li> <li>3) Hunting and fishing</li> <li>4) Maritime trade</li> <li>5) Metal mining and processing</li> </ol>	
<p>45. PRINCE VLADIMIR CHOSEN CHRISTIANITY AS THE STATE RELIGION ON THE FOLLOWING ARGUMENTS</p> <ol style="list-style-type: none"> <li>1) Byzantium, as a Christian power, became a powerful political, military ally and economic partner</li> <li>2) Eastern Christianity allowed to pray and conduct services in their native language, for the Slavs</li> <li>3) Vladimir's father Svyatoslav was a Christian</li> <li>4) Christianity was widespread in Rus', since Princess Olga was baptized back in 955</li> </ol>	
<p>46. PRINCE VLADIMIR REJECTED OFFERS OF RELIGIOUS CONFESSIONS TO ACCEPT THE FAITH</p> <ol style="list-style-type: none"> <li>1) Muslims</li> <li>2) Jews</li> <li>3) Western Christians</li> <li>4) Eastern Christians</li> </ol>	
<p>47. THE PAGAN PANTOEN OF PRINCE VLADIMIR INCLUDED THE FOLLOWING DEITIES</p> <ol style="list-style-type: none"> <li>1) Perun</li> <li>2) Belbog</li> <li>3) Semargl</li> <li>4) Makosh</li> </ol>	
<p>48. THE ACTING CHARACTERS OF THE EPIC “RIBION OF ILYA MUROMTS” ARE</p> <ol style="list-style-type: none"> <li>1) Prince Vladimir, Ilya Muromets, Dobrynya Nikitich</li> <li>2) Dobrynya Nikitich, Alyosha Popovich, Ilya Muromets</li> <li>3) Nikita Zaoleshanin, Ilya Muromets, Prince Vladimir</li> </ol>	
<p>49. RUSICH HAD THE FOLLOWING CHARACTER FEATURES</p> <ol style="list-style-type: none"> <li>1) Hospitality, abuse of intoxicating (alcoholic) drinks</li> <li>2) Sensitivity, cordiality, diligence in work</li> <li>3) God-fearing, constant prayer and abstinence from food</li> <li>4) Love for one's Motherland, respect for the elderly, hospitality for guests</li> </ol>	
<p>50. WRITTEN SOURCES X-XII THAT REVEAL RUSICH’S MENTALITY ARE</p> <ol style="list-style-type: none"> <li>1) Tale of Bygone Years</li> <li>2) Teachings of Vladimir Monomakh</li> <li>3) The rebellion of Ilya Muromets against Prince Vladimir</li> <li>4) The Tale of Peter and Fevronia</li> <li>5) Domostroy</li> </ol>	

Number of test task	The correct answer	Number of test task	The correct answer	Number of test task	The correct answer
1	4	21	4	41	1, 3, 4
2	3	22	3, 4	42	1
3	1	23	1, 3	43	1
4	1	24	1,2,3	44	1, 2, 3
5	1, 3	25	1,2,3	45	1, 2
6	3, 5	26	1, 2, 3, 6	46	1, 2, 3
7	3	27	1, 2	47	1, 3, 4
8	1, 2	28	1, 2, 4	48	1, 3
9	2, 4,5	29	3, 5	49	2, 4
10	1, 2, 3	30	2, 3, 4	50	1, 2, 3
11	1, 4	31	1,2		
12	1, 2, 5	32	1, 2, 3		
13	2, 4	33	1, 2		
14	1, 4	34	1, 2		
15	2,3	35	1, 3		
16	1, 2	36	1, 2		
17	1, 2	37	1, 2		
18	1,2,3	38	2, 4,5		
19	2	39	3		
20	1, 4	40	4		

## 6. Criteria for evaluating learning outcomes

For the credit:

Learning outcomes	Evaluation criteria	
	Not passed	Passed
<b>Completeness of knowledge</b>	The level of knowledge is below the minimum requirements. There were bad mistakes.	The level of knowledge in the volume corresponding to the training program. Minor mistakes may be made
<b>Availability of skills</b>	Basic skills are not demonstrated when solving standard tasks. There were bad mistakes.	Basic skills are demonstrated. Typical tasks have been solved, all tasks have been completed. Minor mistakes may be made.
<b>Availability of skills (possession of experience)</b>	Basic skills are not demonstrated when solving standard tasks. There were bad mistakes.	Basic skills in solving standard tasks are demonstrated. Minor mistakes may be made.
<b>Motivation (personal attitude)</b>	Educational activity and motivation are poorly expressed, there is no willingness to solve the tasks qualitatively	Educational activity and motivation are manifested, readiness to perform assigned tasks is demonstrated.
<b>Characteristics of competence formation</b>	The competence is not fully formed. The available knowledge and skills are not enough to solve practical (professional) tasks. Repeated training is required	The competence developed meets the requirements. The available knowledge, skills and motivation are generally sufficient to solve practical (professional) tasks.
<b>The level of</b>	Low	Medium/High

<b>competence formation</b>		
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For testing:

Mark "5" (Excellent) - points (100-90%)

Mark"4" (Good) - points (89-80%)

Mark "3" (Satisfactory) - points (79-70%)

Less than 70% – Unsatisfactory – Mark "2

A complete set of assessment tools for the discipline " History " is presented on the Educational portal of Privolzhsky Research Medical University:

<https://sdo.pimunn.net/course/view.php?id=2310#section-10>

Developer:

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