ПРИЛОЖЕНИЕ

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«РЯЗАНСКИЙ ГОСУДАРСТВЕННЫЙ РАДИОТЕХНИЧЕСКИЙ
УНИВЕРСИТЕТ ИМ В.Ф. УТКИНА»

Кафедра «Иностранные языки»

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ

«ИНОСТРАННЫЙ ЯЗЫК»

Направление подготовки
38.03.05 Бизнес-информатика

Направленность (профиль) подготовки
Бизнес-информатика

Квалификация выпускника (степень) – бакалавр

Форма обучения – очная, очно-заочная

1. ОБЩИЕ ПОЛОЖЕНИЯ

Оценочные материалы – это совокупность учебно-методических материалов (контрольных заданий, описаний форм и процедур проверки), предназначенных для оценки качества освоения обучающимися данной дисциплины как части ОПОП.

Цель – оценить соответствие знаний, умений и владений, приобретенных обучающимся в процессе изучения дисциплины, целям и требованиям ОПОП в ходе проведения текущего контроля и промежуточной аттестации.

Основная задача – обеспечить оценку уровня сформированности универсальных, общепрофессиональных и профессиональных компетенций.

Контроль знаний обучающихся проводится в форме текущего контроля и промежуточной аттестации.

Текущий контроль успеваемости проводится с целью определения степени усвоения учебного материала, своевременного выявления и устранения недостатков в подготовке обучающихся и принятия необходимых мер по совершенствованию методики преподавания учебной дисциплины, организации работы обучающихся в ходе учебных занятий и самостоятельной работы, оказания им индивидуальной помощи.

К контролю текущей успеваемости относится проверка обучающихся:

- на лекционных занятиях путем проведения текущего тестирования;
- по результатам выполнения заданий на практических занятиях;
- по результатам выполнения заданий для самостоятельной работы.

Промежуточная аттестация проводится в форме зачета – устный опрос по утвержденным вопросам, сформулированным с учетом содержания учебной дисциплины. В билет включается два теоретических вопроса по темам курса.

При оценивании (определении) результатов освоения дисциплины применяется традиционная система (зачтено/не зачтено, отлично, хорошо, удовлетворительно, неудовлетворительно).

2. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ

Сформированность каждой компетенции в рамках освоения данной дисциплины оценивается по трехуровневой шкале:

1) пороговый уровень является обязательным для всех обучающихся по завершении освоения дисциплины;

2) продвинутый уровень характеризуется превышением минимальных характеристик сформированности компетенций по завершении освоения дисциплины;

3) эталонный уровень характеризуется максимально возможной выраженностью компетенций и является важным качественным ориентиром для самосовершенствования.

По дисциплине «Иностранный язык» предусмотрена традиционная система оценки результатов обучения. Критерии оценки по дисциплине зависят от результатов текущей и промежуточной аттестаций студента. Итоговый балл студента определяется путем суммирования оценок, полученных студентом на всех аттестациях, проводимых в течение семестра согласно учебному графику.

3. ПАСПОРТ ОЦЕНОЧНЫХ МАТЕРИАЛОВ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

№ п/п	Контролируемые разделы (темы) дисциплины (результаты по разделам)	Код контролируемой компетенции (или её части)	Наименование оценочного средства
1	**2**	**3**	**4**
1	Market and Command Economics (Рыночная и административно-командная экономика)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
2	Demand and Supply (Спрос и предложение)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
3	Theory of Demand (Теория спроса)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
4	Theory of Supply (Теория предложения)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
5	Factors of Production. Capital and Labor (Факторы производства. Капитал и труд)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
6	Factors of Production. Natural Resources and Land (Факторы производства. Природные ресурсы и земля)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
7	Circular Flow of Payments and National Income (Кругооборот денежных средств и национальный доход)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
8	Taxes and Public Spending (Налоги и государственные расходы)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
9	Money and its Functions (Деньги и их функции)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
10	Introduction to Banking and Financial Markets (Введение в банковское дело и финансовые рынки)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет

11	Monetary System and Monetary Policies (Денежная система и денежная политика)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
12	Inflation (Инфляция)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
13	Foreign Trade (Внешняя торговля)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
14	Assets and Liabilities (Активы и пассивы)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
15	Bookkeeping as Part of Accounting Circle (Бухгалтерия как часть учетного цикла)	УК – 4	Ответы на практические, творческие и тестовые задания, зачет
16	Accounting Information (Учетная информация)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
17	Forms of Business Ownership (Виды собственности предприятий)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
18	Modern Means of Communication and Electronic Commerce (Современные средства общения и электронная коммерция)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
19	Promotion (Реклама)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен
20	Innovation and Invention (Инновации и открытия)	УК – 4	Ответы на практические, творческие и тестовые задания, экзамен

4.ФОРМЫ ТЕКУЩЕГО КОНТРОЛЯ

Текущий контроль успеваемости проводится с целью определения степени усвоения учебного материала, своевременного выявления и устранения недостатков в подготовке обучающихся и принятия необходимых мер по совершенствованию методики преподавания учебной дисциплины, организации работы обучающихся в ходе учебных занятий и оказания им индивидуальной помощи.

К контролю текущей успеваемости относятся проверка знаний, умений и навыков обучающихся: на занятиях, по результатам выполнения обучающимися индивидуальных заданий, проверки качества подготовки к практическим занятиям и иных материалов.

Текущий контроль по дисциплине «Иностранный язык» осуществляется в течение семестра в устной и письменной форме в виде контрольных и тестовых работ, устных опросов, творческих заданий и проектов.

5. ФОРМЫ ПРОМЕЖУТОЧНОГО КОНТРОЛЯ

Формами промежуточного контроля по дисциплине являются зачеты в 1-3 семестрах, экзамен в четвертом семестре. Форма проведения экзамена – устный ответ, по утвержденным экзаменационным билетам, сформулированным с учетом содержания учебной дисциплины. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса.

6. ТИПОВЫЕ КОНТРОЛЬНЫЕ ВОПРОСЫ (ЗАДАНИЯ) И КРИТЕРИИ ОЦЕНКИ

6.1. Зачёт

а) типовые вопросы (задания)

Вопрос 1. Проверка знания грамматики (в форме тестирования) по пройденным грамматическим формам.

<u>Passive voice – test</u>

Open the brackets using the correct form of the verbs in the Passive voice. Translate into Russian.

1. This equipment (to buy) four years ago. **(was bought)**
2. A new electronic device (to use) next month. **(will be used)**
3. All engineers of our plant already (to invite) to the meeting that will take place next Monday. **(have been invited)**
4. The worker's machine-tool (станок) (to mend – чинить) at the moment. **(is being mended)**
5. The equipment already (to pack). **(has been packed)**
6. Our plant can (to see) from a long distance. **(be seen)**
7. The guests must (to meet) at noon. **(be met)**
8. A new laboratory (to construct) now. **(is being constructed)**
9. The work (to finish) by 6o'clock tomorrow. **(will have been finished)**
10. After the new device (to test) it (to install) in the laboratory. **(had been tested, was installed)**
11. The experiment (to conduct) when I entered the laboratory. **(was being conducted)**
12. The electric energy (to distribute) by these devices. **(is distributed)**

<u>Test: infinitive, gerund, participle</u>

1. He seemed___all about influenza and said___was nothing___about.

a) to know, it, to worry, b) to be knowing, there, worrying, c) to know, there, to worry,
d) to have known, it, to have been worried

2. I don't object___there, but I don't want ___ alone.

a) to your living, you living, b) you to live, your living, c) your living, you to live
d) to your living, you to live

3. I remember___that hill in twilight. An age seemed ___since the day that brought me first to London.

a) descending, to have elapsed, b) to have descended, to have elapsed, c) to descend, to elapse
d) being descended, to be elapsed
, having brought, latest, d) being watched, having sorted, to have been brought, last

4. On his way home Andrew could not help___what ___charming fellow Ivory had turned out___.

a) to reflect, a, to be, b) being reflected, the, have been, c) reflecting, the, be, d) reflecting, a, to be

5.___paper is said___by___Chinese.

a) ___, to have been invented, the, b) the, to have been invented,___, c) ___, to have invented,___, d) the, to be invented, the

6. There is no point___to him. He is___last man in the world___by any such circumstances.

a) to speak, the, to trouble, b) to speak,___, being troubled, c) speaking, a, be troubled
d) in speaking, the, to be troubled

7. It's high time you___like that. He is fond___fun of everybody.

a) get used to him to behave, to make, b) used to his behaving, about making,
c) got used to his behaving, of making, d) used to behave, to make

8._______words about the author himself, the lecturer went on___of his works.

a) after saying, a few, to speak, b) saying, few, to speak, c) having said, few, speaking,
d) to have said, a few, speaking

9. Did you remember___the parcel I gave you? —Yes, I remember___it a week ago.

a) to post, posting, b) to post, to post, c) posting, to post, d) posting, posting

10. I am afraid___to him. What if he really has the power to stop__there, and means__them against me?

a) to speak, me go, to turn, b) of speaking, my going, turning, c) to speak, my going, to turn
d) speaking, me going, to turn

Ic, 2d, 3a, 4d, 5a, 6d, 7c, 8a, 9a, 10c

Вопрос 2. Проверка знания лексики по пройденным темам.

1. Replace the parts in italics by synonyms

The economy *comprises* millions of people; losses *were incurred;* the nation *has dealings;* changes in the state of the economy *affect* all types of business; profits *declined;* losses *amounted to* over £ 100 million.

2. Increase your vocabulary

There is a set of words related to the word **economics.** *In a table we can show them like this.*

Econom	**y**		
	ics		
	ic	**al**	**ly**
	ist		

Each word has a different use. Try to put the right word in the blanks in these sentences:

1. Marx and Keynes are two famous __.
2. Those people are studying the science of__.
3. We sometimes call a person's work his __ activity.
4. People should be very __ with the money they earn.
5. The __ system of a country is usually called the national __.
6. The people in that town live very __.

Вопрос 3. Беседа по пройденным темам.

Write an essay on the topic “The economic environment”. You should write at least 250 words. And present your report in look up and say manner. In your report discuss such questions as: What does the economy comprise? . What's a boom in the economy? What characterises the state of the economy at that time? What happens when the economy moves into a recession? What are "bad debts"?

Вопрос 4. Выполнение письменных работ в рамках пройденных модулей.

Read and translate the text "Inflation"

We would be simplifying the impact of inflation on business if we suggested that all effects were *unfavourable. There is a school of thought, which argues that a* low and stable rate of increase in the price level can be beneficial. It believes that a steady rise in money profits produces favourable expectations *and 'induces investment as firms seek to expand.* This action expands the economy as a whole. Paradoxically, inflation can also reduce the costs of businesses *in the short run.* Many enterprises *incur costs, which are fixed for some period of time* – for example, the rent of a factory may be fixed at a particular figure for a few years. At a time when the selling price of the firm's product, and hence its sales income, is rising this cost will be falling in real terms and thus stimulating the business.

There is *a. further argument* that firms may be persuaded *to borrow heavily* in a period of inflation since the burden of *repaying loans* is reduced by inflation. If inflation is running annually at 10 per cent, for example, then the real value of the repayments of the loan will fall by approximately that amount each year. This may serve to encourage investment which, since it is an injection into the circular flow, will promote the level of activity. However, in these circumstances interest rates are likely to be high.

Government will accept that low rates of inflation are likely to exist in many economies. Inflation rates of 5 per cent or below arc not considered to be too great a problem, especially if competitor nations are suffering similar rates.

In spite of the above, the conclusion must be drawn that inflation is, in general, harmful to business and its environment. Indeed, many economists would *contend* that inflation is the fundamental evil as its presence leads to lack of competitiveness and therefore relatively high unemployment and low rates of growth. *This viewpoint has gained in credence* in government circles over the last few years. It is for this reason that its control has been *a major objective* of government economic policy throughout the 1980s and early 1990s.

Answer the questions:

1. Give the definition of inflation. What can you add to it?
2. The extent and severity of inflation.
3. Types of inflation (short characteristics). Are there any others?
4. Demand-pull inflation. Name countries with this type of inflation.
5. Cost-push inflation. Name countries with this type of inflation.
6. The impact of inflation on business (in brief):

- accounting and financial problems;
- falling sales;
- high interest rates.

How can businesses influence the economic environment?

7. Do you believe in the advice to borrow heavily in a period of inflation? Give your reasons.
8. Can inflation be beneficial?
9. What other factors not mentioned in this unit can cause inflation?
10. What "cures" for inflation do you know and can suggest?

Вопрос 5. Перевод со словарём. Предлагается для перевода текст объёмом 1200 знаков технической направленности. На подготовку даётся 40 минут. Разрешается использование словаря при подготовке.

Inflation is generally defined as *a persistent rise* in the general price level *with no corresponding rise in output,* which leads to a corresponding fall in the purchasing power of money.

In this section we shall look *briefly* at the problems that inflation causes for business and consider whether there are any *potential benefits* for an enterprise from an inflationary period.

Inflation *varies considerably in its extent and severity. Hence,* the consequences for the business community differ according to circumstances. *Mild inflation* of a few per cent each year *may pose few difficulties* for business. However, hyperinflation, which *entails enormously high rates of inflation,* can create almost *insurmountable* problems for the government, business, consumers and workers. In post-war Hungary, the cost of living was published each day and workers were paid daily so as to avoid the value of their earnings falling. Businesses would have experienced great difficulty in costing and pricing their production while the incentive for people to save would have been removed.

Economists argue *at length* about the causes of, and "cures" for, inflation. They would, however, recognize that *two general types of inflation* exist:

* *Demand-pull inflation*
* *Cost-push inflation*

Критерии оценки на зачете:

«Зачтено» ставится в тех случаях, когда студент выполняет тесты на 60 и более процентов, выполняет письменные работы в рамках предложенных модулей, отвечает на вопросы к зачету точно, или близко к точному ответу, отвечает на дополнительные вопросы преподавателя, переводит предложенный текст близко к оригиналу.

«Не зачтено» ставится в том случае, если студент выполняет тесты на менее чем 60 процентов, не выполняет письменные работы в рамках предложенных модулей, не отвечает на вопросы к зачету или затрудняется отвечать на основные и дополнительные вопросы, показывает отрывочные знания, затрудняется с переводом предложенного текста.

6.2. Экзамен

а) типовые вопросы (задания)

Экзамен по дисциплине «Иностранный язык» состоит из 4 испытаний:

Вопрос №1 – реферирование: предлагается текст объёмом 5000 печатных знаков, который необходимо прочитать, понять и изложить суть на русском языке с обязательным анализом и указанием своего мнения. На подготовку даётся 2 академических часа.

THE IMPACT OF INFLATION ON BUSINESS

Inflation can adversely affect business in a number of ways:

1. Accounting and financial problems. Трудности бухгалтерского учета и финансирования

Significant rates of inflation can cause accounting and financial problems for businesses. They may experience difficulty in valuing assets and stocks, for example. Such problems can *waste valuable management time* and *make* forecasting, comparisons and financial control *more onerous.*

2. Falling sales. Снижение объема продаж

Many businesses may experience falling sales during inflationary periods for two broad reasons. Firstly, it may be that saving rises in a time of inflation. We would expect people to spend more of their money when prices are rising *to avoid holding an asset* (cash), which is falling in value. However, during the mid-1970s, when industrialized nations were experiencing high inflation rates, savings as a proportion of income rose! It is not easy to identify the reason for this, but some economists suggest that people like to hold a relatively high proportion of their assets in a form which can be quickly converted into cash when the future is uncertain. *Whatever the reason,* if people save more they spend less and businesses suffer falling sales. The economic model predicts that if savings rose the level of activity in the economy would fall. Clearly, if this happened we would expect businesses to experience difficulty in maintaining their levels of sales.

I *Businesses may be hit by* a reduction in sales during a time of inflation for a second reason. As inflation progresses, it is likely that workers' money wages (that is, *wages unadjusted/or inflation)* will be increased broadly in line with inflation. This may well take a worker into *a higher tax bracket* and result in a higher percentage of his or her wages being taken as tax. This process, known as *fiscal drag,* will cause workers to have less money available to spend on firms' goods and services. The poverty trap has a similar impact. As money wages rise, the poor may find that *they no longer qualify for* state benefits *to supplement their incomes* and at the same time they begin to pay income tax on their earnings. Again, *this leaves less disposable income* to spend on the output of firms. Finally, it may be that the wages of many groups are not *index-linked* and so they rise less quickly than the rate of inflation, causing a *reduction in spending power* and demand for goods and services.

Once again, the economic model can be used to predict that increases in the level of taxation will increase withdrawals, lowering the level of economic activity and depressing firms' sales

Not all businesses will suffer equally from *declining demand* in an inflationary period. Those selling essential items, such as food, may be little affected whilst others supplying less essential goods and services, such as foreign holidays, may be hard hit.

3. High interest rates. Высокие процентные ставки

Inflation is often accompanied by high interest rates. High interest rates *tend to discourage investment* by businesses as they increase the cost of borrowing funds. Thus, investment may fall. Businesses *may also be dissuaded from* undertaking investment programmes because of *a lack of confidence* in the future stability and prosperity of the economy. *This fall in investment may be worsened by foreign investment being reduced* as they also lose some confidence in the economy's future.

Such a decline in the level of investment *can lead to businesses having to retain* obsolete, inefficient and expensive means of production and cause a loss of international competitiveness. Finally, a fall in investment can lower the level of economic activity, causing lower sales, output and so on. Thus, to some extent, businesses can influence the economic environment in which they operate.

4. Higher costs. Рост издержек производства

During *a bout of inflation* firms will face higher costs for the resources they need to carry on their business. They will have to pay higher wages to their employees to compensate them for rising prices. Supplies of raw materials and fuel will become more expensive as will rents and rates. The inevitable reaction to this is that the firm has to raise its own prices. This will lead to further demands for higher wages as is called ***the wage-price spiral.*** Such cost-push inflation may make the goods and services produced by that enterprise internationally *less competitive in terms of price.* An economy whose relative or comparative rate of inflation is high may find that it is unable to compete in home or foreign markets because its products are expensive. The economic model tells us that a situation of declining exports and increasing imports will lower the level of activity in the economy with all the consequent side-effects.

Вопрос №2 – перевод со словарём. Предлагается для перевода текст объёмом 1200 знаков технической направленности. На подготовку даётся 40 минут. Разрешается использование словаря при подготовке.

Planned economics

Planned economies are sometimes called "command economies" because the state commands the use of resources (such as labour and factories) that are used to produce goods and services as it *owns* factories, land and *natural resources.* Planned economies are economies with *a large amount* of *central planning and direction,* when the government takes all the decisions, the government decides production and *consumption.* Planning of this kind is *obviously* very difficult, very *complicated* to do, and the result is that there is no society, which is completely a command economy. The actual system employed varies from state to state, but command or planned economies *have a number of common features.*

Firstly, the state decides precisely what the nation is to produce. It usually plans five years ahead. It is *the intention* of the planners that there should be enough goods and services for all.

Secondly, industries are asked *to comply -with* these plans and each industry and factory is set *a production target to meet.* If each factory and farm meets its target, then the state will meet its targets as set out in the five-year plans. You could think of the factory and farm targets to be *objectives* which, if met, allow the nation's *overall aim* to be reached.

Вопрос №3 – перевод без словаря. Предлагается для перевода текст объёмом 2000 знаков общенаучной направленности. На подготовку отводится 10 минут.

Market economics

The best examples of this type of economy are to be found in small South-East Asian states like Hong Kong and Singapore, though even they are not pure examples of market economies. Even they contain some *businesses owned and run* by the state.

In a true market economy the government plays no role in the management of the economy, the government does not *intervene* in it. The system is based on *private enterprise* with *private ownership of the means of production* and *private supplies of capital,* which can be defined as *surplus income available for investment in new business activities.* Workers arc paid wages by *employers* according to how skilled they are and how many firms wish *to employ* them. They spend their wages on the products and services they need. Consumers are willing to spend more on products and services, which are favoured. Firms producing these goods will make more profits and this will *persuade* more firms to produce these particular goods rather than less favoured ones.

Thus, we can see that in a market economy it is consumers who decide what is to be produced. Consumers will be willing to pay high prices for products they particularly desire. Firms, which are privately owned, see the opportunity of increased profits and produce the new fashionable and favoured products.

Such a system is, *at first view,* very attractive. The economy *adjusts automatically* to meet changing demands. No planners have to be employed, which allows more resources to be available for production. Firms tend to be highly *competitive* in such an environment. New advanced products and low prices are good ways to increase sales and profits. Since all firms are privately owned they try *to make the largest profits possible.* In a free market individual people are free *to pursue* their *own interests.* They can become millionaires, for example. Suppose you invent a new tend of car. You want *to make money out of it* in your own interests. But when you have that car produced, you *are* in fact *moving the production possibility frontier outwards.* You actually *make the society better-off by creating new jobs and opportunities,* even though you become a millionaire in the process, and you do it without any government help or intervention.

Вопрос №4 – беседа по пройденным темам.

Education System in Russia

Russia has a long-standing tradition in high-quality education for all citizens. Education is split into a compulsory Basic Education, and Higher Education.

Basic general education lasts for nine years. Graduates of this level may continue their education at senior high school to receive secondary general education. Secondary general education continues for two years and ends when students are 17-18. Graduates from a secondary general school may apply for entrance to a higher education institution.

Russia's higher education system started with the foundation of the universities in Moscow and St. Petersburg in the middle of the 18th century. The system was constructed similar to that of Germany.

The system of education in Russia began to change over the past four to five years. Universities began transitioning to a system similar to that of Britain and the USA

There are two levels of higher education:

Basic higher education (4 years) leading to the Bachelor's degree, the first university level degree. After two years, students are entitled to receive a Master's degree. After a Master's degree, students can continue to study towards a doctoral degree.

The Bachelor's degree programmes include professional and special courses in Science, the Humanities and Social-economic disciplines, professional training, completion of a research paper/project and passing State final exams. Then students may apply to enter the Master's programme.

Many Russian universities also offer distance education and provide courses for the public and for specific professional needs. However, such systems are usually less developed than in the US and other Western European countries.

The academic year lasts from Sept 1 to Mid-June everywhere, with long summer vacations from July 1st to Aug 31.

Higher Education in The U.K.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have under 3000 students, some even less than 1500 ones. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges.

A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may proceed to a Bachelor's degree, and later to the degrees of Master and Doctor. Besides universities there are at present in Britain 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. Part of the teaching is by means of lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tuitio organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared.

Some students get scholarship but the number of these students is comparatively small. There are many societies and clubs at Cambridge and Oxford.

It should be mentioned that not many children from the working-class families are able to receive the higher education as the fees are very high. Besides that special fees are taken for books, for laboratory works, exams and so on.

б) критерии оценивания компетенций (результатов)

1) Уровень усвоения материала, предусмотренного программой.

2) Умение анализировать материал, устанавливать причинно-следственные связи.

3) Ответы на вопросы: полнота, аргументированность, убежденность, умение.

4) Качество ответа (его общая композиция, логичность, убежденность, общая эрудиция).

5) Использование дополнительной литературы при подготовке ответов.

в) Шкала оценивания для оформления итоговой оценки по дисциплине

Оценка	Определение оценки
Отлично	Отличное понимание предмета, всесторонние знания, отличные умения и владения

Хорошо	Достаточно полное понимание предмета, хорошие знания, умения и владения
Удовлетворительно	Приемлемое понимание предмета, удовлетворительные знания, умения и владения
Неудовлетворительно	Результаты обучения не соответствуют минимальным требованиям

Составил:
ст. преп. каф. ин. яз. _________________/И.Ю. Нечаева/

Зав. кафедрой иностранных языков _________________ /Н.Е. Есенина/