

**Assessment tools for conducting attestation  
in discipline «Russian History»  
for students of 2026 year of admission  
under the educational programme 31.05.01 General Medicine,  
specialisation (profile) General Medicine  
form of study full-time  
correspondence for the 2026-2027 academic year**

1. Assessment tools for conducting current monitoring during classes (CM), assessing students' independent work (IW), and conducting interim assessment (IA), which allow checking whether students have acquired the knowledge (k), skills (s), and abilities (a) (KSA) specified in the discipline's curriculum::

**UK-1.1.1. Knows the historical milestones in the development of society; the main principles and methods of critical analysis and assessment of modern scientific and practical achievements.**

| Results of mastering the program<br>(competencies)                                                                             | Indicators of competence achievement                                                                                                                                                                        | Learning outcomes for the discipline                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UK-1. Able to conduct a critical analysis of problem situations using a systematic approach and to develop an action strategy. | UK-1.1. Knows:UK-1.1.1. Knows the historical milestones in the development of society; the basic principles and methods of critical analysis and assessment of modern scientific and practical achievements | k-1. Knows the methodological foundations of historical knowledge, the basic concepts of history, the chronological framework, and the main content of the stages of world history. |

| № | Chapter(s), subsections<br>(subdisciplines) of the discipline | Task type | The content of the task | Correct answer | For which type of control is it intended? |
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|    | (modules, modular units) that form the given knowledge, skills, and abilities (KSAs).                                                                                    |                               |                                                                                                                                                                                                                                                                                 |                                                                                                                                 | CM  | IW | IA |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----|----|----|
| 1. | Module 1. History as a science. Russia and the world in antiquity and the Middle Ages. Modular Unit 1. The world in antiquity. The era of antiquity and the Middle Ages. | 1. Establish the sequence.    | Establish the sequence of historical stages within the framework of the formation approach. Write the corresponding sequence of numbers.<br><br>1) slave-owning formation<br>2) capitalist formation<br>3) communist formation<br>4) feudal formation<br>5) primitive formation | 5) primitive formation<br>1) slave-owning formation<br>4) feudal formation<br>2) capitalist formation<br>3) communist formation | yes | no | no |
|    | Module 1. History as a science. Russia and the world in antiquity and the Middle Ages. Modular Unit 1. The world in antiquity. The era of antiquity and the Middle Ages. | <b>2.Open-ended questions</b> | . According to this principle of historical science, any facts, historical phenomena, and events should be studied in accordance with the historical context, in their interconnections and interdependencies, and in their development. Name this principle.                   | the principle of historicism                                                                                                    | yes | no | no |

**UK-1.3.1. Has experience in forming evaluative judgments when addressing problematic situations, including professional ones; has the skill to develop a strategy for achieving a set goal as a sequence of steps, anticipating the outcome of each step and assessing their impact on the**

external environment of the planned activity and on the relationships between the participants in that activity.

| Results of mastering the program (competencies)                                                                                | Indicators of competence achievement                                                                                                                                                                                                                                                                                                                                                                                                 | Learning outcomes for the discipline                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UK-1. Able to conduct a critical analysis of problem situations using a systematic approach and to develop an action strategy. | UK-1.3. Able to:<br>UK-1.3.1. Possess experience in forming evaluative judgments when addressing problematic situations, including professional ones; have the skill to develop a strategy for achieving a set goal as a sequence of steps, anticipating the outcome of each step and assessing their impact on the external environment of the planned activity and on the relationships between the participants in that activity. | k-1. Possesses the skills to evaluate historical events and the role of individuals within specific historical contexts, and to substantiate their position on issues related to the value-based attitude towards historical heritage. |

| №  | Chapter(s), subsections (subdisciplines) of the discipline (modules, modular units) that form the given knowledge, skills, and abilities (KSAs).   | Task type                               | The content of the task                                                                                                                                   | Correct answer                                                                                       | For which type of control is it intended |    |    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------|----|----|
|    |                                                                                                                                                    |                                         |                                                                                                                                                           |                                                                                                      | CM                                       | IW | IA |
| 2. | Module 1. History as a science. Russia and the world in antiquity and the Middle Ages. Module unit 2. The Russian state in the 9th–15th centuries. | <b>1. Establish the correspondence.</b> | Establish the correspondence between the dates and the events.<br><br>Dates:<br>1. 1240<br>2. 1380<br>3. 1480.<br><br>Events:<br>A. The Stand on the Ugra | 1240 – the Battle on the Neva<br>1380 – the Battle of Kulikovo<br>1480 – the Stand on the Ugra River | yes                                      | no | no |

|  |                                                                                                                                                                          |                               |                                                                                                                                                                        |           |     |    |     |
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|  | Module 1. History as a science. Russia and the world in antiquity and the Middle Ages. Modular Unit 1. The world in antiquity. The era of antiquity and the Middle Ages. |                               | River<br>B. The Battle on the Neva<br>C. The Battle of Kulikovo                                                                                                        |           |     |    |     |
|  |                                                                                                                                                                          | <b>2.Open-ended questions</b> | Name the term that characterizes a social system based on conditional hereditary ownership of land and the establishment of a hierarchical system of social relations. | feudalism | yes | no | yes |

**UK-5.1.1. Knows the psychological foundations of social interaction aimed at solving professional tasks; the main principles of organizing business contacts; national, ethnocultural and confessional characteristics and folk traditions of the population; the main concepts of interaction within an organization, and the features of didactic interaction.**

| <b>Results of mastering the program (competencies)</b>                                                             | <b>Indicators of competence achievement</b>                                                                                                                                                                                                                                                                                                                                         | <b>Learning outcomes for the discipline</b>                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UK-5. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction. | UC-5.1. Knows:<br>UC-5.1.1. Knows the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organizing business contacts; national, ethnocultural and confessional characteristics and folk traditions of the population; the main concepts of interaction within an organization, and the features of didactic interaction. | k-1. He is familiar with the psychological principles governing team functioning, the foundations of social interactions for teamwork, taking into account the national, religious, and cultural characteristics of members of a professional team, as well as the forms of organizing independent work. |

| <b>№</b> | <b>Chapter(s), subsections (subdisciplines) of the discipline</b> | <b>Task type</b> | <b>The content of the task</b> | <b>Correct answer</b> | <b>For which type of control is it intended</b> |
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|    | (modules, modular units) that form the given knowledge, skills, and abilities (KSAs).        |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                              | CM  | IW  | IIA |
|----|----------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|
| 3. | Module 2. Russia and the World in the Modern Era.<br>Module Unit 4. Europe in the Modern Era | 1. Establish the correspondence. | <p>Establish the correspondence between the concepts and their definitions.</p> <p>Concepts:<br/>1. humanism<br/>2. Reformation<br/>3. capitalism</p> <p>Definitions:<br/>A. a movement for change within the Catholic Church<br/>B. a doctrine that views the human being as the highest value<br/>C. a socio-economic formation based on private ownership of the means of production and the exploitation of wage labour by capital</p> | <p>Humanism is a doctrine that views the human being as the highest value.</p> <p>The Reformation is a movement advocating for changes within the Catholic Church.</p> <p>Capitalism is a socio-economic formation based on private ownership of the means of production and the exploitation of wage labour by capital.</p> | yes | not | ono |
|    | Module 2. Russia and the World in the Modern Era.<br>Module Unit 4. Europe in the Modern Era | 2. Open-ended questions          | According to M. Weber, the development of capitalism was largely determined by the era of the Reformation and the ethics that emerged during it among the followers of                                                                                                                                                                                                                                                                     | protestantism                                                                                                                                                                                                                                                                                                                | yes | no  | no  |

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|  |  |  | a new Christian movement. Name this Christian movement. |  |  |  |  |
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**UK-5.3.1. Possesses the skills to choose value-based guidelines and a civic stance; to engage in reasoned discussion and resolve issues of a worldview-related, social, and personal nature; to create a non-discriminatory environment for productive interaction in a professional setting, taking into account national, ethnocultural, and confessional characteristics; and to overcome communicative, educational, ethnic, confessional, and other barriers in the process of intercultural interaction.**

**УК-5.3.1. Владеет навыками выбора ценностных ориентиров и гражданской позиции; аргументированного обсуждения и решения**

| <b>Results of mastering the program (competencies)</b>                                                             | <b>Indicators of competence achievement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Learning outcomes for the discipline</b>                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UK-5. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction. | UK-5.3. Knows how to:<br>UK-5.3.1. Knows how to choose value-based guidelines and a civic stance; to engage in reasoned discussion and solve problems of an ideological, social, and personal nature; to create a non-discriminatory environment for productive interaction in a professional setting, taking into account national, ethnocultural, and confessional characteristics; and to overcome communication, educational, ethnic, confessional, and other barriers in the process of intercultural interaction. | k-1. Possesses communication techniques for solving intellectual and professional tasks, taking into account national, ethnocultural, and confessional characteristics. |

| №  | Chapter(s), subsections (subdisciplines) of the discipline (modules, modular units) that form the given knowledge, skills, and abilities (KSAs). | Task type        | The content of the task | Correct answer        | For which type of control is it intended |    |    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------|-----------------------|------------------------------------------|----|----|
|    |                                                                                                                                                  |                  |                         |                       | CM                                       | IW | IA |
| 4. | Module 1. History as a science.                                                                                                                  | 1. Establish the | Establish the           | lord – a landowner, a | yes                                      | no | no |

|  |                                                                                                                                                                          |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                           |     |    |     |
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|  | Russia and the world in antiquity and the Middle Ages. Modular Unit 1. The world in antiquity. The era of antiquity and the Middle Ages.                                 | correspondence.        | <p>correspondence between the concepts related to the history of the Middle Ages and their definitions.</p> <p>Concepts:</p> <ol style="list-style-type: none"> <li>1. lord</li> <li>2. vassal</li> <li>3. estate</li> </ol> <p>Definitions:</p> <p>A. a landowning feudal lord who depends on another feudal lord for his land holdings, swears allegiance to him, and has a number of obligations and duties towards him.</p> <p>B. a landowner, a feudal lord, a master in relation to his vassals, peasants, and townspeople.</p> <p>C. a social group with hereditary rights and obligations established by law.</p> | <p>feudal lord, a master in relation to his vassals, peasants, and townspeople</p> <p>vassal – a feudal landowner who depends on another feudal lord for his land holdings, who swears an oath to him and has a number of obligations and duties towards him</p> <p>estate – a social group with hereditary rights and obligations established by law</p> |     |    |     |
|  | Module 1. History as a science. Russia and the world in antiquity and the Middle Ages. Modular Unit 1. The world in antiquity. The era of antiquity and the Middle Ages. | 2.Open-ended questions | In the Middle Ages, several major military expeditions were initiated in Europe, which “were aimed at liberating the Holy Land from the rule of non-Christian peoples.”                                                                                                                                                                                                                                                                                                                                                                                                                                                   | crusades                                                                                                                                                                                                                                                                                                                                                  | yes | no | yes |

|  |  |  |                                                                                                                                                                                                                                                                                                  |  |  |  |  |
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|  |  |  | These campaigns had a colossal impact on the development of medieval Europe, fostering cultural exchange, promoting trade, and changing the habits of the European aristocracy (hygiene, diet, etc.). Name the term (two words) that denotes these large-scale religious and military movements. |  |  |  |  |
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**YK-11.1.1. Knows the essence and signs of manifestations of extremism, terrorism, and corrupt behavior, the forms in which they manifest themselves in various spheres of life, and the main legal norms regulating them.**

| Results of mastering the program (competencies)                                                                                                                          | Indicators of competence achievement                                                                                                                                                                            | Learning outcomes for the discipline                                                                                                          |
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| UK-11. Able to foster a zero-tolerance attitude towards manifestations of extremism, terrorism, and corrupt behavior, and to counteract them in professional activities. | UK-11.1. Knows:<br>UK-11.1.1. Knows the essence and signs of extremism, terrorism, and corrupt behavior, the forms in which they manifest in various spheres of life, and the main legal norms regulating them. | k-1. Knows the essence and manifestations of extremism, terrorism, and corrupt behavior within the framework of specific historical material. |

| №  | Chapter(s), subsections (subdisciplines) of the discipline (modules, modular units) that form the given knowledge, skills, and abilities (KSAs). | Task type                      | The content of the task       | Correct answer          | For which type of control is it intended |     |     |
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|    |                                                                                                                                                  |                                |                               |                         | CM                                       | IW  | IA  |
| 5. | Module 3. Russia and the World in the 20th – Early 21st Century.                                                                                 | 1. Establish the correspondenc | Установите последовательность | 1) принятие Конституции | да                                       | нет | нет |

|  |                                                                                                                                               |                        |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                       |     |    |     |
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|  | Module Unit 6. Russia in the Late 20th – Early 21st Century.                                                                                  | e.                     | <p>исторических событий к. XX - н. XXI вв. Запишите соответствующую последовательность цифр.</p> <p>1) принятие Конституции Российской Федерации<br/> 2) атака террористов на небоскрёбы в Нью-Йорке<br/> 3) избрание В. В. Путина Президентом Российской Федерации на первый срок<br/> 4) начало РФ специальной военной операции (СВО)</p> | Российской Федерации<br>3) избрание В. В. Путина Президентом Российской Федерации на первый срок<br>2) атака террористов на небоскрёбы в Нью-Йорке<br>4) начало РФ специальной военной операции (СВО) |     |    |     |
|  | Module 3. Russia and the World in the 20th – Early 21st Century.<br>Module Unit 5. Russia and the USSR in the First Half of the 20th Century. | 2.Open-ended questions | Read the excerpt from V. N. Kokovtsov's memoirs. "... I learned that the priest Gapon was conducting ... agitation among the workers and was having great success in persuading the workers to directly address their needs to the Sovereign and place themselves under his personal protection, since ... the                              | Bloody Sunday                                                                                                                                                                                         | yes | no | yes |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |
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|  |  |  | <p>government ... neglects the interests of the workers.</p> <p>Svyatopolk-Mirsky (reported) that the Sovereign ... would leave for Gatchina; the police would inform the workers in advance about this ... the movement would be stopped, and no gathering on the square in front of the Winter Palace would take place." No one ... had any idea that they would have to stop the workers' movement by force, and even less that bloodshed would occur.</p> <p>Name the historical event that these recollections refer to as a precursor.</p> |  |  |  |  |
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## 2. Questions for preparation for the midterm assessment:

1. History as a science. The subject and structure of historical knowledge, the main methodological approaches to the study of history.
2. The era of hunters and gatherers: a general description of the development of primitive society.
3. The Neolithic Revolution. Agricultural culture: a general description and periodization.
4. The earliest civilizations. The role of Antiquity in European and world history.
5. The Middle Ages: periodization and main features. Patterns of Feudalism Development
6. The Formation of Kievan Rus': Main Theories, Stages. The Activities of the First Princes.
7. Feudal Fragmentation. The Struggle Against Foreign Invaders.
8. The Unification of Rus'. The Formation of a Centralized State.

9. Ivan IV the Terrible. Estate-Representative Monarchy in Russia.
10. The 17th Century in Russian History. The Time of Troubles: Causes, Essence, and Consequences.
11. Russia under the first Romanovs. The Church schism.
12. Peter I's reforms – a “revolution from above” in Russia.
13. Palace coups in Russia in the 18th century. Elizabeth Petrovna.
14. “Enlightened absolutism” in Russia. Catherine II.
15. The First Industrial Revolution and its socio-political consequences.
16. Features of Russia's development in the first half of the 19th century.
17. The Patriotic War of 1812 and its impact on the foreign and domestic policy of tsarism.
18. Nicholas I. The theory of “official nationality”.
19. The main directions and stages of the opposition movement in Russia in the 19th century.
20. The Second Industrial Revolution: stages, consequences, outcomes.
21. Features of Russia's development in the second half of the 19th century. Alexander II's reforms.
22. Alexander III and the “counter-reforms”.
23. Russia at the beginning of the 20th century. Features of socio-economic development. S. Yu. Witte, P. A. Stolypin.
24. The first bourgeois-democratic revolution and the policy of autocracy. Nicholas II. “Manifesto of October 17”.
25. World War I: causes, participants, outcomes and consequences. Russia in World War I.
26. The emergence of a nationwide crisis. The Great Russian Revolution of 1917–1921: general characteristics.
27. The collapse of the monarchy in Russia. February–July 1917. The development of the revolution under the conditions of dual power.
28. The socialist stage of the Great Russian Revolution (July–October 1917). The first decrees of Soviet power.
29. The Civil War and the policy of “war communism”.
30. The NEP: causes, course, and outcomes.
31. The USSR during the era of the “Great Leap Forward”.
32. World War II: causes, periodization, participants, outcomes.
33. The Great Patriotic War of the Soviet people. The USSR's contribution to the defeat of fascism and militarism, outcomes.
34. The turning point in the Great Patriotic War.
35. The main stages of the internal political and socio-economic development of the Soviet state (1945–1985).
36. The foreign policy of the USSR in the post-war period, from the “Cold War” to détente (1945–1985).
37. Perestroika: causes, goals and outcomes. New political thinking.
38. Russia in the 1990s: a change in the model of social development.
39. The information revolution and the concept of “post-industrial society”.
40. Global problems of the modern era and the role of international organizations in addressing them.
41. Features of Russia's development in the 21st century.

## 3. Example of a card for the interim assessment:

**Federal State Budgetary Educational Institution of Higher Education  
“Volgograd State Medical University”  
of the Ministry of Health of the Russian Federation**

Discipline: History of Russia

Specialist program in the field of study 31.05.01 Medical Care, specialization (profile) Medical Care

Academic year: 2026-2027

Card №1

1. History as a science. The subject and structure of historical knowledge, the main methodological approaches to the study of history. История как наука. Предмет и структура исторического знания, основные методологические подходы к изучению истории.

Head of the Department

L.I. Belova

The full set of assessment tools for the discipline is available in the EIOS of the Volgograd State Medical University of the Ministry of Health of Russia.

Considered at the meeting of the Department of History and Cultural Studies of the Institute of Occupational Health named after N.P. Grigorenko, minutes No. 11 dated June 2, 2026.

Head of the Department



L.I. Belova