МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное учреждение высшего образования

«Дальневосточный федеральный университет»

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ИСТИТУТ МИРОВОГО ОКЕАНА (ШКОЛА)

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КЛЮЧИ
правильных ответов, включая критерии оценки,
к ФОНДУ ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине «Английский язык для специальных целей»
Направление подготовки
35.04.07 Водные биоресурсы и аквакультура
«Биоразнообразия и морских биоресурсов»
Форма подготовки очная

Владивосток
2022

1. Оценочные средства для текущего контроля

1.1 Примерные темы эссе (рефератов, докладов, сообщений)

Ключи правильных ответов:

1. Natural Sciences

Natural sciences are one of the three major divisions of science, the other two being the social sciences and the formal sciences.

Much of what defines modern civilization comes from advances in knowledge and technology caused by investigations in the natural sciences and chemistry. For instance, the Haber-Bosch process which developed during World War I, allows the creation of fertilizer nitrates from atmospheric nitrogen, rather than relying on biologically fixed sources of nitrogen such as cow dung, significantly increasing the amount of food various countries produce.

Thanks to developments in biology, especially those in the 20th century, doctors can use advanced medicines to cure or treat many diseases that were previously fatal. The biological subfield of genetics has even allowed scientists to understand the very code of life itself, and recognize the way it expresses itself within each person.

Advances in earth science have allowed mankind to extract huge amounts of minerals and petroleum from the Earth's crust, powering the engines of modern civilization and industry. Paleontology, a subfield of earth science, provides a window into the Earth's distant past, long before humans even existed. Through discoveries in applied hydrometeorology and similar fields within the natural sciences, scientists are better able to explore the ocean.

Physics is, in many respects, the science that underlies all other natural sciences, and offered some of the most unexpected revelations of the 20th century. Among the most notable of these was the discovery that matter and energy are constant, and merely transfer from one state to the other. Through astronomy, scientists have discovered an enormous amount of information about the universe. In previous centuries, it was thought that the entire universe was just the Milky Way galaxy, until a series of debates and observations in the 20th Century revealed that the universe is literally millions of times bigger than previously imagined.

2. Natural Sciences at Cambridge

The Natural Sciences course at Cambridge is a very broad course. It involves studying several different subjects in the first and second year, before finally specializing in the single subject in third year, and then some subjects will be offered on a fourth year, as well.

In your first year, you'll take three science courses, and one mathematics course, and in your second year, you'll choose from roughly 20 different topics, and you'll take three of those, and then you narrow, so that by the time you reach your final year, you have the opportunity then to specialize, and join a single department.

The standard modes of teaching are the lectures and the practicals. In addition, Cambridge has small group teaching, or what is called supervisions.

There are two-on-one, or three-on-one groups, where students can go into more depth with people who are at the top of their field.

There is also a Director of Studies, who’s responsible for academic life at university, and a tutor who’s responsible for anything non-academic, such as finances, or welfare.

One of the special aspects of the Natural Sciences at Cambridge is that students are taught by world-leading research experts. These are senior academics, world-class thinkers, highly acclaimed professors, the opportunity to really engage with these people has been amazing.

A typical day begins with a few lectures in the morning, followed by going to the lab to work on my fourth year research project. They will also find some time to work on their supervision work.

The Natural Sciences prepares students for any career opportunity. Students can not only do post-graduate research but also become teachers, bankers, consultants.

Some might stay in research, that might be academic research, or industrial research, some go into things like science writing or teaching, and then some will do something completely unrelated, like banking, or management consultancy.

When you come for interview, they're looking to get to know the students, and see how they think. Theye're not trying to catch students out, or make them feel

uncomfortable. Just show them what you can do, think out loud, and you'll be okay.

Remember, you miss every opportunity which you don't take. Your degree and your experiences what you put into it, and what you make of it. If you want to work hard, and if you love science, go for it.

3. Natural Sciences at your University

Now I'm studying at the Far Eastern Federal University. I chose this University because it allows me to specialize in Earth sciences. And one of the special aspects at this University is that students are taught by world-leading research experts. I have the opportunity to really engage with senior academics, world-class thinkers, highly acclaimed professors. The Natural Sciences course at FEFU is a very broad course. It involves studying several different subjects during the first and the second year, then specializing in some special subjects according to my major in the third and fourth year. The combination of breadth and depth is something that really appeals to me. We have a Director of Studies, who is responsible for our academic life at University, and a tutor who is responsible for non-academic life. The standard mode of teaching are lectures and practicals but we don't have small group teaching. My favourite part of the course are practicals. It's really interesting to learn things in lectures but apply them in real life situations is really amazing. There are modern, well-equipped laboratories and a library.

My typical day begins with a few lectures or practicals in the morning, followed by going to the lab or computer class. I also find some time to work on my supervision work. After that, I leave the University, get some food and get myself busy with my interests or sport. I will take every opportunity I have at the Far Eastern Federal University.

4. My Career Path in Science.

My name is….

I'm … years old.

I'm from….

I graduated from …. in 2022.

My major is….

As a bachelor I studied….

The topic of my qualification work was….

My scientific supervisor was

I participated in some conferences and have published papers on the topic of my research / I haven't yet participated in any conferences and haven't had any published papers but I'm going to do it.

I entered the master's degree course because I don't want to abandon science (answers can vary).

So, after this course, I'm planning to stay in academia because I enjoy teaching and don't want to give up.

I'm quite interested in doing science and developing the theory side of things.

After that I'll probably try to enter the post-graduate courses and defend my PHD in ….

Now I'm attending practicals and lectures to get all the credits and exams in time.

I am reading a lot of scientific literature in English.

I will participate in the scientific conference in English next spring, and I hope to do my best.

5. GIS.

The ocean environment is unique. Sensors on satellites and aircraft are effective at seeing the surface of the ocean but generally cannot look deeply into the water column where the electromagnetic energy they rely on is dissipated. What can be perceived of the water column and ocean floor must be done mostly with the aid of sound (acoustic remote sensing), as sound waves are transmitted both farther and faster through seawater than electromagnetic energy. In order to "see" the ocean floor, sound is essential not only for determining depth to the bottom but also for detecting varying properties of the bottom. As the speed of sound in seawater varies linearly with temperature, pressure, and salinity, the conversion of travel time to depth must take this into account. In addition, the intensity of this reflection, or backscatter, can be used to resolve the shapes of objects or the character of the bottom. Advances in remote sensing have made it possible to collect data on features and processes in the ocean over very broad scales, and GIS technology has made it possible to organize and integrate this data, make maps, and

perform scientific analysis to increase our understanding and help us make critical decisions. The initial impetus for developing a marine specialty in GIS was the need to automate the production of nautical charts and to more efficiently manage the prodigious amounts of data now being collected at sea. Using GIS to synergize different types of data (biological, chemical, physical, geological) collected in multiple ways from multiple instruments and platforms (ships, moorings, floats, gliders, remotely operated vehicles, aircraft, and satellites) has provided the oceanographic community and policy decision makers with more information and insight than could be obtained by considering each type of data separately. GIS in this realm has moved from solely displaying data to multidimensional visualization, simulation and modeling, and decision support. A myriad of challenges related to exploration, ecosystems, energy, and climate change face the marine science community in the coming 10 to 20 years. Confronting all these challenges requires a broad, interdisciplinary approach. GIS is a powerful, unique technology that is crucial to helping us manage the oceans in the most sustainable way.

6. The importance of studying the world’s ocean.

One way that the world’s ocean affects weather and climate is by playing an important role in keeping our planet warm. The majority of radiation from the Sun is absorbed by the ocean, particularly in tropical waters around the equator, where the ocean acts like a massive, heat-retaining solar panel. Land areas also absorb some sunlight, and the atmosphere helps to retain heat that would otherwise quickly radiate into space after sunset.

The ocean doesn't just store solar radiation — it also helps to distribute heat around the globe. When water molecules are heated, they exchange freely with the air in a process called evaporation. Ocean water is constantly evaporating, increasing the temperature and humidity of the surrounding air to form rain and storms that are then carried by trade winds. In fact, almost all rain that falls on land starts off in the ocean. The tropics are particularly rainy because heat absorption, and thus ocean evaporation, is highest in this area.

Outside of Earth’s equatorial areas, weather patterns are driven largely by ocean currents**.** Currents are movements of ocean water in a continuous flow, created largely

by surface winds but also partly by temperature and salinity gradients, Earth's rotation, and tides. Major current systems typically flow clockwise in the northern hemisphere and counterclockwise in the southern hemisphere, in circular patterns that often trace the coastlines.

Ocean currents act much like a conveyor belt, transporting warm water and precipitation from the equator toward the poles and cold water from the poles back to the tropics. Thus, ocean currents regulate global climate, helping to counteract the uneven distribution of solar radiation reaching Earth's surface. Without currents in the ocean, regional temperatures would be more extreme — super hot at the equator and frigid toward the poles — and much less of Earth's land would be habitable.

7. Physical Oceanography

Physical oceanography is the study of physical conditions and physical processes within the ocean, especially the motions and physical properties of ocean waters.

Physical oceanography is one of several sub-domains into which oceanography is divided. Others include biological, chemical and geological oceanography.

Physical oceanography may be subdivided into *descriptive* and *dynamical* physical oceanography.

Descriptive physical oceanography seeks to research the ocean through observations and complex numerical models, which describe the fluid motions as precisely as possible.

Dynamical physical oceanography focuses primarily upon the processes that govern the motion of fluids with emphasis upon theoretical research and numerical models. These are part of the large field of Geophysical Fluid Dynamics (GFD) that is shared together with meteorology. GFD is a sub field of Fluid dynamics describing flows occurring on spatial and temporal scales that are greatly influenced by the Coriolis force.

Таблица – Критерии оценки эссе (доклада, реферата, сообщения)

Уровень освоения	Критерии оценки результатов обучения	Кол-во баллов

Повышенный	Ответ показывает прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа; умение приводить примеры современных проблем изучаемой области	*100 – 86*
Базовый	Ответ, обнаруживающий прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна-две неточности в ответе	*85 – 76*
Пороговый	Ответ, свидетельствующий в основном о знании процессов изучаемой предметной области, отличающийся недостаточной глубиной и полнотой раскрытия темы; знанием основных вопросов теории; слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа; неумение привести пример развития ситуации, провести связь с другими аспектами изучаемой области	*75 – 61*
Уровень не достигнут	Ответ, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов; неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Допускаются серьезные ошибки в содержании ответа; незнание современной проблематики изучаемой области	*60 – 0*

1.2. Делова (ролевая) игра

1. Natural sciences at your university (answers can vary)

Friend: Hello, I’m glad to see you! How are you?

Student: Hi, glad to see you too. I’m fine, thank you!

Friend: What are you doing now? Are you studying or working?

Student: Well, I'm a student now, I entered the Far Eastern Federal University.

Friend: Great! Why did you choose this university? What appealed to you?

Student: I chose to study Natural Sciences at FEFU because it allows me to explore subjects like Earth sciences and specialize in hydrometeorology which is something I really enjoy.

Friend: You are lucky. You have the chance to be taught by world-leading experts and highly acclaimed professors.

Student: Yes, it's amazing to engage with these world-class thinkers. They teach us how to speak out loud.

Friend: What class format do you have and what's your favorite part of the course.

Student: We have a standard mode of teaching: lectures and practical. But my favorite part of the course are practicals. I mean it's really interesting to learn things in lectures but to apply them in real life is just why I study science.

Friend: Certainly, moreover, being able to do them in modern equipped laboratories is really important. By the way, How does your typical day go on?

Student: Well, a typical day begins with a few lectures or practical, then I find some time to work on my supervision work, after that I leave the University. Because I like to keep myself busy, I tend to develop my interests.

Friend: What are you planning to do after graduating?

Student: I hope to stay in science, so I will enter the master's degree courses.

Friend: Your life is so busy and interesting. Hope to see you soon. Bye!

Student: Bye! See you!

2. The next stage in the Career Path (answers can vary)

Supervisor: …and have you thought about what you'll do once your master's degree course is finished?

Student: I don't think of much else! I know I don't want to abandon science.

Supervisor: Well, let's start with a simple choice. Academia or industry?

Student: Oh, easy – academia. I really enjoy the teaching.

Supervisor: But in industry you could supervise more junior researchers. You wouldn.t have to give up teaching.

Student: No, but it's different. I find it really interesting to explain quite complex topics. Supervising people would be more practical. I really like communicating the theory side of things.

Supervisor: Well, yes… but I don't think working in industry rules that out. It would just be different You would also be out in the field more.

Student: Hm. That's true But I'm not so interested in doing that. I do really want to tech though. I really quite enjoy preparing lectures and thinking of creative ways to get the information across.

Supervisor: Really? OK, so assuming you go to academia. And all the paper work doesn't put you off?

Student: No, it doesn't bother me at all. I'd like to enter post-graduate courses and defend my PhD and then get a post-doc position in FEFU. I don't want to leave Vladivostok.

Supervisor: and the money? You are not tempted by salaries in industry?

Student: Not at all. Well, may be a bit. But there are more important things than money.

Supervisor: And what are your nearest plans?

Student: I want to go further. I am participating at the conference next month. So, I am looking forward to meeting a couple of people at the conference.

Таблица – Критерии оценки деловой (ролевой) игры

Уровень освоения	Критерии оценки результатов	Кол-во баллов
Повышенный	Студент/группа выразили и аргументировали своё мнение по сформулированной проблеме, точно определив ее содержание и составляющие. Приведены данные отечественной и зарубежной литературы, статистические сведения, информация нормативно-правового характера. Продемонстрированы знание и владение навыком самостоятельной исследовательской работы по теме исследования, методами и приемами анализа международно-политической практики. Фактических ошибок, связанных с пониманием проблемы, нет	*100 – 86*
Базовый	Работа студента/группы характеризуется смысловой цельностью, связностью и последовательностью изложения; допущено не более 1 ошибки при объяснении смысла или содержания проблемы. Для	*85 – 76*

	аргументации приводятся данные отечественных и зарубежных авторов. Продемонстрированы исследовательские умения и навыки. Фактических ошибок, связанных с пониманием проблемы, нет	
Пороговый	Проведен достаточно самостоятельный анализ основных этапов и смысловых составляющих проблемы; понимание базовых основ и теоретического обоснования выбранной темы. Привлечены основные источники по рассматриваемой теме. Допущено не более 2 ошибок в смысле или содержании проблемы	*75 – 61*
Уровень не достигнут	Работа представляет собой пересказанный или полностью переписанный исходный текст без каких бы то ни было комментариев, анализа. Не раскрыта структура и теоретическая составляющая темы. Допущено три или более трех ошибок смыслового содержания раскрываемой проблемы	*60 – 0*

2. Промежуточная аттестация по дисциплине «Английский язык для специальных целей»

Промежуточная аттестация студентов. Промежуточная аттестация студентов по дисциплине «Английский язык для специальных целей» проводится в соответствии с локальными нормативными актами ДВФУ и является обязательной.

Оценочные средства для промежуточного контроля (зачет в 1 семестре, экзамен во 2 семестре)

2.1. Банк тестовых заданий

Тест.

1) Define the terms.

1. The study of all aspects of the ocean

2. 2 areas of the ocean floor

3. Shallow parts of ocean made of continental crust, not the shoreline, the dividing line between continental and oceanic crust

4. First area of the ocean floor

5. Marks the area between continental and oceanic crust, very steep

6. The steep slope merges into a more gradual rise

7. Made of oceanic crust, the area beyond the continental rise

8. Found near the center of most ocean basins; underwater mountains that have developed on newly formed ocean crust

9. the saltiness or amount of salt dissolved in a body of water

10. system that creates, manages, analyzes, and maps all types of data.

2) Grammar test.

1. Animals __c____ on Earth for at least 700 million years.

a.living b.lived c. have lived d. were living

2. The widespread use of oil and gas to make chemicals __b____ during the 1920s.

a.has begun b.began c. was begining d. had begun

3. He ___a_____. It is so annoying.

a.is always interrupting b.always interrupts c. has always been interrupted d. are always interrupting

4.Bill ____c___ a bee while he was sitting in the garden.

a.was bitten with b.bit c. was bit by d. was bitten by

5.John ____b____ on a train.

a.stole money b.had his money stolen c. had his money steal d. had stolen money

6. An Asthmahelpline will be able to give you __c____.

a.an advice b.advices c. advice d. advises

7. Susan __b__ work very hard.

a.have to b.has to c. have d. has

8. The librarian asked us __d____ so much noise.

a.don't make b.not make c. not making d. not to make

9. I haven't got a ticket. If I __a____one, I could get in.

a.had b.have c. would have d. have got

10. Last night police said they __a____the missing girl.

a.had found b.have found c. find d. were finding

11. He has been keen on playing tennis since childhood. He ___d____ become a world number one tennis player.

a.must b.should c. can d. is to

12. I usually avoid ___b_____ in this part of the city.

a.to drive b.driving c. having driven d. have driven

13. It was too cold ___a______ outside.

a.for the guests to eat b.the guests eating c. that the guests should eat d. that the guests eat

14. Mom wanted ___c_____the dishes.

a.we to wash b.us wash c. us to wash d. our to wash

15.He heard _ __a______ in the next room.

a.her singing b.her sing c. se sing d. her to sing.

Таблица – Критерии оценки тестовых заданий

Уровень освоения	Критерии оценки результатов	Кол-во баллов
Повышенный	Оценка «отлично» / «зачтено» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач	*100 – 86*
Базовый	Оценка «хорошо» / «зачтено» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения	*85 – 76*
Пороговый	Оценка «удовлетворительно» / «зачтено» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ	*75 – 61*
Уровень не достигнут	Оценка «неудовлетворительно» / «не зачтено» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине	*60 – 0*

2.2. Вопросы для собеседования (коллоквиума, доклада, сообщения, круглого стола и т.д.)

1)What are major divisions of science?

There are three major divisions in science: Natural Sciences, Social Sciencea, and Formal Sciences.

2) What sciences are part of natural sciences?

Chemistry, biology, earth science, astronomy, and physics are all part of natural sciences.

3) What do you understand under cross-disciplines? What is their function?

There are also cross-disciplines, such as biophysics, which integrate different aspects of multiple subjects.

4) How were natural sciences viewed prior to the 17th century? What did they lack at that time?

Prior to the 17th century, these disciplines were often referred to as "natural philosophy" and lacked the types of experiments and procedures used today.

5) What can people understand through advances in earth sciences and geology?

Advances in earth science have allowed mankind to extract huge amounts of minerals and petroleum from the Earth's crust, powering the engines of modern civilization and industry.

6) Why did you choose to study Natural Sciences at Far Eastern Federal University? What appealed to you? – There are modern, well-equipped laboratories, a good library, and students are taught by highly acclaimed professors.

7) How is the Natural Sciences course organized at FEFU?

It involves studying several different subjects in the first and second year, then in the third- and fourth-year students major in their specific disciplines.

8) What class format is at FEFU in comparison with Cambridge?

There is a standard mode of teaching but there is no small group teaching.

9) What career opportunities are in front of you after graduating from Far Eastern Federal University?

I can stay in university or choose industry. I haven't made up my mind yet though I really enjoy teaching.

10) Why did you choose a career in science?

Studying science is very important because it gives knowledge of natural phenomena. The main aim of science is to encourage our curiosity in finding out why things happen in the way we do.

11) What field of science are you currently working or studying in?

I am majoring in Applied Hydrometeorology and study technical means of ocean research.

12) What do you enjoy most about working in your scientific field?

Most of all I enjoy practical side of things that is to analyze digital data.

13) What would you like to do next in your work or studies?

My next step in my studies is to prepare a report and participate in the conference.

14) What can you tell about your Master's degree work?

The topic of my Dissertation is… My supervisor is… We're studying…

15) What doe physical oceanography study?

Physical oceanography is the study of physical conditions and physical processes within the ocean, especially the motions and physical properties of ocean waters.

16) What does GIS deal with?

Advances in remote sensing have made it possible to collect data on features and processes in the ocean over very broad scales, and GIS technology has made it possible to organize and integrate this data, make maps, and perform scientific analysis to increase our understanding and help us make critical decisions.

17) Why is it important to study oceans?

Ocean currents act much like a conveyor belt, transporting warm water and precipitation from the equator toward the poles and cold water from the poles back to the tropics. Thus, ocean currents regulate global climate, helping to counteract the uneven distribution of solar radiation reaching Earth's surface. Without currents in the ocean, regional temperatures would be more extreme — super hot at the equator and frigid toward the poles — and much less of Earth's land would be habitable.

Таблица – Критерии оценки тестовых заданий

Уровень освоения	Критерии оценки результатов	Кол-во баллов
Повышенны	Оценка «отлично» / «зачтено» выставляется студенту, если	*100 – 86*

й	он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач	
Базовый	Оценка «хорошо» / «зачтено» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения	*85 – 76*
Пороговый	Оценка «удовлетворительно» / «зачтено» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ	*75 – 61*
Уровень не достигнут	Оценка «неудовлетворительно» / «не зачтено» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине	*60 – 0*

2.3. Шкала оценки уровня достижения результатов обучения для текущей и промежуточной аттестации по дисциплине «Английский язык для специальных целей»

Баллы (рейтинговая оценка)	Уровни достижения результатов обучения		*Требования к сформированным компетенциям*
	Текущая и промежуточная аттестация	*Промежуточная аттестация*	
100 – 86	*Повышенный*	«зачтено» / «отлично»	Свободно и уверенно находит достоверные источники информации, оперирует предоставленной информацией, отлично владеет навыками анализа и синтеза информации, знает все основные методы решения проблем, предусмотренные учебной программой, знает типичные ошибки и возможные сложности при решении той или иной проблемы и способен выбрать и эффективно применить адекватный метод решения конкретной проблемы
85 – 76	*Базовый*	«зачтено» / «хорошо»	В большинстве случаев способен выявить достоверные источники информации, обработать, анализировать и синтезировать предложенную информацию, выбрать метод решения проблемы и решить ее. Допускает единичные серьезные ошибки в решении проблем, испытывает сложности в редко встречающихся или сложных случаях решения проблем, не знает типичных ошибок и возможных сложностей при решении той или иной проблемы
75 – 61	*Пороговый*	«зачтено» / «удовлетвори- телъно»	Допускает ошибки в определении достоверности источников информации, способен правильно решать только типичные, наиболее часто встречающиеся проблемы в конкретной области (обрабатывать информацию, выбирать метод решения проблемы и решать ее)
60 – 0	*Уровень не достигнут*	«не зачтено» / «неудовлетвори- телъно»	Не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы.