

Academic programme  
component

31.05.01 General Medicine  
programme

Б1.0.01  
discipline code

ASSESSMENT MATERIALS

Discipline Б1.0.01 Philosophy

Author(s):

Voronov V.M.

Associate Professor

Ph.D. in Philosophy,  
Docent

Approved at the meeting of the  
Philosophy and Social Sciences Department

Record no. 10 dated March 12, 2024

Head of the department Zhigunova G.V.

signature

## 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>		
<b>УК-1 Can design action plans and apply systematic approach to critical analysis of problem situations</b>	ИД1УК-1-1 Applies a systematic approach in search and analytical activities to solve assigned problems	<ul style="list-style-type: none"> <li>- basic theoretical and methodological approaches in philosophical thought, allowing for a comprehensive and systematic approach to solving assigned problems;</li> <li>- basic philosophical ideas and categories in their historical development and socio-cultural context;</li> <li>- problems of the main sections of philosophical knowledge; basic worldview issues and problems related to the existence of the individual and society.</li> </ul>	<ul style="list-style-type: none"> <li>- carry out critical analysis and synthesis of information;</li> <li>- analyze and interpret sociocultural differences between social groups, based on knowledge of basic philosophical and ethical teachings;</li> <li>- find ways to solve problems of an ideological, personal and social nature</li> </ul>	<ul style="list-style-type: none"> <li>- skills to analyze and interpret sociocultural differences between social groups, based on knowledge of basic philosophical and ethical teachings; find ways to solve problems of an ideological, personal and social nature;</li> <li>- skills in using philosophical conceptual apparatus and methods to analyze the main socio-cultural differences of social groups; skills of reasoned reasoning about ideological problems and searching for answers to questions of a personal and social nature.</li> </ul>	preparation for seminars (compiling tables, glossaries, making notes of original sources), writing and handing in the report on time, writing essays	results of interim assessment; creditable number of points for formative assessment tasks
	ИД-УК-1-2 Collects, systematizes and critically analyzes information necessary to develop an action strategy to resolve a problem situation					
<b>УК-5 Can analyze and consider cultural diversity in the process of intercultural cooperation</b>	ИД-УК-1-3 Evaluates the practical consequences of possible solutions to assigned tasks					
	ИД-1УК-5 Understands, analyzes and tolerantly perceives the intercultural diversity of society					
	ИД-2УК-5 Interacts constructively with people, taking into account their cultural, ethnic, religious characteristics in order to successfully accomplish social and professional tasks					
	ИД-3УК-5 Orients in various situations of intercultural interaction					

## 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 <i>(«unsatisfactory»)</i>	Sufficient <i>(«satisfactory»)</i>	Above average <i>(«good»)</i>	Advance <i>(«excellent»)</i>
<b>Extent of knowledge</b>	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.
<b>Ability mastery</b>	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.
<b>Skill mastery (having experience)</b>	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.
<b>Competence mastery characteristics</b>	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

In order to consolidate and deepen theoretical knowledge on the topics of the discipline, students are required to participate in practical (seminar) classes, which allows them to expand their knowledge and reveal an understanding of the significance of the discipline being mastered.

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.

Students can earn from 0 to 10 points at each practical class (seminar). Maximum number of points for 5 classes is 50 points.

<b>Grade/points</b>	<b>Assessment criteria</b>
8-10	<ul style="list-style-type: none"><li>- the student deeply and thoroughly understands the problem;</li><li>- confidently, logically, coherently and competently presents the material, practically without resorting to supporting notes;</li><li>- the student strives to participate in the discussion of each point of the practical lesson plan.</li><li>- skillfully substantiates and argues the positions he puts forward;</li><li>- makes independent conclusions and generalizations;</li><li>- is fluent in concepts</li><li>- actively participates in the discussion of case tasks.</li></ul>
5-7	<ul style="list-style-type: none"><li>- the student understands the problem;</li><li>- confidently, logically, coherently and competently presents the material, resorting to supporting notes;</li><li>- the student strives to participate in the discussion of most points of the practical lesson plan.</li><li>- substantiates and argues the provisions put forward by him;</li><li>- tries to draw independent conclusions and generalizations;</li><li>- is fluent in concepts;</li><li>- participates in the discussion of case tasks.</li></ul>
3-4	<ul style="list-style-type: none"><li>- the student generally understands the problem;</li><li>- makes some inaccuracies in the answer;</li><li>- the student seeks to participate in the discussion of several issues of the practical class;</li><li>- confidently, logically, coherently and competently presents the material, only with the help of a supporting outline, cannot present the material without looking at it;</li><li>- tries to argue and put forward positions for them;</li><li>- tries to draw conclusions and generalizations;</li><li>- understands a system of basic concepts;</li><li>- takes little part in discussing case tasks.</li></ul>
1-2	<ul style="list-style-type: none"><li>- the student poorly understands the problem;</li><li>- makes some inaccuracies in the answer;</li><li>- the student seeks to participate in the discussion of only individual points of the practical lesson plan;</li><li>- presents the material only with the help of a supporting outline or other source, cannot present the material without looking at it;</li><li>- experiences difficulties with the argumentation of the positions put forward by them;</li><li>- does not try to draw conclusions and generalizations;</li><li>- knows some concepts;</li><li>- practically does not participate in the discussion of case tasks.</li></ul>
0	<ul style="list-style-type: none"><li>- the student does not understand the problem;</li><li>- does not work on a seminar.</li></ul>

#### 3.2. Criteria and grading system of reports

The list of report topics, theoretical materials, formal requirements are presented in the methodological guidelines on mastering the discipline, as well as in MAU LMS Moodle.

The topics of the reports are just advisory and focused on working with original sources. The student has the right to propose their own topic that corresponds to their interests or the topic of the course work. For example, “Philosophical and methodological foundations of the problem... (in accordance with the topic of the course work).”

Approximate report topics:

The title of each report topic suggests: **Structure, historical and philosophical context and main issues of the work of:**

1. Augustine, A. Confession.
1. Augustine, A. About the City of God
2. Ado P. Spiritual exercises of antiquity.
3. Aristotle Metaphysics
4. Aristotle Politics
5. Berdyaev N. A. The meaning of history
6. Bibikhin V.V. History of modern philosophy.
7. Bibikhin V.V. Forest.
8. Wittgenstein L. On reliability.
9. Wittgenstein L. Philosophical Studies.
10. Gadamer H.-G. Truth and Method: Foundations of Philosophical Hermeneutics
11. Hegel G. Lectures on the philosophy of history
12. Danilevsky, N. Ya. Russia and Europe
13. Descartes R. Reasoning about the method ...
14. Descartes, R. Reflections on the first metaphysics.
15. Losev A.F. Philosophy of the name.
16. Mamardashvili M.K. How I understand philosophy: collection of articles / M.K. Mamardashvili. – M., 1992.
17. Mamardashvili M.K. Lectures on ancient philosophy.
18. Marx, K. Economic and philosophical manuscripts of 1844
19. Nietzsche F. On the benefits and harms of history for life
20. Nietzsche F. The Birth of Tragedy from the Spirit of Music.
21. Ortega y Gasset, H. Revolt of the Masses
22. Plato Republic
23. Plato's Laws.
24. Sartre J. P. Existentialism is humanism
25. Soloviov V.S. The meaning of love
26. Soloviev E.Yu. The past interprets us: (Essays on the history of philosophy and culture).
27. Tillich P. The courage to be.
28. Florensky P.A. Names.
29. Frankl V. Man in search of meaning. Basic concepts of logotherapy.
30. Heidegger M. Being and time.
31. Chaadaev P.Ya. Apology for a madman. Chaadaev, P. A. Philosophical letters
32. Jaspers K. The meaning and purpose of history.

Points	Assessment criteria
9	All requirements for writing and presenting the report are satisfied: the work is written on time and on the appropriate topic; its relevance, object

	and subject of research are substantiated; analysis of research methods, the original source text are stated; the structure of the work has an internal logic; conclusions are independently formulated; the topic is fully disclosed, the volume of the report is maintained; formal requirements are satisfied.
6	Main requirements for writing and presenting the report are satisfied: the work is written on time and on the appropriate topic; its relevance, object and subject of research are substantiated; analysis of research methods, the original source text are stated; the structure of the work mainly has an internal logic. However, there are some flaws present: inaccuracies and lack of consistency in the presentation of the material, some carelessness in quoting, minor non-compliance with the requirements for the volume of the report and format.
3	Major part of requirements for writing and presenting the report are satisfied: the work is written on time or with slight deviation from the deadline, on the appropriate topic. However, individual sections of the "Introduction" are not clearly defined or are missing (relevance, object and subject of research, research methods), there is no logic in constructing the structure of the work, no independent analysis of the original source text, the work does not fully satisfy the requirements for the volume of the report and format.
0	The work is submitted untimely, with a significant deviation from the specified deadlines. The topic is not disclosed; a significant misunderstanding of the problem is revealed. Necessary parts such as "Introduction", "Conclusion", analysis of the original source text are missing, there is no logic in constructing the structure of the work, gross substantive errors were made in the presentation of the material, the work does not satisfy the requirements for the volume of the report and format.

### 3.4. Criteria and grading system of the class attendance

Student attendance is determined in percentage correlation

Points	Assessment criteria
10	Attendance 75-100%
7	Attendance 50-74%
5	Attendance 25-49%
0	Attendance is less than 25%

### 3.5. Criteria and grading system of notes

The notes volume should not be less than 5 pages in standard A5 format. Approximate list of original sources for noting (publication date, publishing house are not important; the use of electronic resources is possible):

1. Augustine, A. Confession.
2. Augustine, A. About the City of God
3. Ado P. Spiritual exercises of antiquity.
4. Aristotle Metaphysics
5. Aristotle Politics
6. Berdyaev N. A. The meaning of history
7. Bibikhin V.V. History of modern philosophy.
8. Bibikhin V.V. Forest.
9. Wittgenstein L. On reliability.
10. Wittgenstein L. Philosophical Studies.
11. Gadamer H.-G. Truth and Method: Foundations of Philosophical Hermeneutics
12. Hegel G. Lectures on the philosophy of history

13. Danilevsky, N. Ya. Russia and Europe
14. Descartes R. Reflections on the method ... Descartes, R. Reflections on the first metaphysics.
15. Kant Im. The idea of universal history in the world-civil plan, Kant Im. Towards Eternal Peace, Kant Im. The supposed beginning of human history. Kant Im. Answer to the question: What is Enlightenment?
16. Losev A.F. Any volume from the History of Ancient Aesthetics is your choice.
17. Losev A.F. Philosophy of the name.
18. Mamardashvili M.K. How I understand philosophy: collection of articles / M.K. Mamardashvili. – M., 1992.
19. Mamardashvili M.K. Lectures on ancient philosophy.
20. Marx, K. Economic and philosophical manuscripts of 1844.
21. Nietzsche F. On the benefits and harms of history for life, Nietzsche F. The Birth of Tragedy from the Spirit of Music.
22. New technocratic wave in the West: collection. Art. / comp. and entry Art. P.S. Gurevich. – M., 1986.
23. Ortega y Gasset, H. Revolt of the Masses
24. Plato Republic
25. Plato's Laws.
26. Plato Parmenides. Sophist.
27. Plato Phaedo. Theatet.
28. Sartre J.P. Existentialism is humanism Sartre, J.P. Intentionality is the main idea of E. Husserli's phenomenology. Camus A. The Myth of Sisyphus.
29. Sergeev A.M. Keys.
30. Solovyov V.S. "The Meaning of Love", "Plato's Life Drama", "Readings about God-Manhood"
31. Soloviev E.Yu. The past interprets us: (Essays on the history of philosophy and culture).
32. Tillich P. "The Courage to Be."
33. Florensky P.A. Names.
34. Frankl V. Man in search of meaning. Basic concepts of logotherapy.
35. Heidegger M. Being and time.
36. Heidegger M. Heraclitus.
37. Heidegger M. Parmenides.
38. Heidegger, M. Conversation on a country road: collection / trans. with him. edited by A. L. Dobrokhotova. – M., 1991.
39. Chaadaev P.Ya. Apology for a madman. Chaadaev, P. A. Philosophical letters
40. Jaspers K. The meaning and purpose of history.

The maximum number of points for each notes is 5, for four – 20.

<b>Points</b>	<b>Assessment criteria</b>
0-1	<b>1. The text structure:</b>
1	Text is structured
0,5	Text is partially structured
0	Text is not structured

0-1	<b>2. The volume of notes in relation to the volume of original source text:</b>
1	1 page of notes to 10-20 pages of the original source
0,5	1 page of notes to 20-50 pages of the original source
0	1 page of notes to more than 50 pages of the original source
0-1	<b>3. Answer to a general, fundamental question on the noted work</b>
1	The student answers without the notes and can indicate where in their notes the question is covered
0,5	The student cannot answer without the notes but it is covered in the notes, OR the student can answer the question but it is not covered in the notes
0	The student cannot answer the question and cannot find the answer in the notes
0,25-1	<b>4. Notes elaboration:</b>
1	Present are: 1) direct quotations. 2) periphrasis 3) own ideas, remarks and questions to the author's position and argumentation
0,5	2 out of 3 criteria are present
0,25	1 out of 3 criteria is present
0,25-1	<b>5. Independence and completeness:</b>
1	The notes give the impression of independent work by a student who has read the entire book.
0,25	The notes give the impression of a rewritten (compiled) work (from the book introduction, book conclusion, book's table of contents, dictionary entry, critical literature, report, etc.)
<b>0,5 - 5</b>	<b>Maximum number of points</b>

### 3.6. Criteria and grading system of essays

The volume of the essay must not be less than 2 pages of standard A5 format.

Approximate list of essay topics:

“Is philosophy a science or not?”

“Is human development possible without philosophy?”

“Will philosophical questions ever be lifted?”

“Communism – utopia or reality?”

“Teams of futurologists - forecast of the future”,

“Does history have meaning, laws, subjects, logic?”

Points	Criteria
Up to 1	<b>1. The text structure:</b>
1	Text is structured
0,5	Text is partially structured
0	Text is not structured
Up to 1	<b>2. Material presentation clarity and logic:</b>
1	The text is clear, understandable, and logically structured
0,5	The idea is presented unclearly, individual thoughts, provisions and examples logically contradict each other
Up to 1	<b>3. Reflectivity of the author's thoughts:</b>
1	The author examines possible counterarguments and answers questions that arise.
0,5	The author's position is simply stated without anyone attempting to explain it or respond to a possible opponent.
1	<b>4. Presence and justification of conclusions:</b>
1	Justified conclusions related to the main text and the stated topic are present



0,5	Unjustified conclusions, conclusions are unclearly related to the main text
0	No conclusions as such
Up to 1	<b>5. Independence:</b>
1	The author's independence of thought is clear
0,5	The text is a compilation of ideas
0	The author's independence is unclear, plagiarism is present
<b>1-5</b>	<b>Maximum number of points for one essay</b>

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

##### Criteria and grading system of the discipline (module) results (credit)

If the student has enough credit points according to the established range of discipline (module), then they pass the discipline.

Grade	Points	Assessment criteria
<i>Pass</i>	60-100	The credit points are scored according to the set range
<i>Fail</i>	less than 60	The credit points have not been scored according to the set range

#### 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 to assess each competence in written form.

The set of tasks includes: *test tasks, situational and practice-oriented tasks.*

YK-1 Can design action plans and apply systematic approach to critical analysis of problem situations	
1	Truth is ...
2	Critical thinking is ...
3	Verification is ...
4	Falsification is ...
5	Fundamental methods of cognition.
6	Methodology is...
7	Paradigm is ...
8	System is ...
9	Structure is ...
10	Synergetics is ...
11.	Dialectics is ...
12.	Metaphysics is ...
YK-5 Can analyze and consider cultural diversity in the process of intercultural cooperation	
1	Culture as a system
2	Main types of civilization
3	Main stages of the development of the society
4	Main ethical problems
5	World religions
6	Axiology is ...
7	Ethics is ...
8	Esthetics is ...
9	Culture is ...
10	Civilization is ...

11	Social formation is ...
12	Anthroposociogenesis is ...