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**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**
Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED BY:

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

**Dean Faculty of Medicine
and Biology**

**ASSESSMENT TOOLS FUND FOR THE
HISTORY OF RUSSIA**

DISCIPLINE

Specialty	31.05.01 General Medicine
Year of commencement of studies	2026
Form of study	Full-time
Implemented	Semesters 1-2

Introduction

1. Aim: this ATF is intended for organizing the assessment of the level of acquired competencies among bachelor students in the discipline History of Russia.
2. ATF is an appendix to the syllabus of the discipline History of Russia.
3. Developer: L.A. Zvereva, Associate Professor of the Department of History of Russia.
4. Expert evaluation of the ATF has been carried out.

Members of the expert group:

Chairperson: Kubanov S.I., Associate Professor of the Department of Surgery, Orthopedics, and Traumatology

Commission members: Ivchenko G.S., Acting Head of the Department of Internal Medicine Propaedeutics

Kotelevets S.M., Professor of the Department of Internal Medicine Propaedeutics

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period of the ATF is determined by the implementation period of the educational program.

**1. Description of indicators and criteria for assessment at various stages of their formation,
description of rating scales**

Competency(ies), indicator(s)	Levels of competency(ies) formation,			
	Minimum level not reached (Unsatisfactory) 2 points	Minimum level (satisfactory) 3 points	Average level (good) 4 points	High level (excellent) 5 points
UC-1				
Learning outcomes for the discipline (module): Indicator: AI-2 UC-1 Carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation.	Hesitantly carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation.	With some errors, identifies a problematic situation, analyzes and diagnoses it based on a systematic approach.	Correctly identifies a problematic situation, analyzes and diagnoses it based on a systematic approach.	Competently identifies a problematic situation, analyzes and diagnoses it based on a systematic approach.
Learning outcomes for the discipline (module): Indicator: AI-2 UC-1 Carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation.	Hesitantly carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation.	With some errors, identifies a problematic situation, analyzes and diagnoses it based on a systematic approach.	Correctly identifies a problematic situation, analyzes and diagnoses it based on a systematic approach.	Competently identifies a problematic situation, analyzes and diagnoses it based on a systematic approach.
Learning outcomes for the discipline (module): Indicator: AI-3 UC-1 Determines and assesses the risks of possible options for resolving a problem situation, chooses the optimal option for its resolution.	Does not know how to determine and assess the risks of possible options for resolving a problem situation, choose the optimal option for its resolution.	Partially determines and evaluates the risks of possible solutions to a problematic situation, and selects the best solution.	Identifies and evaluates the risks of possible solutions to a problematic situation, and selects the best solution.	Confidently identifies and evaluates the risks of possible solutions to a problematic situation, and chooses the best solution.
UC-5				
Learning outcomes for the discipline (module): Indicator: AI-1 UC-5 Confidently chooses methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks and enhance social integration.	Does not know how to choose ways of constructive interaction with people, taking into account their socio-cultural characteristics, in order to successfully fulfill professional tasks and strengthen social integration.	Hesitantly chooses ways of constructive interaction with people, taking into account their socio-cultural characteristics, in order to successfully fulfill professional tasks and strengthen social integration.	Chooses the ways of constructive interaction with people well, taking into account their socio-cultural characteristics, in order to successfully fulfill professional tasks and strengthen social integration.	Confidently chooses methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks and enhance social integration.

Learning outcomes of the discipline (module): Indicator: AI-2 UC-5 Demonstrates a respectful attitude toward the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of the historical development of Russia (including major events, key historical figures) within the context of world history and a number of world cultural traditions of the world (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.	Manifests a disrespectful attitude toward the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of the historical development of Russia (including major events, key historical figures) within the context of world history and a number of world cultural traditions of the world (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.	Demonstrates a partial respectful attitude toward the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of the historical development of Russia (including major events, key historical figures) within the context of world history and a number of world cultural traditions (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.	Demonstrates a respectful attitude to the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of the historical development of Russia (including major events, key historical figures) within the context of world history and a number of world cultural traditions (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.	Demonstrates a confident respectful attitude toward the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of the historical development of Russia (including major events, key historical figures) within the context of world history and a number of world cultural traditions (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.
Learning outcomes of the discipline (module): Indicator: AI-3 UC-5 Analyzes various socio-cultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interrelationships between the diversity of worldviews and the course of the development of history, science, and human conceptions of nature, society, cognition, and oneself.	Is unable to analyze various socio-cultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interrelationships between the diversity of worldviews and the course of the development of history, science, and human conceptions of nature, society, cognition, and oneself.	Partially analyzes various socio-cultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interrelationships between the diversity of worldviews and the course of the development of history, science, and human conceptions of nature, society, cognition, and oneself.	Competently analyzes various socio-cultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interrelationships between the diversity of worldviews and the course of the development of history, science, and human conceptions of nature, society, cognition, and oneself.	Proficiently analyzes various socio-cultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interrelationships between the diversity of worldviews and the course of the development of history, science, and human conceptions of nature, society, cognition, and oneself.

The assessment of the competency level in the discipline is carried out based on the Regulations for ongoing monitoring of academic performance and interim assessment of students in higher education educational programs – Bachelor’s programs, Specialist’s programs, Master’s programs – at the Federal State Autonomous Educational Institution of Higher Education North-Caucasus Federal University in its current edition.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY

Task #	Correct answer	Content of the question	Competency
1.		The creation of the laws of Ancient Rus was attended by a: Yaroslav the Wise and Vladimir Monomakh b: Rurik and his brothers c: Oleg and Igor d: Svyatoslav and Svyatopolk	UC-1
2.		Contemporaries were a: Vasily III and Ivan Kalita b: Ivan III and Sergius of Radonezh c: Dmitry Donskoy and Andrei Kurbsky d: Ivan IV and Yermak Timofeevich	UC-1
3.		Which of the named monuments was built in the 12th century? a: Archangel Cathedral of the Moscow Kremlin b: Pokrovsky Cathedral (St. Basil's Cathedral) in Moscow c: Church of the Ascension in the village of Kolomenskoye d: Church of the Intercession on the Nerl	UC-1
4.		Who of the named persons were outstanding Soviet military commanders during the Great Patriotic War? a: I.S. Konev, K.K. Rokossovsky b: S.S. Kamenev, M.I. Kalinin c: V.M. Molotov, A.A. Gromyko d: L.D. Trotsky, N.I. Bukharin	UC-1
5.		Write the missing word. The mass movement of innovators of socialist production in the USSR – workers, collective farmers, engineering and technical personnel – for increasing labor productivity, which began in 1935, was called the _____ movement.	UC-1
6.		Establish a match between the names of military commanders and the names of the wars in which they became famous. 1: A.P. Yermolov 2: M.D. Skobelev 3: P.A. Rumyantsev 4: P.S. Nakhimov a: Crimean War of 1853 – 1856 b: Patriotic War of 1812	UC-1

		c: Russo-Turkish War of 1768 – 1774 d : Russo-Turkish War of 1877 – 1878	
7.		Define the concept of Poll tax	UC-1
8.		Define the concept of Recruit duty	UC-1
9.		Define the concept of Westernizers	UC-1
10.		Define the concept of Constituent Assembly	UC-1
11.		Define the concept of Military settlements	UC-1
12.		Define the concept of Belovezha Accords of 1991	UC-1
13.		Name at least three reasons for the rise of Moscow.	UC-1
14.		Indicate at least three main outcomes of the reign of Ivan III.	
15.		Name at least four features of the state-political development of Russia in the second half of the 17th century, testifying to the transition to an absolute monarchy.	UC-1
16.	-	Name at least three outcomes of the Oprichnina rule.	UC-1
17.		Name the main outcomes of industrialization (at least three).	UC-1
18.		Indicate the main varieties of social movements in Russia in the 17th-18th centuries. Give examples of movements known to you.	UC-1
19.		Name the main directions of Russia's foreign policy in the second half of the 18th century. Provide at least three examples.	UC-1
20.		Disclose the causes of the Decembrist movement.	UC-1
21.		Name the main Decembrist organizations that existed in 1821-1825, the most important program documents of the Decembrists and the names of their authors.	UC-1
22.		Disclose the content of the Peasant reform of 1861.	UC-1

23.		Name two wars fought by Russia at the beginning of the 20th century before the collapse of the monarchy. Provide at least three main goals of the Russian government in one of them.	UC-1
24.		What were the results of the implementation of the fourth Five-year plan (1946-1950). Indicate at least three provisions.	UC-1
25.		Characterize the development of science and technology in the USSR in 1954-1964.	UC-1
26.		Characterize the main content of the economic reforms of the 1990s.	UC-1
27.		Which of the named literary works tells about the Battle of Kulikovo? a: Zadonshchina b: The Apostle c: Russkaya Pravda d: Instruction to Children	UC-5
28.		The largest tank battle in the history of World War II near the village of Prokhorovka occurred during a: the Battle of Moscow b: the Battle of Smolensk c: the Battle of Kursk d: the Battle of Stalingrad	UC-5
29.		Establish a match between the description, characteristic features, specific features of the events of the Great Patriotic War of 1941–1945 and the names of the events: for each position of the first column, select the corresponding position of the second column. <u>DESCRIPTION, CHARACTERISTIC FEATURES, SPECIFIC FEATURES</u> 1: the largest tank battle in the history of the war, transition of the strategic initiative to the Red Army 2: encirclement and liquidation of a large enemy grouping under the command of General Field Marshal F. Paulus 3: the first major defeat of the German army in the Second World War, as a	UC-5

		result of the Soviet counteroffensive the enemy was thrown back by more than 100 km 4: delay of the offensive of German troops for two months, the Germans for the first time were forced to temporarily switch to defense EVENTS a: Battle of Stalingrad b: Battle of Kursk c: Battle of Smolensk d: the Battle of Moscow	
30.		Write the missing phrase. One of the most important events of the first years of the reign of Catherine II was the convocation of the _____, whose deputies were representatives of all segments of the population, except for serfs and the clergy.	UC-5
31.		Arrange the documents of the 18th century in the chronological sequence of their adoption a: Charter to the Gentry b: Decree on Single Inheritance c: Manifesto on the Freedom of the Nobility d: Table of Ranks	UC-5
32.		Define the concept of Votchina	UC-5
33.		Define the concept of Zemsky Sobor	UC-5
34.		Define the concept of Mestnichestvo	UC-5
35.		Define the concept of Chosen Council	UC-5
36.		Define the concept of Absolutism	UC-5
37.		Define the concept of War Communism	UC-5
38.		Name at least three reasons for the victory of the Mongol-Tatars over the Russian retinues in the 13th century	UC-5
39.		The Old Russian state arose as a result of the internal development of society, social and economic shifts; the formation of the Old Russian state was led by the need to regulate relations between people living in the same territory, as well as to protect their land from external enemies. Prove this statement (indicate at least three provisions).	UC-5

40.		What reforms were carried out by the Chosen Council in the 16th century? (at least three).	UC-5
41.		Name the causes of the Time of Troubles in Russia. (at least three).	UC-5
42.		Name at least three reasons for the election of the Romanov dynasty in 1613.	UC-5
43.		Name at least three new features of the economic development of Russia in the XVII century.	UC-5
44.		Name the conditions of the Treaty of Nystad of 1721.	UC-5
45.		Name the causes of the era of palace coups (at least three).	UC-5
46.		Name the main directions (components) of the cultural revolution in the USSR. Give examples of specific measures, achievements in the field of education	UC-5
47.		Name the reasons for the victory of the Red movement during the Civil War (at least three).	UC-5
48.		Name the main features of war communism (at least three).	UC-5
49.		Name the main features of the new economic policy (at least three).	UC-5
50.		Name the prerequisites for the formation of the USSR.	UC-5
51.		Name the republics that were part of the USSR in 1985.	UC-5

2. Description of the rating scale

Within the framework of the rating system, students' academic performance in each discipline is assessed during ongoing monitoring and interim assessment. The rating system for assessing students' knowledge is based on the use of a combination of control measures to check the material covered (control points), optimally located throughout the entire time interval of studying the discipline. The principles of the rating system for assessing students' knowledge are based on the provisions described in the Regulations on the organization of the educational process based on the rating system for assessing students' knowledge at the FSAEI HE NCFU.

The rating system of assessment is not provided for students enrolled in higher education educational programs of the master's level, for students enrolled in higher education educational programs of the Bachelor's level of Full/Part- and Part-time training.

3. Assessment criteria:

Passed is given to the student based on the results of work in the semester. The student has submitted all tasks performed in practical classes and during independent work. **Failed** is given to the student based on the results of work in the semester. The student has not submitted the tasks performed in practical classes and during independent work.

The grade **excellent** is given to the student if different options for solving the problem are presented, the strengths and weaknesses of each solution are indicated, their own point of view on the analyzed problem is justified; a large amount of knowledge, high philosophical erudition, general intellectual culture of the participant, the ability to build their work logically, find convincing arguments to confirm their position are demonstrated; there are no comments on formatting; submission deadlines are not violated.

The grade **good** is given to the student if the essence of the problem is set out competently and with arguments; personal interest in the disclosed topic is shown, their own point of view is expressed; the ability to analyze factual material and statistical data is discovered; there are no comments on formatting; submission deadlines are not violated.

The grade **satisfactory** is given to the student if one of the questions is not fully disclosed; incomplete list of literature and sources; difficulties in presenting, arguing their point of view; there are minor comments on formatting.

The grade **unsatisfactory** is given to the student if the topic is not disclosed, the list of literature and sources is missing; there is no own point of view.