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Министерство культуры Российской Федерации
Федеральное государственное бюджетное
образовательное учреждение высшего образования
«Московский государственный институт культуры»
(МГИК)

ПРИНЯТО
на заседании Ученого совета
Московского государственного
института культуры
от 25 июня 2024 года
протокол № 11

УТВЕРЖДЕНО
приказом ректора
Московского
государственного
института культуры
от 28 июня 2024 года
№ 551-О

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ
2.1.1 ИНОСТРАННЫЙ ЯЗЫК

Уровень высшего образования
Подготовка кадров высшей квалификации

Группа научных специальностей
5.10 Искусствоведение и культурология

Научная специальность
5.10.1 Теория и история культуры, искусства (культурология)

Форма обучения - очная

Москва 2024

Составители: **Михайлова М.В.,**
Доцент кафедры литературы и лингвистики ФГБОУ ВО МГИК

Ответственный редактор:

Рецензент внутренний/
Рецензент внешний*

1. Формирование результатов освоения дисциплины

В результате освоения дисциплины 2.1.1 Иностранный язык

№ п/п	Контролируемые разделы (темы) дисциплины	Перечень планируемых результатов освоения дисциплины	Оценочные материалы
1.	Introduction. Tasks to the present course. Goals of the programme	Знать: • систему государственного и изучаемого иностранного языка, его основные грамматические характеристики; • формы речи (устная и письменная); • особенности делового стиля; • лексические единицы и грамматические конструкции государственного и иностранного языка, необходимые и достаточные для общения в деловой сфере; • фонетические, орфографические, морфологические, лексические синтаксические особенности с учетом деловой специфики изучаемого иностранного языка Уметь: • адекватно реализовать свои коммуникативные намерения в деловых ситуациях; • воспринимать на слух и понимать основное содержание несложных аутентичных текстов на иностранном языке, различных типов речи, выделять в них значимую информацию; • понимать основное содержание иноязычных блогов/вебсайтов, а также писем личного характера; • выделять значимую информацию из русскоязычных и иноязычных текстов справочно-информационного и рекламного характера; • делать сообщения и выстраивать монолог на иностранном языке; • вести на государственном и иностранном языках запись основных мыслей и фактов (из аудиотекстов и текстов для чтения); • вести основные типы диалога, полилога, соблюдая нормы речевого этикета, используя основные стратегии; • поддерживать контакты по электронной почте; • оформлять CurriculumVitae / Resume (резюме) и сопроводительное письмо,	*тест*
2.	International certification in English.		*тест*
3.	The use of Internet in scientific preparation.		*тест*
4.	Golden rules of better business writing.		*тест*
5.	Famous scientific discoveries.		*тест*
6.	The world around us. Environment.		*тест*
7.	Science and progress.		*Доклад на круглый стол*
8.	Stereotypes in our life.		*тест*
9.	Cross-Cultural communication as a subject.		*тест*
10.	Education at home and abroad		*тест*
11.	How to say “no”.		*тест*
12.	Music is the soundtrack of my life. Tchaikovsky/Gershwin		*тест*
13.	Books in people’s life. Chekhov/Shakespeare.		*тест*
14.	Nobel Prize winners		*тест*
15.	Artful Garden Zaryadye – one of the most attractive sites of Moscow.		*тест*
16.	Healthy life style.		*тест*
17.	How to boost energy levels and beat tiredness naturally.		*тест*
18.	Festive Culture in the world.		*тест*
19.	Russian Culture and Arts in the XIX c.		*тест*
20.	Russian Culture and Arts in the XX c.		*тест*
21.	Russian Culture and Arts in the XXI c.		*тест*
22.	Preparation for the annual scientific conference.		*тест*
23.	Conference.		*тест*
24.	Helpful advice for the exam (training).		*тест*
25.	Useful tips to how to behave at the exam (training).		*тест*
26.	Rating results of the course.		*тест*
27.	Exam is always a holiday for me, professor!		*тест*

		необходимые при приеме на работу; • выполнять письменные проектные задания (письменное оформление презентаций, докладов) с учетом межкультурного и делового речевого этикета. Владеть: • системой орфографии и пунктуации; •видами устной и письменной речи в разных коммуникативных ситуациях профессионально-делового общения; • основными способами построения простых, сложных предложений на иностранном языке.	

2. Оценочные материалы

2.1. Задания репродуктивного уровня

2.1.1. Пример тестов по темам

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Test yourself: basic points

Here are some of the basic grammar points from *How English Works*. Do you know them all? Check your answers on page 11.

Choose the correct answer(s). One or more answers may be correct.

1 She's ... university teacher.
A a B an C the D one

2 I like ... small animals.
A the B — *(= nothing)* C every D all

3 Is this coat ... ?
A yours B your C the yours

4 Is Diana ... ?
A a friend of yours B a your friend C your friend

5 Who are ... people over there?
A that B the C these D those

6 ... is your phone number?
A Which B What C How

7 Could I have ... drink?
A other B an other C another

8 There aren't ... for everybody.
A chairs enough B enough chairs C enough of chairs

9 They're ... young to get married.
A too much B too C very too

10 Most ... like travelling.
A of people B of the people C people

11 Ann and Peter phone ... every day.
A them B themself C themselves D each other

12 It's ... weather.
A terrible B a terrible C the terrible

13 *The plural of* car *is* cars. *Which of these are correct plurals?*
A journeys B ladys C minuts D sandwichs E babies

14 *Which of these is/are correct?*
A happier B more happier C unhappier D beautifuller

15 This is ... winter for 20 years.
A the more bad B worse C the worse D worst
E the worst

Test yourself: intermediate points

Here are some of the intermediate grammar points from *How English Works*. Do you know them all? Check your answers on page 11.

Choose the correct answer(s). One or more answers may be correct.

31 I went out without ... money.
A some B any

32 He's got ... money.
A much B many C a lot of D lots of

33 'Who's there?' '... .'
A It's me B It is I C Me D I

34 Although he felt very ...., he smiled ... .
A angrily, friendly B angry, friendly C angry, in a friendly way

35 I ... to America.
A have often been B often have been C have been often

36 My mother ... my birthday.
A always forgets B always is forgetting C forgets always

37 You look ... a teacher.
A like B as C the same like

38 How many brothers and sisters ... ?
A have you got B do you have C are you having

39 Good! I ... work tomorrow.
A mustn't B don't have to C haven't got to

40 I ... smoke.
A — *(= nothing)* B use to C used to

41 Andrew ... to see us this evening.
A will come B comes C is coming

42 Alice ... have a baby.
A will B shall C is going to

43 I knew that he ... waiting for somebody.
A is B was C would

44 ... Gloria last week?
A Have you seen B Did you see C Were you seeing

45 She's an old friend — I ... her ... years.
A 've known, for B know, for C 've known, since
D know, since

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Test yourself: advanced points

Here are some of the more advanced grammar points from *How English Works*. Do you know them all? Check your answers on page 11.

Choose the correct answer(s). One or more answers may be correct.

61 My family ... thinking of moving to Birmingham.
A is B are

62 We watched a ... on TV last night.
A war film B war's film C film of war

63 He was wearing ... riding boots.
A red old Spanish leather B old leather red Spanish
C old red Spanish leather D Spanish red old leather

64 ... he gets, ...
A The richer, the more friends he has
B Richer, more he has friends
C Richer, more friends he has
D The richer, the more he has friends

65 It's ... if you take the train.
A quicker B the quicker C quickest D the quickest

66 He ... very annoying.
A 's B 's being

67 That ... be Roger at the door – it's too early.
A can't B mustn't C couldn't

68 At last, after three days, they ... get to the top of the mountain.
A could B managed to C succeeded to D were able to

69 It was crazy to drive like that. You ... killed somebody.
A may have B might have C could have D can have

70 I wonder if John ... this evening.
A will phone B phones

71 Who ... you that ring?
A 's given B gave

72 He ... quite different since he ... married.
A is, has got B has been, has got C is, got D has been, got

73 This is the first time I ... a sports car.
A 've driven B 'm driving C drive

74 On her birthday ... .
A she was given a new car B a new car was given to her

75 We can't use the sports hall yet because it ... .
A is still built B is still building C is still being built

Критерии оценки:

- оценка «отлично» выставляется студенту, если он правильно выполнил от 85 до 100 % заданий;
- оценка «хорошо» выставляется студенту, если он правильно выполнил от 70 до 84 % заданий;
- оценка «удовлетворительно» выставляется студенту, если он правильно выполнил от 55 до 69 % заданий;
- оценка «неудовлетворительно» выставляется студенту, если он правильно выполнил менее 55 % заданий теста.

- оценка «зачтено» выставляется студенту, если он выполнил не менее 55 % заданий;
- оценка «не зачтено» выставляется студенту, если он выполнил менее 55 % заданий.

1.2. Задания реконструктивного уровня:
1.2.1 Варианты заданий

Комплект вопросов для собеседования
по дисциплине Иностранный язык

1. Actuality of self-identification nowadays.
2. What is self-development? Educational aims in modern society.
3. Educational demands of a young man today.
4. Universal human values.
5. Science and progress.
6. The role of scientific investigations in the sphere of culture and arts.
7. Cross-cultural communication as a subject to study.
8. Intercultural diversity in the world.
9. Culture at home and abroad. What is tolerance?
10. What is your personal attitude to globalization?
11. To teach is to learn twice.
12. Modern history. Problems and solutions.
13. We live in a media-driven society.

Критерии оценки:
- оценка «отлично» выставляется студенту, если студент правильно и полно отвечает на поставленные вопросы, демонстрируя необходимый уровень владением языком;

- оценка «хорошо» выставляется студенту, если он правильно, но неполно отвечает на поставленные вопросы или не полностью владеет изучаемой лексикой;
- оценка «удовлетворительно» выставляется студенту, если он правильно и полно отвечает от 50 до 70 % заданных вопросов или в ответах на все вопросы демонстрирует слабое знание лексики, грамматических структур и специфики изученного материала, а также допускает несколько существенных ошибок, препятствующих пониманию;
- оценка «неудовлетворительно» выставляется студенту, если он правильно и полно отвечает менее, чем на 50 % ответов или при ответе на вопросы демонстрирует полное незнание изучаемой лексики, допускает множество существенных ошибок.

Комплект заданий для контрольной работы
по дисциплине Английский язык

Psychologist

Human beings are more interested in love than in anything else. Most pop songs are about love. But what exactly happens when people fall in love? Well, scientists have been studying the phenomenon of love and it seems that love is a less romantic business than we thought.

Take a man who walks into a room. Let's call him Romeo. The first stage of falling in love is when he sees a woman. We'll call her Juliet. Why does Romeo find Juliet more attractive than all the other women in the room? First of all, he likes the size and shape of her face. Juliet also likes the size and shape of Romeo's face; she likes his straight figure and the fact that his face isn't too masculine. Research has shown that women are more likely to be attracted to the soft features of Leo Di Caprio than the square face of someone like Schwarzenegger.

As Romeo gets closer, his heart beats faster. He blushes slightly, he sweats a little and his hair begins to shine more brightly. This is because his head produces a kind of oil that makes his hair look brighter. He is already in the first stages of love.

For love to develop, both the man and the woman must have similar feelings. Romeo thinks that Juliet is the most important person in the world and she feels the same way about him.

The next day, Romeo has reached the second stage of falling in love: his brain releases a substance called dopamine every time he thinks of Juliet, and this makes him feel good. But he doesn't know that what he's feeling is the effect of the dopamine; he thinks he's falling in love.

He feels more and more attracted to Juliet. She is continually in his thoughts and he can't get her out of his mind – not that he really wants to, because even the thought of her makes him feel good.

One Saturday, Romeo and Juliet go out shopping and they reach the third stage of falling in love. By now they are head over the heels in love with each other. They are so

crazy about each other that they become blind to each other's faults. No one in the world is more perfect than their partner.
Then they enter the fourth stage of love – the make or break stage. If their bodies are not producing the right chemicals, their love may fade. What might keep them together are substances called endorphins.
Endorphins calm the mind and reduce anxiety, though the feelings they produce are not as powerful as the feelings Romeo and Juliet experienced when they first started to go out together. But now they feel warm and safe. They have become dependent on each other – they say they can't live without each other. It's true love at last.

Listening

Text notes

- Romeo and Juliet are the lovers in Shakespeare's tragedy Romeo and Juliet, written about 1600.
- Arnold Schwarzenegger (1947-) is an Austrian actor. He has very rugged looks and is most well-known for his role in the film Terminator.
- Leonardo Di Caprio (1974-) is an American actor, popular with young female fans and well known for his role in the film Titanic.

Exercise 1

Match the words in list A with the definitions in list B.

A

1. fade
2. head over heels in love
3. masculine
4. stage
5. blush

B

1. the opposite of female
2. slowly become less strong
3. phase or part of a process
4. completely in love
5. go red in the face

Exercise 2

Listen and renumber the words and expressions 1-5 in exercise 1 in the order you hear them.

Exercise 3

Listen again and complete these notes using a word or phrase in each space.

Firs stage

1. Romeo and Juliet. He likes the size and _____ of her face.
2. Romeo's heart _____.

Second stage

3. Romeo's _____ releases a special chemical.
4. He can't get Juliet out _____.

Third stage

5. They are crazy about each other and become blind to _____.

Fourth stage

6. They feel _____ and _____.
7. They can't live _____.

Answers

Exercise 1

1. b
2. d
3. a
4. c
5. e

Exercise 2

1. masculine
2. blush
3. stage
4. head over heels in love
5. fade

Контрольная работа по чтению.

The importance of writing

1. Writing helps to remember things. If the matter you read or hear is important you have to make a note of it.
2. By writing alone we can transmit information from one generation to another.
3. If you do scientific research you have to read what have been written on the matter before.
4. After the discovery of how to make fire and after the gradual development of speech by which men might exchange their thought and ideas, the most important factor in human history was the invention and perfection of means by which speech might be recorded – writing and, later, printing.
5. It meant that a man could communicate with those with whom he could not speak – either because they were far away or because they were not yet born. It meant that each generation could hand on something of what it had learned; that each generation started a little further ahead, that gradually we accumulated knowledge and power. It meant that a man did not need to rely only on what any one can remember and understand. Before writing came no one could know more than himself and his neighbours were able to learn and remember. It could only be a very small part of the sum total of knowledge. When writing was invented, when manuscripts and books appeared; it became possible to find out things by reading.
6. That our present day civilization owes its existence to the written word and the printed page is quite clear to everybody.

7. If tomorrow we all forget how to read, we shall revert to the conditions of the Dark Ages.

   Books from only a small part of the total output of printed matter. Millions of different items for conveying or recording information are circulated every year – catalogues, programmes, newspapers, periodicals, maps, calendars, the reports and proceedings of thousands of institutions and organizations. Yet books are the most substantial, the most permanent and in some ways the most important of printed publications.

   How many books there are in the world is impossible to say. Their number is growing from year to year.

Задания

1. Выпишите из текста неправильные глаголы и проанализируйте их формы.
2. Выпишите из текста союзы и союзные слова и переведите их.
3. Выпишите из абзацев 5, 6 и 7 сказуемые и определите их время и залог.
4. Поставьте возможные вопросы к последнему предложению текста.
5. Перечитайте текст и ответьте письменно на следующие вопросы:
   a) What is the most important stage in the development of mankind?
   b) What kind of printed matter is mentioned in the text?
   c) What will happen if we suddenly forget how to write?
   d) What is the role of writing in the life of mankind?
   e) If you want to remember some important material what do you have to do?
6. Переведите на русский:

   Entry, revise, print (v, n), stock (n), proceedings, choose, research, record (v, n), renew, until, according to.

Контрольная работа
Продвинутый уровень

I. Participle

1. The girl (writing, written) on the blackboard is our best student.
2. Everything (writing, written) here is quite right.
3. Who is that boy (doing, done) his homework at the table.
4. The exercises (doing, done) by the students were easy.
5. The girl (putting, put) the book on the shelf is the new librarian.
6. Some of the questions (putting, put) to the lecturer yesterday were very important.
7. We listened to the girls (singing, sung) Russian folk songs.
8. We listened to the Russian folk songs (singing, sung) by the girls.
9. The house (surrounding, surrounded) by tall trees is very beautiful.
10. The wall (surrounding, surrounded) the house was very high.

II. Infinitive

Поставьте, где нужно, частицу to перед инфинитивом:

1. Make him … speak louder.
2. The man told me not … walk on the grass.
3. I must … go to the country.
4. We had better … stop to rest a little.
5. I looked for the book everywhere but could not … find it.

Определите функцию инфинитива:

1. To learn English is not easy but interesting.
2. My dream is to speak English fluently.
3. I like to be spoken English.
4. She began to speak English at the age of 10.
5. This is the letter to be typed.
6. I came here to learn English.
7. I enjoyed to have been spoken English.
8. I want to speak English.
9. To learn English you must work hard.

Укажите номера предложений с оборотом “Complex Object”:

1. He tries to use up-to-date information in his report.
2. She wanted to tell him the truth.
3. He wanted her to tell the truth.
4. We expect everybody to take part in the conference.
5. I knew nothing about his parents.
6. I knew him to be a clever student.
7. We often heard him to speak at the meetings.

Укажите номера предложения с оборотом “Complex Subject”:

1. The doctor appeared very quickly.
2. The doctor appeared to be a good specialist.
3. The boy seems to have told the truth.
4. The writer is reported to have published a new book.
5. The teacher wanted the students to read the book.

Определите, какими частями речи являются инговые формы:
а) существительное;
б) герундий;
с) причастие.

1. This is a beautiful building.
2. Workers are building a new house.
3. The men building the house are workers.
4. Building this house they used modern methods.
5. They started building this house last year.

III. Gerund

Переведите на русский язык:

1. I am fond of cooking.
2. I prefer going there by plane.
3. Reading is my favourite occupation.
4. She left without saying good-bye.
5. We enjoy walking in the forest.
6. She was sorry for being late.
7. He thanked us for helping him.

IV. Неличные формы глагола.

1. I rely ___ you to remind me ___ Jack for the books he bought for me.
    a. To, paying
    b. For, to have paid
    c. On, to pay
    d. Upon, to be paying

2. He couldn't help ___ this book.
    a. To read
    b. To be read
    c. Reading
    d. To be reading

3. He was looking ___ someone ___ him.
    a. At, to help
    b. For, helping
    c. At, help
    d. For, to help

Критерии оценки:
- оценка «отлично» выставляется студенту, если он правильно и полностью выполнил все задания контрольной работы;

- оценка «хорошо» выставляется студенту, если он полностью выполнил все задания, при этом допустил не более трех ошибок или правильно, но неполно выполнил одно из заданий;
- оценка «удовлетворительно» выставляется студенту, если он полностью выполнил все задания, но при этом допустил от 4 до 6 ошибок или правильно, но неполно выполнил два задания;
- оценка «неудовлетворительно» выставляется студенту, если он полностью выполнил все задания, но при этом допустил более 6 ошибок или правильно, но неполно выполнил три и более задания.

«Московский государственный институт культуры»
Кафедра лингвистики

Темы докладов (презентаций)
по дисциплине Иностранный язык

Семестр 1.

1. Scientific approach to cross-cultural communication.
2. Professionalism and measures of its assessment,
3. Making a list of one’s goals.
4. Human cognitive abilities.
5. Wrong life values.
6. Low self-estimation.
7. Russian cultural heritage.
8. People and nature. Environment problems.
9. Healthy lifestyle.
10. Mobile future.

Критерии оценки:

- оценка «отлично» выставляется студенту, если тема раскрыта правильно и полно, лексически, грамматически и стилистически грамотно.
- оценка «хорошо» выставляется студенту, если тема раскрыта правильно, лексически, грамматически и стилистически грамотно, но неполно.
- оценка «удовлетворительно» выставляется студенту, если тема раскрыта правильно, полно, но в докладе присутствуют значительные лексические, грамматические и стилистические ошибки.
- оценка «неудовлетворительно» выставляется студенту, если тема раскрыта правильно, но неполно, в докладе присутствуют значительные лексические, грамматические и стилистические ошибки.
- оценка «зачтено» выставляется студенту, если ответ соответствует критериям оценок «отлично», «хорошо», «удовлетворительно»;
- оценка «не зачтено» выставляется студенту, если ответ соответствует критериям оценки «неудовлетворительно»;

Темы дискуссий
по дисциплине Английский язык

1. Libraries in the XXI century.
2. Methods of teaching vocal.
3. Methodology of making tasks for students.
4. Reading nowadays.
5. Virtual reality. Live or watch?
6. Internet as the endless ocean of information.
7. Planning in our life.
8. Job interview. How to make it perfect.
9. Marital status.
10. Foreign languages as an instrument of making a good career.

Критерии оценки:
- оценка «отлично» выставляется студенту, если тема раскрыта правильно и полно, лексически, грамматически и стилистически грамотно.
- оценка «хорошо» выставляется студенту, если тема раскрыта правильно, лексически, грамматически и стилистически грамотно, но неполно.
- оценка «удовлетворительно» выставляется студенту, если тема раскрыта правильно, полно, но в докладе присутствуют значительные лексические, грамматические и стилистические ошибки.
- оценка «неудовлетворительно» выставляется студенту, если тема раскрыта правильно, но неполно, в докладе присутствуют значительные лексические, грамматические и стилистические ошибки.
- оценка «зачтено» выставляется студенту, если ответ соответствует критериям оценок «отлично», «хорошо», «удовлетворительно»;

- оценка «не зачтено» выставляется студенту, если ответ соответствует критериям оценки «неудовлетворительно».

Экзаменационные тексты

Text 1

Production and cost production is the conversion of inputs into outputs. It is an economic process that uses inputs to create a commodity for exchange or direct use. Production is a flow and thus a rate of output per period of time. Distinctions include such production alternatives as for consumption (food, haircuts, etc.) vs. investment goods (new tractors, buildings, roads, etc.), public goods(national defense, small-pox vaccinations, etc.) or private goods(new computers, bananas, etc.), and "guns" vs. "butter". Opportunity costrefers to the economic cost of production: the value of the next best opportunity foregone. Choices must be made between desirable yet mutually exclusive actions. It has been described as expressing "the basic relationship between scarcity and choice." The opportunity cost of an activity is an element in ensuring that scarce resources are used efficiently, such that the cost is weighed against the value of that activity in deciding on more or less of it. Opportunity costs are not restricted to monetary or financial costs but could be measured by the real cost of output forgone, leisure, or anything else that provides the alternative benefit (utility). Inputs used in the production process include such primary factors of production as labour services, capital (durable produced goods used in production, such as an existing factory), and land (including natural resources). Other inputs may include intermediate good sused in production of final goods, such as the steel in a new car. Economic efficiency describes how well a system generates desired output with a given set of inputs and available technology. Efficiency is improved if more 21output is generated without changing inputs, or in other words, the amount of "waste" is reduced. A widely-accepted general standard is Pareto efficiency, which is reached when no further change can make someone better off without making someone else worse off. Much applied economics in public policy is concerned with determining how the efficiency of an economy can be improved. Recognizing the reality of scarcity and then figuring out how to organize society for the most efficient use of resources has been described as the "essence of economics," where the subject "makes its unique contribution."

Text 2

Public relations(PR) is the actions of a corporation, store, government, individual, etc., in promoting goodwill between itself and the public, the community, employees, customers, etc. An earlier definition of public relations, by The first World Assembly of Public Relations Associations, held in Mexico City, in August 1978, was "the art and social science of analyzing trends, predicting their consequences, counseling organizational leaders, and implementing planned programs of action, which will serve both the organization and the public interest. "Others define it as the practice of managing communication between an organization and its publics. The European view of public

relations notes that besides a relational form of interactivity there is also a reflective paradigm that is concerned with publics and the public sphere; not only with relational, which can in principle be private, but also with public consequences of organizational behaviour. A much broader view of interactive communication using the Internet, as outlined by Phillips and Young in Online Public Relations Second Edition (2009), describes the form and nature of Internet-mediated public relations. It encompasses social media and other channels for communication and many platforms for communication such as personal computers (PCs), mobile phones and video game consoles with Internet access. The increasing use of the mentioned technologies give the media a democratisation power and thus, aid to the demystification of subjects. Public relations is used to build rapport with employees, customers, investors, voters, or the general public. Almost any organization that has a stake in how it is portrayed in the public arena employs some level of public relations. There are a number of public relations disciplines falling under the banner of corporate communications, such as analyst relations, media relations, investor relations, internal communications and labor relations. Most of them include the aspect of peer review to get liability

Критерии оценки:

- оценка «отлично» выставляется студенту, если студент полно и правильно выполнил все пять заданий экзаменационного билета;
- оценка «хорошо» выставляется студенту, если студент

1. правильно и полно выполнил четыре задания экзаменационного билета;
2. правильно, но неполно выполнил все пять заданий экзаменационного билета;
3. выполнил все пять заданий экзаменационного билета, допустив при этом несущественные ошибки, не препятствующие понимаю содержания материала;

- оценка «удовлетворительно» выставляется студенту, если студент

1. правильно и полно выполнил три задания экзаменационного билета;
2. правильно, но неполно выполнил четыре задания экзаменационного билета;
3. выполнил четыре или пять заданий экзаменационного билета, допустив при этом 1-3 существенные ошибки, препятствующие понимаю содержания материала;

- оценка «неудовлетворительно» выставляется студенту, если студент

1. правильно и полно выполнил не более двух заданий экзаменационного билета;
2. правильно, но неполно выполнил три задания экзаменационного билета;
3. выполнил четыре или пять заданий экзаменационного билета, допустив при этом множественные существенные ошибки, препятствующие понимаю содержания материала.