

**Academic programme
component**

**31.05.01 General Medicine
programme**

**B1.0.05.02
discipline code**

ASSESSMENT MATERIALS

Discipline B1.0.05.02 The Latin language

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1. Criteria and assessment of competencies and their mastery indicators, formed by the discipline

Code and competence name	Code and indicator of competence mastery	Results of training in the discipline (module)			Formative assessment	Interim assessment
		<i>To know</i>	<i>To be able to</i>	<i>To have</i>		
Competence 1	ИД-1 _{УК-1} ИД-2 _{УК-1}	at least 900 terminological units; principles of constructing anatomical, clinical, pharmaceutical terms and recipes	use at least 900 terminological units and term elements; form any grammatical form of nouns, adjectives and verbs related to medical and pharmacological terminology	skills in using anatomical, clinical and pharmaceutical terms in Latin, writing the Latin part of a prescription.	- a set of tasks for performing laboratory (practical) work; - test tasks; - standard tasks according to options for performing control (calculation and graphic) work; - topics of reports; etc.	examination cards; course work (project); formative assessment results
Competence 2	ИД-2 _{ОПК-3} ИД-4 _{ОПК-3}					
Competence 3	ИД-2 _{ПК-2}					

2. Competencies mastery (indicators of their mastery) level assessment

Competencies mastery (their indicators) indices	Criteria and grading system of competencies mastery (indicators of their mastery) assessment			
	Insufficient («unsatisfactory»)	Sufficient («satisfactory»)	Above average («good»)	Advance («excellent»)
Extent of knowledge	Knowledge level is below the required. Major mistakes occurred.	Minimally allowed knowledge level. Minor mistakes occurred.	Knowledge level corresponds well to the educational programme. Minor errors occurred.	Knowledge level corresponds well to the educational programme.
Ability mastery	Basic abilities were not demonstrated during standard tasks completion. Major mistakes occurred.	Basic abilities were demonstrated. All tasks were completed, yet not in full (clarifications are absent, conclusions are incomplete)	All main abilities were demonstrated. All tasks were completed in full, yet with few errors.	All main abilities were demonstrated. All main and additional tasks were completed without mistakes or errors.
Skill mastery (having experience)	Basic skills were not demonstrated during standard tasks completion. Major mistakes occurred	Minimum set of skills for standard tasks completion with minor error, is acquired.	Basic skills were demonstrated in completing standard tasks, yet with few errors.	All main skills were demonstrated in completing main and additional tasks without mistakes or errors.
Competence mastery characteristics	Competencies have not been acquired. The acquired knowledge, skills, and abilities are not enough to solve practical (professional) tasks. OR Insufficient number of credit points as per the established range.	Competencies mastery is adequate. The acquired knowledge, abilities, and skills are mostly sufficient to complete professional tasks.	Competencies mastery mainly satisfies the requirements. The acquired knowledge, abilities, and skills are mainly sufficient to complete professional tasks.	Competencies mastery satisfies the requirements to the full extent. The acquired knowledge, abilities, and skills are fully sufficient to complete difficult professional tasks, including non-standard.

3. Criteria and grading system of the formative assessment tasks

3.1. Criteria and grading system of practical work

The list of practical works, order of completion and presentation, requirements for results, structure, and contents of laboratory work report, etc., are presented in the methodological guidelines on mastering the discipline as well as in MAU LMS Moodle.

Grade	Assessment criteria
<i>Excellent</i>	The task is completed correctly and in full. The laboratory report is well-prepared and satisfies the requirements. Answers to the teacher's questions (during the presentation) are full.
<i>Good</i>	The task is completed in full, yet without sufficient justification or a minor error, which does not impact the argumentation sequence, occurred. All task completion requirements are satisfied.
<i>Satisfactory</i>	The task is completed partially, with mistakes. Adequate level of completed laboratory or practical tasks. Majority of task completion requirements are satisfied.
<i>Unsatisfactory</i>	The task is completed with a significant number of mistakes and at a low level. Many requirements for the assignment have not been satisfied. OR The task has not been completed.

4. Criteria and grading system of the discipline (module) results during the interim assessment

4.1. Written test

Percentage of correct answers	Up to 60	61-80	81-100
Formative assessment result (points)	1	3	6

4.2. Participation on seminars

Points	Answer characteristics
1	<ul style="list-style-type: none"> - the student deeply and comprehensively understands the problem; - presents it confidently, logically, consistently and competently; - relying on knowledge of basic and additional literature, closely links the learned scientific principles with practical activities; - skillfully substantiates and argues the ideas he puts forward; - draws conclusions and generalizations; - is fluent in concepts
0,5	<ul style="list-style-type: none"> - the student firmly understands the topic, presents it competently and to the point, relying on knowledge of basic literature; - does not allow significant inaccuracies; - links acquired knowledge with practical activities; - argues scientific positions; - draws conclusions and generalizations; - knows basic concepts
0,3	<ul style="list-style-type: none"> - the topic is not covered clearly and completely, that is, the student has understood the problem and essentially presents it, relying on knowledge of only the basic literature; - makes minor errors and inaccuracies; - experiences difficulties in the practical application of knowledge; - weakly argues scientific positions; - finds it difficult to formulate conclusions and generalizations; - partially knows a system of concepts

0	<ul style="list-style-type: none"> - the student does not understand a significant part of the problem; - makes significant errors and inaccuracies when considering it; - experiences difficulties in the practical application of knowledge; - cannot argue scientific positions; - does not formulate conclusions and generalizations; - does not understand the concepts
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4.3. Control work

Points	Assessment criteria
10	<ul style="list-style-type: none"> - the student solved all recommended tasks; - presentation of the material is logical, competent, without errors; - fluency in professional terminology; - the student organizes the connection between theory and practice.
7	<ul style="list-style-type: none"> - the student has solved at least 85% of the recommended tasks; - the student presents the material competently; understands the material, knows professional terminology, consciously applies theoretical knowledge to solve the task, but the content and form of the answer have some inaccuracies; - the answer is correct, complete, with minor inaccuracies or not complete enough.
4	<ul style="list-style-type: none"> - the student has solved at least 65% of the suggested tasks; - the student presents the material incompletely, inconsistently, admits inaccuracies in defining concepts, in applying knowledge to a task; - errors are detected in completed tasks
1	<ul style="list-style-type: none"> - the student completed less than 50% of the task; - lack of necessary theoretical knowledge; mistakes were made in defining concepts, their meaning was distorted, the task was not completed - the student's answer reveals lack of understanding of the basic material of the curriculum, gross errors in presentation are made; cannot apply knowledge to complete the task

4.4. Assessment criteria of the answer during the credit

Criteria	Points
Programme material mastery	10
Ability to complete suggested practical tasks	10
Ability to work with the suggested main literature	4
Ability to work with the suggested supplementary literature	2
Cause-and-effect relations disclosure	4
Interdisciplinary relations disclosure	2
Pedagogical orientation (speech culture, communication manner, ability to use visual supplementary materials)	2
Answer quality (general composition, certainty, general knowledge)	2
Additional questions answers: substantiation, certainty, ability to use answers so as to more fully cover the question	2
Student's professional and personal qualities: responsible attitude to study, striving for higher results achievement, readiness for discussion, sociability	2
In total	40

5. Diagnostic tasks for the assessment of the educational results in the discipline (module) within the framework of internal and external independent assessment of the quality of education

Assessment materials contain tasks for assessing knowledge, skills and abilities that demonstrate the level of competence mastery and indicators of their mastery.

The set of tasks is designed so as to assess each competence in written form.

The set of tasks includes: *test*.

Written test No.1. Variant 1

Write in the dictionary form:

1. tongue
2. lip
3. duct
4. body

Translate:

5. rib head
6. incisure
7. finger bone
8. maxillary tuberosity
9. arcus vertebrae
10. foramen mandibulae

Written test No.1. Variant 2

Write in the dictionary form:

1. nose
2. collarbone

Translate:

3. sacral crest
4. rectus muscle
5. frontal angle
6. hard palate
7. median groove of the tongue
8. fovea articularis
9. facies nasalis maxillae

Written test No.2. Variant 1

Write in the dictionary form and put in Nom. Pl.:

1. lobus
2. atrium
3. apex
4. cavitas
5. ductus
6. systema

Translate:

1. orbital grooves
2. body areas
3. posterior lingual glands
4. dentes premolares et molars
5. muscoli infrahyoidei

Written test No.2. Variant 2

Write in the dictionary form and put in Gen. Pl.:

1. name
2. lobe
3. curvature
4. axis
5. arc

Translate:

1. finger extensor muscles
2. inferior tendon retinaculum
3. cranial nerve nuclei
4. vaginae fibrosae digitorum manus
5. nerve vasorum

Control work No. 1. Variant 1

1. Write in Latin in the dictionary form:

1. alveolus
2. pipe
3. arc
4. drumstick; leg
5. papilla
6. duodenum

1. posterior
2. rear
3. ileum
4. longest
5. oblique
6. parietal

2. Write to Nominativus et Genetivus singularis:

1. facial muscle
2. upper lip
3. palatine bone
4. anterior ethmoidal opening

3. Translate into Latin:

1. lesser tubercle of the humerus
2. body of the hyoid bone

4. Make diagrams of Latin terms. Translate the terms into Russian.

1. septum intermusculare anterius cruris
2. meatus nasi inferior

Control work No. 2. Variant 1

1. Write in Latin. Explain the meaning of term elements. Indicate the general meaning of the term:

Endarteritis, laryngostenosis, pediatrics, gynecologist

2. Make up terms in Latin with a given meaning:

1. blood stagnation
2. fungal nail infection
3. enlarged spleen
4. immobility

3. Write in dictionary form the Latin equivalents of the Greek term elements: hist-, glosso-, erythr-, angi-.

4. Translate the terms and phrases:

1. chronic muscle atrophy
2. neoplasm of the renal pelvis
3. eptomingitis serosa acuta
4. syndromum nervi occipitalis majoris

Control work No. 3. Variant 1

1. Write in Latin, highlight the frequency segments, indicate their meaning:

1. aristocort
2. cloxacillin
3. nasonex
4. cordarone
5. angiodel
6. accutane
7. Terramycin
8. cephibid
9. leaders
10. okufen

2. Translate into Latin:

1. liquid extract of belladonna
2. rhizome with valerian roots
3. boric acid solution
4. suppositories with ichthyol
5. motherwort tincture
6. Tetracycline hydrochloride tablets
7. decoction of nettle leaves
8. white mercury ointment

3. Translate the recipes into Latin, underline the abbreviations:

1. Take: Sodium bromide solution 3% - 200 ml Analgin 2.0 Valerian tinctures Sugar syrup 5 ml Mix. Give. Label.
2. Take: Pentovit coated tablets, number 30. Give out. Label.

3. Take: Streptocide 1.2

Cocoa butter 6.0

Mix to make 6 suppositories. Give out. Label.

4. Take: Ethylmorphine hydrochloride 0.005 Sugar 0.2

Mix until it becomes a powder. Give out such doses in number 6. Label.

5. Take: Diphenhydramine

Lanolin

Zinc paste 5 ml Mix to form an ointment. Give. Designate

5.4. The list of questions for the credit

1. History of the Latin language. The role of Latin and Greek in the creation of medical terminology.
2. Latin alphabet. Diphthongs. Consonant combinations. Stress rule. Length and shortness of a syllable.
3. Term. Anatomical terminology. Anatomical and histological nomenclature.
4. Nouns. Dictionary form of nouns. Determining the stem of nouns. Determination of declension.
5. Nouns. Endings in Nominativus, Genetivus singularis.
6. Nouns. Endings in Nominativus, Genetivus pluralis.
7. I declension of nouns.
8. II declension of nouns.
9. III declension. Equisyllabic and imparisyllabic nouns. Types of III declension.
10. III declension. Consonant type.
11. III declension. Mixed type.
12. IV and V declension of nouns.
13. Adjectives. Two groups of adjectives in the positive degree. Dictionary form of adjectives. Endings in Nominativus, Genetivus (Singularis, Pluralis).
14. Agreement of adjectives with nouns.
15. Adjectives in comparative form. Dictionary form, declension, endings in Nominativus, Genetivus Singularis et Pluralis.
16. Superlative adjectives. Declension. Degrees of comparison, education from different foundations.
17. Present participles. Dictionary form. Declension. Endings in Nominativus, Genetivus (Singularis et Pluralis).
18. Adjectives of III declension with two and one endings. Dictionary form of adjectives. Declension. Endings in Nominativus, Genetivus (Singularis, Pluralis).
19. Features of the structure of Latin terms denoting the names of muscles by function.
20. Word formation in anatomical terminology. Prefixation. Latin and Greek prefixes.
21. Formation of nouns using suffixes. Suffixes -ul-, -cul-, -ol-, -io-, -or and their meaning.
22. Formation of adjectives using the suffixes -e-, -os-, -in-, -ic-, -oide-, -al-, -ar-.
The most productive suffix of adjectives.
23. Clinical terminology. Specifics of the composition. Word formation in clinical terminology.
24. Clinical terms of Latin origin. Word formation – prefixation and suffixation.
25. Clinical terms of Greek origin. Composition. Suffixation. Prefixation.

26. Pharmaceutical terminology, its composition. Names of medicines. Names of dosage forms.
27. Verb. Forms of the imperative and subjunctive moods used in recipes.
28. Chemical terminology. Name of chemical elements.
29. Names of oxides.
30. Names of acids.
31. Names of salts.
32. Recipe. Formatting the Latin part of the recipe.
33. Use of the accusative case in recipes.
34. Conjunctions. Numerals. Adverbs.
35. Prescription expressions with prepositions.

Competence 1 code and name	
1	<i>test question ...</i> A. answer 1 B. answer 2 C. answer 3 D. answer 4
2	<i>calculation task...</i> answer...
...	
Competence 2 code and name	
1	<i>test question ...</i> A. answer 1 B. answer 2 C. answer 3 D. answer 4
2	<i>etc.</i>
...	