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Фонд оценочных средств государственного экзамена по иностранному языку по направлению подготовки 41.03.05 Международные отношения направленность (профиль) «Глобальные цивилизационные вызовы и национальная безопасность» ФГБОУ ВО «ЧелГУ»			
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**Фонд оценочных средств
государственного экзамена по иностранному языку**

Направление подготовки (специальность)
41.03.05 Международные отношения

Направленность (профиль) подготовки
Глобальные цивилизационные вызовы и национальная безопасность

Присваиваемая квалификация
бакалавр

Год набора
2025

Форма обучения
очная

Челябинск, 2025 г.



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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Направление подготовки: 41.03.05 Международные отношения

Направленность (профиль): Глобальные цивилизационные вызовы и национальная безопасность

Структура итоговых аттестационных испытаний: подготовка к сдаче и сдача государственного экзамена по иностранному языку (3 з.е.)

2. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ, ВЛАДЕНИЕ КОТОРЫМИ ДОЛЖЕН ПРОДЕМОНСТРИРОВАТЬ ОБУЧАЮЩИЙСЯ В ХОДЕ ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ

2.1. При защите выпускной квалификационной работы

Коды компетенций (по ФГОС ВО)	Содержание компетенций согласно ФГОС ВО
УК-3.	Способен осуществлять социальное взаимодействие и реализовывать свою роль в команде
УК-4.	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
УК-6.	Способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни
ОПК-1.	Способен осуществлять эффективную коммуникацию в мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном(ых) языке(ах) на основе применения понятийного аппарата по профилю деятельности)
ПК 1.	Способен организовывать и обеспечивать документарной базой переговорный процесс при процедуре медиации
ПК 2.	Способен проводить переговорный процесс в рамках подготовки медиативного соглашения
ПК-6	Способен осуществлять межъязыковой перевод устных и письменных вы-сказываний



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3. СОДЕРЖАНИЕ ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ

3.1. Перечень вопросов для государственного экзамена по иностранному языку

Development of Mankind

The most remarkable development of the last quarter of the twentieth century has been the revelation of enormous weaknesses at the core of the world's seemingly strong dictatorships, whether they be of the military authoritarian Right, or the communist-totalitarian Left. From Latin America to Eastern Europe, from the Soviet Union to the Middle East and Asia, strong governments have been failing over the last two decades. And while they have not given way in all cases to stable liberal democracies, liberal democracy remains the only coherent political aspiration that spans different regions and cultures around the globe. In addition, liberal principles in economics - the "free market" - have spread, and have succeeded in producing unprecedented levels of material prosperity, both in industrially developed countries and in countries that had been, at the close of World War II, part of the impoverished Third World. A liberal revolution in economic thinking has sometimes preceded, sometimes followed, the move toward political freedom around the globe.

Nationalism has been the vehicle for the struggle for recognition over the past hundred years, and the source of this century's most intense conflicts. A world made up of liberal democracies should have much less incentive for war, since all nations would reciprocally recognise one another's legitimacy. And indeed, there is substantial empirical evidence from the past couple of hundred years that liberal democracies do not behave imperialistically toward one another, even if they are perfectly capable of going to war with states that are not democracies and do not share their fundamental values.

Nationalism is currently on the rise in regions like Eastern Europe and ex-Soviet Union where peoples have long been denied their national identities, and yet within the world's oldest and most secure nationalities, nationalism is undergoing a process of change. The demand for national recognition in Western Europe has been domesticated and made compatible with universal recognition, much like religion three or four centuries before.

Clash of Civilisations

Nation states remain the principal actors in world affairs. Their behaviour is



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shaped as in the past by the pursuit of power and wealth, but it is also shaped by cultural preferences, commonalities, and differences. The most important groupings of states are the eight major civilisations. Non-Western societies are developing their economic wealth and creating the basis for enhanced military power and political influence. As their power and self-confidence increase, non-Western societies increasingly assert their own cultural values and reject those "imposed" on them by the West. The "international system of the twenty-first century," Henry Kissinger has noted, "will contain at least six major powers - the United States, Europe, China, Japan, Russia, and probably India - as well as a multiplicity of medium-sized and smaller countries." These six major powers belong to five very different civilisations. In this new world, local politics is the politics of ethnicity; global politics is the politics of civilisations. The rivalry of the superpowers is replaced by the clash of civilisations.

In this new world the most pervasive, important, and dangerous conflicts will be between peoples belonging to different cultural entities. Tribal wars and ethnic conflicts will occur within civilisations. Violence between states and groups from different civilisations, carries with it the potential for escalation as other states and groups from these civilisations rally to the support of their "kin countries." Cultural conflicts are more dangerous today than at any time in history. The most dangerous cultural conflicts are those along the fault lines between civilisations. The major differences in political and economic development among civilisations are rooted in their different cultures. The West is and will remain for years to come the most powerful civilisation. Yet its power relative to that of other civilisations is declining. A central axis of the present world politics is the interaction of Western power and culture with the power and culture of non-Western civilisations.

International relations

NATO formally welcomed Russia as a participant - but not as a full-fledged member. The agreement signed at an extraordinary meeting of the leaders of NATO's member nations, marked another major step in its effort to lock in Moscow's shift toward the West. The accord will for the first time give Moscow a role from the outset in NATO discussions about a fixed variety of topics, including non-proliferation, crisis management, missile defence and counterterrorism. But in an indication that the North Atlantic Treaty Organisation's members are still not fully convinced that Russia has completely renounced aggression and cast its lot with Europe, Moscow will not be a member of the alliance or be bound by its collective defence pact, in which all members pledge to come to each other's defence if necessary. Nor will Russia have a veto over NATO decisions or a vote in



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the expansion of its membership, including NATO's plans to invite in new nations - almost all of them once part of the Soviet bloc. The new council does not replace the North Atlantic Council, the body where NATO usually makes its decisions.

The significance of this meeting is difficult to overestimate. The idea of Russia sitting at NATO councils would have been, simply, unthinkable. Two former foes are now joined as partners, overcoming decades of division and un-certainty. Co-operation with the world's second largest nuclear power is more likely to be achieved by welcoming Russia west. Some NATO officials have voiced concern that the new council is not substantive enough for Russia. Meeting with reporters this afternoon, US Secretary of State said that while Russia and the United States were reducing their nuclear arsenals drastically, and co-operating in NATO, each country was maintaining a hedge. "We'll always have a hedge against uncertainty in the future, in our military forces in the nuclear weapons that the United States will continue to retain," he said. "It's a hedge against the future, because there are other nations that possess nuclear weapons or might come to possess nuclear weapons."

International Law

International law is the body of legal rules that apply between sovereign states and such other entities as have been granted international personality. The rules of international law are of a normative character; they prescribe standards of conduct. They are designed for authoritative interpretation by an independent judicial authority and can be enforced by the application of external sanctions. International law means public international law as distinct from private international law or the conflict of laws. International law should be distinguished from quasi-international law, which is the law governing relations similar to those covered by international law but outside the pale of international law because at least one of the parties lacks international personality.

International law is the product of a threefold process initiated in the Western world: the disintegration of the medieval European community into a European society, the expansion of this European society, and concentration of power in the hands of a rapidly declining number of leading states. In the absence of an agreed state of truce or peace, war was the basic state of international relations. Unless exceptions were made by means of individual safe conduct or treaty, rulers saw themselves entitled to treat foreigners at their absolute discretion. Treaty law was the predominant feature of medieval international law. The observance of treaties and other engagements rested on self-interest, especially in relation to obligations of a reciprocal character, and the value attached by an obligated party to his moral credit and his respect for the principle of good faith. With the expansion of



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European society the universalist spirit that imbued the naturalist doctrine of international law gave to international law the elasticity needed to adapt itself to a constantly widening international environment. Major European powers acquired a leading stand in world developments. The coexistence of sovereign states in a legal system postulates equality, but this equality in international law is of a purely formal character. Real influence still rests with only a handful of nations.

Human Rights

The concept of human rights has existed under several names in European thought for many centuries, at least since the time of King John of England. After the king violated a number of ancient laws and customs by which England had been governed, his subjects forced him to sign the Magna Carta, which enumerated a number of what later came to be thought of as human rights. Among them were the right of the church to be free from governmental interference, the rights of all free citizens to own and inherit property and be free from excessive taxes. Magna Carta established principles of due process and equality before the law and it also contained provisions forbidding bribery and official misconduct. The political and religious traditions in other parts of the world also proclaimed what have come to be called human rights, calling on rulers to rule justly and compassionately, and delineating limits on their power over the lives, property, and activities of their citizens. In the United States, a bloody war over slavery came close to destroying a country founded only eighty years earlier on the premise that, "all men are created equal."

The women's rights movement succeeded in gaining for many women the right to vote. National liberation movements in many countries succeeded in driving out colonial powers. The modern human rights movement didn't invent any new principles. It was different from what preceded it primarily in its explicit rejection of political ideology and partisanship, and its demand that governments everywhere, regardless of ideology, adhere to certain basic principles of human rights in their treatment of their citizens.

This appealed to a large group of people, many of whom were politically inactive, not interested in joining a political movement, not ideologically motivated. They were simply outraged that any government dared abuse, imprison, torture, and often kill human beings whose only crime was in believing differently from their government and saying so in public. They took to writing letters to governments and publicising the plights of these people in hopes of persuading or embarrassing abusive governments into better behaviour.



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Armed Forces

The Armed Services exist to conduct operations on behalf of the Nation, if necessary by engaging in battle; and it is that function which distinguishes them from all others, for the consequences of winning or losing are profound, both to the Nation and to the individual. Military effectiveness is the standard by which the Army will be judged in peace and war, and defines military effectiveness in terms of fighting power. Within the hierarchy of fighting power it lays emphasis on the moral component, which is the ability to get people to fight.

In the case of the Army, the context in which they must do so is that of land operations. Land operations are by their nature dangerous and physically demanding. They are characterised by uncertainty, fear, fatigue and discomfort, all of which have to be faced and overcome. Ultimately they require soldiers to close with the enemy at short range, often face to face, and fight; and to continue operating while subject to life-threatening attack by conventional, biological and chemical weapons.

The other fundamental characteristic of land operations is that they are a group activity, whether the task be full scale war, peacekeeping, or activity in support of the civil authorities. Even when deployed on their own in dispersed positions soldiers are part of a team, and the effectiveness of that team will depend on each individual, seen or unseen, playing his or her part to the full, and upon the degree to which they contribute to the cohesion of the team as a whole.

Success in such conditions depends above all else on good morale, which is the spirit that enables soldiers to triumph over adversity: morale linked to, and reinforced by, discipline. Morale is a composite of many factors, including confidence in equipment, good training and sound administration; but ultimately it is bred of conviction in what is being done, and confidence in those with whom and for whom it is being done. Such confidence is itself primarily a product of leadership and comradeship.

High morale cannot be created overnight, but requires the forging in peace of close bonds of professional and personal trust which will withstand the stresses imposed by operational conditions. And it requires from soldiers the commitment and self-sacrifice to put the interests of the team, the task, the unit and the Nation ahead of their own.

Macroeconomics

Most people agree that the soundness of macroeconomic policies should be judged by their efficacy in meeting the objectives of steady growth, full employment, stable prices, and a viable external payments situation. What people



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debate about are the links between macroeconomics and economic structure - and in the current environment, the openness to foreign capital flows. As developing countries become more integrated into international financial markets, volatility may become an increasing fact of life. Faced with such volatility, how should these countries frame their macroeconomic policies? What broad principles should guide their macroeconomic management? In many developing countries, the openness of the capital account has been significant. Many countries have made the transition toward an open-economic paradigm. As a result, fluctuations in international capital and currency markets, as well as shifts in foreign investors' attitudes and confidence, have greatly affected local stock market prices, the level of foreign exchange reserves, and the scope for monetary and interest rate policy. Capital controls and foreign exchange restrictions have been significantly dismantled in a number of developing and transition economies.

Does financial integration make it more difficult to achieve macroeconomic stability? Apparently not, on the whole, although at times large short-term capital flows can lead to misaligned asset prices, including exchange rates. What financial integration does do is limit how far countries can pursue policies incompatible with medium-term financial stability. The disciplining effect of global financial and product markets applies not only to policymakers - through pressures on financial markets - but also to the private sector. Rather than constrain the pursuit of appropriate policies, globalisation may add leverage and flexibility to such policies, easing financing constraints and extending the time during which countries can make adjustments. But markets will provide this leeway only if they perceive that countries are undertaking adjustments that address fundamental imbalances.

World Economy

Global economic integration is not a new phenomenon. Some communication and trade took place between distant civilisations even in ancient times. Since the travels of Marco Polo seven centuries ago, global economic integration - through trade, factor movements, and communication of economically useful knowledge and technology - has been on a generally rising trend. This process of globalisation in the economic domain has not always proceeded smoothly. Nor has it always benefited all whom it has affected. But, despite occasional interruptions, such as following the collapse of the Roman Empire or during the interwar period in this century, the degree of economic integration among different societies around the world has generally been rising. Indeed, during the past half century, the pace of economic globalisation has been particularly rapid. And, with the exception of human migration, global economic integration today is greater than it ever has been



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and is likely to deepen going forward.

Three fundamental factors have affected the process of economic globalisation. First, improvements in the technology of transportation and communication have reduced the costs of transporting goods, services, and factors of production and of communicating economically useful knowledge and technology. Second, the tastes of individuals and societies have generally favoured taking advantage of the opportunities provided by declining costs of transportation and communication through increasing economic integration. Third, public policies have significantly influenced the character and pace of economic integration. Evidence suggests that in the future the process of global economic integration will take place through voluntary means. People around the world will decide to participate because they see the benefit to them of such participation. Participation in the global economy will not occur at the point of a sword or facing the muzzle of a gun. This provides the reasonable assurance that the fundamental forces that are driving global economic integration are, in fact, driving the world toward a better economic future.

Mass Culture

The twenty-first century is beginning as the century of culture, with the differences, interactions, and conflicts among cultures taking centre stage. This has become manifest, among other ways, in the extent to which scholars, politicians, economic development officials, soldiers, and strategists are all turning to culture as a central factor in explaining human social, political, and economic behaviour. In short, culture counts, with consequences for both good and evil. If culture counts, what is it? Culture is one of the most ambiguous, most debated words or concepts in the social science lexicon. There is little agreement on what it means or implies. The concept of culture arouses passion. People - ordinary people, extraordinary people, and politicians - often discuss the concept of culture with ferocity. Scholars warned against getting bogged down in debating definitions.

It is known far and wide that culture has many meanings. Just three are mentioned here. First, culture refers to the products of a society. People speak of a society's high culture - the art, literature, music - and its popular or folk culture. Second, anthropologists speak of culture in a much broader sense to mean the entire way of life of a society, its institutions, social structure, family structure, and the meanings people attribute to these. Finally, other scholars, perhaps particularly political scientists, see culture as something subjective, meaning the beliefs, values, attitudes, orientations, assumptions, philosophy.

However it is defined, civilisations are the broadest cultural entities with innumerable subcultures. Two central elements of culture are language and reli-



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gion, and these obviously differ greatly among societies. Scholars have also measured societies along a number of other cultural dimensions and classified them in terms of individualism and collectivism, egalitarianism and hierarchy, pluralism and monism, activism and fatalism, tolerance and intolerance, trust and suspicion, shame and guilt, instrumental and consummatory, and a variety of other ways. In recent years, however, many people have argued that we are seeing the emergence of a universal world-wide culture. They may have various things in mind.

Mass Media

Since it was first formed as a company in 1922, the BBC has been a world leader in program production. It has pioneered communications in radio, television and online technologies. John Reith, the BBC's founding father, looked westwards in the 1920s to America's unregulated, commercial radio, and then east to the fledgling Soviet Union's rigidly controlled state system. Reith's vision was of an independent British broadcaster able to educate, inform and entertain the whole nation, free from political interference and commercial pressure. The British Broadcasting Company started daily transmissions on November 14, 1922. "Listening in" to the wireless in the United Kingdom quickly became a social and cultural phenomenon as the BBC in London, and regional stations around the country, gave birth to a new form of mass communication. There was drama, variety, talks, children's programs, popular and classical music and some news but in the early days only after 7 p.m. to avoid upsetting the newspapers. King George V was first heard on radio during a broadcast from the British Empire Exhibition of 1924. The speech was relayed on loudspeakers outside major department stores and the crowds were so large they stopped the traffic in the road. On the eve of World War II, the BBC had already started services to Europe in French, German, Italian, Portuguese, Spanish and English.

The BBC's Television Service was created in 1936. Viewers were able to watch King George VI's Coronation Procession, see Wimbledon and the FA Cup Final, enjoy plays and opera and laugh at children's cartoons. The television service was suddenly blacked out for defence reasons on September 1, 1939. World War II was radio's war and the BBC nearly lost it in the opening skirmishes. Listeners wrote in to complain about the new Home Service, which seemed, to some, to be dominated by organ recitals and public announcements. Winston Churchill had no love for the BBC in the beginning. He called it "the enemy within the gates." The BBC emerged from the war with an enhanced reputation as a news broadcaster, particularly among listeners to the BBC's war-time radio services in the occupied countries. The Coronation of Queen Elizabeth II on June 2, 1953 in Westminster



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Abbey ushered in the television age.

Information Society

Computers and humans are two radically different types of "things." De-spite the early hopes of artificial intelligence theorists, to date no computer has been able to demonstrate the sort of consciousness and understanding that is characteristic of people. Many researchers are genuinely cynical about the pos-sibility of artificial intelligence ever existing. We frequently use the terms like "intelligence" when referring to computers. But this kind of language usage is metaphorical. If we mean something more than just a metaphorical parallel, then we must consider carefully what exactly we mean by "intelligent ma-chines," and be prepared to answer the problems of artificial intelligence. Some people see computers becoming more like humans. It is because we impart a "shadow of our intelligence" to computers that they constitute a genuine threat. However, computers are more and more able to appear humanlike: through more sophisticated imitation, through the greater complexity of functions they can perform, even, partly, through their greater prevalence as cultural icons in society.

Consider, for a moment, the following quotes: "Unless we can recollect ourselves in the presence of our intelligent artefacts, we have no future". "Schol-ars and engineers hover like winged angels over a high-tech cradle, singing the algorithms and structures of their minds into silicon receptacles, and eagerly nurturing the first glimmers of intelligence in the machine child." and even, "The technological Djinn, now loosed from all restraints, tempt us with visions of a surreal future. It is a future with robots who sur pass their masters in dexterity and wit; intelligent agents who roam the Net on our behalf, seeking the informa-tional elixir that will make us whole. Not all of this is idle or fantastic specula-tion, even if it is the rather standard gush about our computerised future. Few observers can see any clear limits to what the networked computer might even-tually accomplish. It is this stunning, wide-open potential that leads one to wonder what the Djinn will ask us in return for the gift." These quotes strongly imply that computers and humans share an equivalent sort of intelligence. It is a mistake to think that the computers have actually become more humanlike. But it is extremely plausible, indeed almost certain, that many people are experienc-ing computers as increasingly humanlike.

Biotechnology

In the next decade or two, several of the most important but disparate sci-entific and engineering achievements of the twentieth century - the blossoming of electronics, the discovery of DNA and the elucidation of human genetics - will be



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the basis for leaps in technology that will extend, enhance or augment human capabilities far more directly, personally and powerfully than ever before. The heady assortment of biotechnologies, implants, wearables, artificial environments, synthetic sensations, and even demographic and societal shifts defies any attempt at concise categorisation. As scientists and engineers unleash fully the power of the gene and of the electron, they will transform bits and pieces of the most fundamental facets of our lives, including eating and reproducing, staying healthy, being entertained and recovering from serious illness. Big changes could even be in store for what we wear, how we attract mates and how we stave off the debilitating effects of getting older. Within a decade, we will see a cloned human being, replacement hearts and livers, custom-grown from the recipient's own versatile stem cells.

Virtual reality becomes far more vivid and compelling by adding the senses of smell and touch to those of sight and sound. Essentially all the predicted developments will follow directly from technologies or advances that have already been achieved in the laboratory. Take that genetic muscle vaccine: a University of Pennsylvania researcher is exercising laboratory mice whose unnaturally muscular hind legs were created by injection.

He has little doubt about the suitability of the treatment for humans. However, neurosurgeon Robert J. White, geneticist Dean Hamer and engineer entrepreneur Ray Kurzweil stake out positions that are controversial among their peers. R.J. White raises the possibility of making the Frankenstein myth a reality as he declares that medical science is now capable of transplanting a human head onto a different body. Hamer uses today's scientific fact and his best guesses about tomorrow's technology to sketch a fictional account of a couple in the year 2250 customising the genes that will underlie their baby's behaviour and personality. Kurzweil argues not only that machines will eventually have human thoughts, emotions and consciousness but that their ability to share knowledge instantaneously will inexorably push them far past us in every category of endeavour, mental and otherwise.

Cloning

American scientists have discovered that cloning produces genetic imbalances, which could explain why so many cloned animals are stillborn or suffer from medical problems after birth and die prematurely. The same flaws could also jeopardise the use of stem cells derived from cloned human embryos produced for "therapeutic" purposes. The resulting tissues would be too defective to repair damaged organs, the scientists said. "Currently, cloning technology is immature and



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shouldn't be expanded out to humans," said assistant professor of developmental biology. "It's bad news at the moment for therapeutic cloning but it's good news in that we're realising what needs to be overcome," she said.

The study, published in the journal *Nature Genetics*, examined 10 genes on the X chromosomes of 10 cloned female calves, six of which had died either in the womb or soon after birth. They looked at a process called X-chromosome inactivation. This normally results in one of the two X chromosomes of females being switched off so that the cells of females have the same number of genes switched on as males, who have only one X chromosome. The scientists found that nine out of 10 genes for the dead clones were abnormal in the way they were activated. They also found that this pattern of activation differed from one cloned animal to another, indicating the random nature of the process. There were no such abnormalities in gene activation in the clones that had lived and in female calves resulting from normal sexual reproduction. During normal animal development only the X chromosome inherited from the mother is activated in the placenta, but the study showed that both X chromosomes were active in the placentas of the dead cows.

This might explain why the placentas of cloned animals are often bigger than normal and why some cloned fetuses are abnormally large and why some 80 percent of cloned animals died during pregnancy or soon after birth.

Conquering Space

The National Aeronautics and Space Administration's (NASA) automated spacecraft for solar system exploration come in many shapes and sizes. Each spacecraft consists of various scientific instruments selected for a particular mission, supported by basic subsystems for electrical power, trajectory and orientation control, as well as for processing data and communicating with Earth. NASA uses both electrical power and solar energy. Rechargeable batteries are employed for backup and supplemental power. A subsystem of small thrusters is used to control spacecraft. The thrusters are linked with devices that maintain a constant gaze at selected stars. Just as Earth's early seafarers used the stars to navigate the oceans, spacecraft use stars to maintain their bearings in space. Between 1959 and 1971, NASA spacecraft were dispatched to study the Moon and the solar environment; they also scanned the inner planets other than Earth - Mercury, Venus and Mars. For the early planetary reconnaissance missions, NASA employed a highly successful series of spacecraft called the Mariners. Between 1962 and 1975, seven Mariner missions conducted the first surveys of our planetary neighbours in space.

In 1972 NASA launched Pioneer 10, a Jupiter spacecraft. Interest was shifting



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to four of the outer planets - Jupiter, Saturn, Uranus and Neptune. Four NASA spacecraft in all - two Pioneers and two Voyagers - were sent in the 1970s to tour the outer regions of our solar system. Because of the distances in-volved, these travellers took anywhere from 20 months to 12 years to reach their destinations. NASA also developed highly specialised spacecraft to revisit our neighbours Mars and Venus in the middle and late 1970s. Twin Viking Landers were equipped to serve as seismic and weather stations and as biology laboratories. Two drum-shaped Pioneer spacecraft visited Venus in 1978. A new generation of automated spacecraft - including Magellan, Galileo, Ulysses, Mars Observer and Cassini - is being developed and sent out into the solar sys-tem to make detailed examinations that will increase our understanding of our neighbourhood and our own planet.

Exploration of the Moon

Exploration of the lunar surface in search of oxygen-rich soil, hydrogen, helium-3, and water, is one of the most important goals that NASA must under-take before establishing a lunar base. With the exception of water, all of these are found in varying concentrations in the lunar regolith. Water is probably more abundant than helium-3 in the lunar regolith, but more studies are needed to confirm this.

The most likely place on the Moon where water ice may be found is below the surface in doubly-shadowed craters, which act as permanent cold traps. The most obvious use of water is for life support purposes. Water can also be bro-ken down into its basic elements, hydrogen and oxygen through the process of electrolysis, which uses an electrical current to break apart water molecules. The hydrogen and oxygen are then used as a rocket propellant. Although no ice was found in lunar samples returned by the Apollo astronauts, scientists still specu-late that ice may be present deep under the regolith lining select craters.

One theory is that the ice was deposited by meteoroids or comets impact-ing the Moon, uncovering ice deposits at the lunar poles. As is evident from spectroscopic studies, comets are known to contain large amounts of water. The impact of even a single comet would bring in an amount of water comparable to the meteoroid impact mechanism, in which low-velocity meteoroids impact the lunar surface, providing the source of water. Such low-velocity impacts do not heat the meteoroid material to the extreme temperatures necessary for chemical decomposition of water vapour. Except for the very largest impacts, this source is essentially a steady one. Impacts of short-period comets would supply a large amount of water.

Both Tycho and Copernicus provide direct evidence that such massive comets have impacted the Moon. However, the uncertainties of the estimates of this water



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source is also very large, since neither the mass distribution nor the impact rate of comets is known very well. Also, the physical models of the phenomena which occur during and immediately after the impact are not well known.

Olympic Games

Modern Olympism is described by the Olympic Charter as a philosophy exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles. The goal of Olympism is to place everywhere sport at the service of the harmonious development of man-kind, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

When Baron de Coubertin founded the modern Olympic Games, he envisioned contests in which young men competed only for the love of sport without the promise of financial reward. This vision was the basis for the concept of amateurism that governed Olympic eligibility for nearly 100 years. While Coubertin's belief in amateurism derived from his devotion to the ideals of Olympism, it was a view rooted in the social milieu of the late nineteenth century, a time when only men of wealth could endure the expenses that accompanied a life of sport. In fact, early definitions of amateurism were based on distinctions of social class. Persons from lower economic classes were defined as non-amateurs. But as sports became increasingly popular, people from a wider range of social classes participated and opportunities for profit appeared. These changes challenged the International Olympic Committee's strict definition of amateur status as the basis for Olympic eligibility. The word amateur was finally removed from the Olympic Charter during the 1970s. The international federations governing individual Olympic sports were given responsibility for determining Olympic eligibility. Since that time, an increasing number of federations have modified their rules to allow professionals to compete in the Games.

Fair Play

Reverse discrimination is a term used to describe discriminatory policies or acts that benefit a historically socio-politically non-dominant group (typically minorities). This term is sometimes considered synonymous with the terms “af-



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firmative action” or “positive discrimination” used in the US. Reverse discrimination is illegal in some countries such as the United Kingdom. In the United States the effects of affirmative action can be seen both in the job market and college admissions. There are quotas of minorities to fill and a candidate may be selected solely due to the fact that they belong to a minority group.

It is discrimination to offer any advantage to anyone based on race, gender, marital status, religion, country origin, etc. We all agreed on that when most people’s idea of discrimination was whites against everyone else. Now we have a lot of other statistics that some people, white or black would like to ignore. Most whites are working class and poor like most people of color. Most whites are not now and have never been economically or otherwise advantaged. Most whites have to work hard to get any little thing in life. Most whites did not participate in slavery. Most whites disagreed with slavery and fought hard to end it in the South. Most lives lost in the Civil War were white. Consider that for a moment before reading on. Most whites do not believe in racism and do not commit racist acts.

I am sick of the constant inference that whites are all privileged racists who deserve to be discriminated against now because people of other races were discriminated against in the past. If a school wants to admit well-rounded people with a GPA(1) (grade point average) of 3,5 or higher, then that should be the criteria for all students. Do not discriminate against those who qualify. Discriminating against whites does not help blacks, and blacks need to stop being defensive about their racism.

The World is Running Out of Children

It is not hard to understand how most of us form the impression that overpopulation is one of the world’s most pressing problems. Turn on your television and you see asylum-seekers slipping across border fences, or crowds of youths throwing stones somewhere in the Middle East. We hear of child soldiers in Africa, the disappearing rainforests of Brazil and melting polar ice caps — all caused by a human population that has nearly doubled in the past 40 years.

Yet, beneath the surface of events, something else is happening. The United Nations Population Division estimates that the number of infants and toddlers in the world (ages 0–4) will begin to decline within little more than ten years. The number of children under 15 will begin to decrease in little more than 20 years. This means that in future population growth will be due to increases in the numbers who survive to older ages. By 2050, there will be 35 million fewer children in the world than today, and 1.2 billion more people aged over 60.

The new demographic tendencies in the world get stranger. Virtually any-



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where one looks in the developing world — Egypt, Iraq, Mexico — the pattern is the same. By mid-century, 30 per cent of China's population will be aged over 60, and its total population could be less than it was in 1980. Even Africa is ageing at nearly double the rate of the US, and during the remainder of this century it will likely grow older than Europe is today. Countries such as Italy and Japan at least got a chance to grow rich before they grew old.

Most developing countries are growing old before they get rich. Why is this happening? It is easy to explain why there are fewer children in developed countries. In today's advanced economies, many people haven't yet finished school or got established in a career, before their fertility begins to decline. Then there is the rising cost of raising children. A recent survey found that parents in Britain spend on average £164,000 on each child, including the cost of university.

Now the developing world is experiencing the same demographic change, only at a far faster pace. With the rapid growth of megacities, half the world's population now lives in urban areas, where children offer little or no economic benefit to their parents. And like their counterparts in the industrialised world, women in the third world increasingly take jobs and so they, too, may lose income when they bear children.

Corruption Ruins Environmental Protection Efforts

Human health and well-being depend on the quality of the environment we live in. Sadly, it is deteriorating at an alarming pace, which puts future generations at risk. Can law be a powerful weapon against environmental degradation? Corruption is ruining the ability of countries to protect their environment.

Corruption makes it impossible for countries to control pollution, manage their renewable resources (forests and fisheries), and to protect their wildlife. Countries can have the best environmental laws and the best functioning ministries of the environment. But when corruption permeates their economy, the government's efforts can easily give way to lethargy, lack of funds, and the growth of resource mismanagement.

When corruption becomes excessive, a number of corroding activities take place:

- bribes are paid by polluters to have the environmental protection agencies look the other way;
- bribes are paid and local officials participate in the illegal logging of protected forests and in the over-fishing of protected fisheries;
- large grants and loans are given by the World Bank, IMF and OECD(1) countries to build pollution control infrastructure, but the money is stolen, and no



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infrastructure is built;

- bribes are paid to officials to allow the disposal of toxic wastes in rivers and lakes;
- professional staff and officials neglect their duties and become corrupt; the system breaks down.

It appears that systems can work when corruption remains within 5 to 15 per cent of the cost of doing business. When corruption starts to eat into more than 20 per cent of a project cost, the project is stalled, or completed so poorly that the users are at risk, e.g., crumbling highways, shaky bridges, unreliable power plants. That is what has happened in Nigeria, Kenya and many other countries.

A Canadian study entitled “Impact on Canada of Corrupt Foreign Officials in Other Countries” found that Canadian companies were too clean and were therefore hampered by not being corrupt enough! Canadian companies were losing business to other OECD-based multinational corporations like those in Japan, France, Spain and Germany that participated in corruption. The report found that, “Canadian commerce suffers abroad because individual businesses do not pay bribes on a routine basis as a means of obtaining contracts.”

United We Stand?

In the 1980s, "culture" suddenly began to spawn in all directions. Culture had once meant Bach and Balzac; now it expanded to include beach culture, police culture, deaf culture, Microsoft culture, sky-diving culture and so on. Culture was no longer a handful of artworks, but a particular way of life. This had always been true for anthropologists. It was just that they were thinking of, say, Mexican or Polynesian culture, rather than the culture of Yorkshire dale walkers or Portuguese physiotherapists.

Now, however, culture has descended from the macro to the micro — from whole societies to a range of interest groups within them. This naturally raises the question of how micro you can get. Do the two teachers in the village school represent a culture? What about Posh and Becks?

Strangely, the culture of Yorkshire dale walkers is not mainly about walking. Culture is not so much about what a group does (since a lot of other people do the same thing), as the distinctive way they do it. Killing people is not exactly part of US army culture, but having short hair and a fairly restricted vocabulary while you do it is.

Cultures are all about habit and know-how, rather than rational methods or procedures based on ideas and principles. They are the taken-for-granted background of everyday behaviour, the invisible colour of daily existence. Culture



is what everyone knows without knowing it. It is more like a child learning a language than an adult learning how to assemble a coffee table.

If cultures work by nuance and implication, then culture in the broad sense of the word (a specific way of life) has the intuitive force of culture in the narrower sense (the arts). This is one reason why it makes sense to use the same word about both of them. Neither a work of art nor a way of life can be said to be “right” or “wrong”, as one might say of a political strategy or a code of ethics. It would be like saying that the Romanian language was a mistake. Neither of them has much utilitarian value. Culture is what goes beyond the useful and the necessary. We need letter boxes, but we do not need to paint them red.

Why has culture become so important in recent times? It is partly a reaction to a globalised, uniform world. It is a revolt against the death of difference. Culture is what you don't have in common with the rest of humanity. What everyone shares in a postmodern world is the fierce way they cherish their differences.

When It Is Right to Smack

A healthy family life is the basis on which the community depends and, in turn, the well-being of the whole nation. And every healthy family understands its responsibility for bringing up children.

I gave up a career in teaching to become a professional mother. As far as my own children are concerned, I am the expert.

I and other parents who now actively support Families for Discipline believe that a quick smack is sometimes necessary. But it does not mean that we ever consider it a first option or a regular one. It should be used only when a child is deliberately and repeatedly disobedient or has deliberately hurt another child.

If you tell children to do something, or not do something, then the child must understand that there are certain rules and penalties for disobeying your orders. And if a child has been hurt by another and sees nothing happen apart from a ticking-off and an instruction not to do it again, then that child is left with a sense of injustice.

The purpose of imposing discipline is the development of self-discipline. If you give children a reason for an instruction, it gives them an option — either to be a good child or to receive the penalty.

Whether smacking is the correct punishment or not depends partly on its motive. If it is done because the adult is frustrated, then it is wrong. It must only be used for the good of the child — not to hurt but to teach a respect for the rules.

We all have rules and we obey them for two reasons — either because we agree with them or because we are afraid of the penalty.

And when a child needs to be disciplined it is vital to encourage a child to say



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sorry and then to have a cuddle. This cuddle demonstrates that it was the behaviour that was unacceptable, not the child.

The best judges of how to bring up a young child are the parents who know and love that child better than any expert.

North Korea And Nuclear Weapons

For a long time Korea was an old, independent kingdom. In the first part of the 20th century it was controlled by Japan, which wiped out most of Ko-rea's culture and even banned the Korean language. During World War II many Korean men fought in the Japanese army.

After Japan had lost the war Korea became a divided country. The Soviet Union took over control of the northern part of Korea and made it communist. The southern part was influenced by the Americans.

In 1950 Communist leader Kim Il-sung invaded the south and tried to re-unite it with the northern part. The United States and Great Britain entered the war against the communists and helped the southern Korean army. The war lasted for three years and ended in a stalemate.

In the 60s and 70s Kim built up a personality cult and saw himself as North Korea's great leader. But he became more and more isolated and only had the Soviet Union and China whom he had relations with. When Communism collapsed in Europe and the Soviet Union, North Korea continued its state-run communist system and was left with hardly any partners.

In 1994 Kim Il-sung died and his son Kim Jong-il took over control of the country. He is the only communist leader who has inherited power from his father. He continued his father's Communist ideology up to the present day. Diplomats who know the North Korean leader describe him as paranoid and hypochondriac.

North Korea has one of the largest armies in the world. About one million men and women have weapons and the communist country spends about 25% of its money on defense. However, it does not have any modern weapons. Most of them came from the Soviet Union and China a long time ago.

In the last two decades North Korea has been working hard on its nuclear weapons program. At first officials claimed they were working on a reactor to produce nuclear energy, but the country unofficially has been collecting plutonium to make nuclear bombs.

After warnings by the west to stop the program and economic sanctions against the regime did not work, the United States brought North Korea to the conference table. President Clinton signed a deal with North Korea that would give them food and oil if they stopped their nuclear program.



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Eu Enlargement - What Comes Next?

As the first decade of the new millennium comes to an end more and more countries are waiting in line to get into the European Union. Turkey, Bosnia-Herzegovina, Croatia and Serbia are all potential candidates who may be joining sooner or later. Other countries, like Georgia and the Ukraine will have to do a lot more before they can be considered real candidates.

The last big enlargement of the European Union took place five years ago, when 10 countries, most of them from Eastern Europe, joined. Three years later Romania and Bulgaria followed.

Joining the European community is probably the top goal of any politician. But what does a candidate country have to do in order to join? Above all, they have to fight corruption and crime, accept the European Union's laws and open up their economies. In return they can expect lots of trade and foreign investors. On average the European Union has welcomed new members about every eight years.

At the moment, however, most of the candidate countries are stuck with the economic crisis. That is one of the reasons why enlargement is moving on very slowly. On the other hand western European countries are not very happy about enlarging the European Union too quickly. Some of the new member states have not yet caught up to western standards and citizens in traditional EU countries are blaming the newcomers for, at least, part of the current crisis.

The biggest problem for the EU appears to be Turkey. Because of its 70 million Muslims, many countries like Germany, Austria or France doubt whether it should join at all. They have many immigrants from Turkey in their countries already and fear that opening up borders completely may lead to a mass immigration.

Some existing EU members have their own internal disputes with potential candidates. EU-member Slovenia is quarrelling with Croatia about sea borders between the two states. Slovenia has made it clear that it will not let Croatia join until the dispute is settled.

Greece is arguing with its neighbour because Macedonia is not only an independent state but also a Greek province. Cyprus says that Turkey cannot join until it recognizes the island's rights as a full member.

Keeping these states out could confront the European Union with instability, more economic problems and millions of people who continue dreaming of a better world. Opinion polls say that Europeans are feeling sceptical about letting new countries into the EU.



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The Supreme Court - How It Works

The Supreme Court is the most powerful court in the United States. It was set up by the founding fathers of the United States in the third article of the Constitution.

The court is made up of nine members, called justices. There is one chief justice and eight associate justices. They are appointed by the president and can serve on the Supreme Court their whole lives. A justice can only be dismissed if they do something wrong or illegal. Each justice must be approved by the Senate before they take office.

The Supreme Court guards and defends the American constitution. It decides legal cases that arise between citizens, states and the federal government. In most cases the Supreme Court hears cases that have already been decided before a lower court. When someone who has lost a case thinks that the decision is wrong, he or she can appeal to higher courts. The highest court of appeal is the Supreme Court. The Supreme Court, however, can not deal with all the cases that are brought to it. Each year it hears about 250 cases, only choosing the ones that the justices think are most important.

When the Supreme Court hears a case both parties have the chance to bring their arguments before the justices, who may then ask questions. Parties can also present written papers that show their opinion. There are no witnesses at such a hearing and there is no jury allowed.

At the end of the hearing the justices vote on the case. They must reach a decision by majority vote. Then a justice is chosen to write down the opinion of what most justices think. In many cases not all justices have the same opinion on a topic.

When the Supreme Court decides something it is final. All the other courts in the country must decide an issue in the same way. A Supreme Court ruling can be turned around in two ways. Sometimes the members of Congress amend the constitution, or the Supreme Court itself may later on decide differently in a similar case.

For example, in 1895 the Supreme Court ruled that the government was not allowed to collect taxes from its citizens. Two decades later Congress passed the 16th Amendment, which gave the government the right to collect money from the people.

In another issue the Supreme Court changed its view on what it thought about how blacks and whites should live together. In 1896 it decided that blacks and whites should have separate public places, like schools, bus stops etc... In 1954 the court ruled that sending blacks and whites to different schools was against the



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constitution. In the past 200 years the Supreme Court has made de-cisions on almost every aspect of American life.

Global Warming

Scientists made an alarming discovery in the 1980s. They found out that the average temperature of the Earth's surface was slowly rising. This trend is called global warming. Today we know that global warming is increasing be-cause more and more gases get into the atmosphere.

A greenhouse is a glass house in which plants grow. The glass lets light in and at the same time keeps heat from getting out. This heat keeps the plants warm, even when it is cold outside. The same happens to the Earth's atmos-phere. It lets sunlight in and keeps carbon dioxide and other gases from getting out. We need these gases but too much of them trap more heat.

For a long time people on our Earth didn't think a lot about greenhouse gases. The situation changed when people started using more and more energy in the form of fossil fuels, like oil, gas and coal. We burn fossil fuels to power factories, run cars, produce electricity and heat houses. As fossil fuels burn they let carbon dioxide into the atmosphere.

During the last few decades people have also cut down many forests. Trees use carbon dioxide when they make their own food. Fewer trees mean that less carbon dioxide is taken out of the atmosphere.

Scientists have different opinions on how warm the Earth's surface will really get. The increase may be between 1.5°C and 6°C by the year 2100. Warmer weather will make ice caps and glaciers melt. Sea levels could rise dra-matically. Plants, animals and people living in coastal areas all could be in dan-ger. The weather may change in many areas of the world. Floods, droughts and damaging storms could be the result.

People in colder regions might welcome warmer weather but those who live in regions that are already hot may suffer from new diseases. At the same time some animals may not survive because they cannot adapt to the new envi-ronment. They could move to other places in order to live there.

Finding a solution to solve the world's biggest environmental problem is not an easy task. Although we need energy to make our economy grow there are things that could be done to fight off this problem. Carpools or travelling by public transport could take many cars off the roads. You could turn off lights, TV sets, computers and other electrical items if you don't need them. Compa-nies have been spending a lot of money to produce items that use little energy.

We also need to use more alternative energy, like sunlight, wind power or



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wave power. Car companies have started to produce a new type of cars known as hybrids. It works like an electric car but also has a small petrol engine.

Cyberbullying

Bullying among children and teenagers is not something new but thanks to modern methods of communication it has risen extremely.

Cyberbullying happens when a child or teenager is threatened, embar-rassed or put in danger by another child or teenager. This is done especially through modern means of communication like the Internet, social media net-works or mobile phones.

A study by a Canadian University found out that half of the young people interviewed reported that they were being bullied. One of the reasons is that the use of cell phones has increased dramatically over the past years. Today's chil-dren are connected with each other electronically. They call friends whenever they want or communicate with them on Facebook.

This kind of bullying has become extremely popular because it allows teens and children to stay anonymous. It is easier to become aggressive towards someone on the Internet than it is face to face. Many think they won't get caught.

Cyberbullying is not as harmless as many people think. In some cases it has even led to suicide. Many countries have conducted campaigns to make adults and children aware of the dangers of cyberbullying.

Cyberbullies act in many different ways. They harass others by sending photos or text messages to cell phones or by posting them on Facebook. Some-times they send junk mail with sexual remarks or steal passwords of other chil-dren or teenagers and log on to websites with false identities. Children play in-ternet games in which they tease each other in various ways.

Many children and adolescents act this way out of different reasons. They might be frustrated or jealous because someone else has better marks. They want to take revenge on somebody for something that has happened to them. At other times they do it just for fun or become cyberbullies because they are bored and have nothing else to do. Parents face the fact that they don't know their child is a cyberbully. They realize it when the victim or the victim's parents con-tact them.

How do you know that a child is being cyberbullied? In many cases they show certain signs, like not being able to sleep or fear of using the internet

There are a few ways to prevent cyberbullying. First of all, it is important to show children that they should respect the private sphere of others. They must be taught that they are responsible for what they do.

For victims it is important not to respond to bullies and ignore them. They should not play a bully's game or answer their emails and text messages. It is also



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important to get help from parents and teachers. Many children are afraid to tell anyone that they are being harassed because they feel ashamed.

Refugees

Refugees are people who have fled from their country because of wars, political or religious conflicts or because they fear persecution from governments. Displaced people have lost their home but they remain in their own country.

Officially there are about 12 million refugees today. The peak was reached during the Balkan conflict of the 1990s, when almost 18 million people were refugees. About 70 % of the world's refugee population is in Africa and the Middle East.

Over 800,000 people flee from their homes and become refugees every year. Most of them escape wars and conflicts in Africa and the Middle East. During 2011 thousands fled from North African dictatorships during what was called the Arab Spring. During 1994 hundreds of thousands of Rwandans escaped the genocide and terror in their country.

Afghanistan is the country with the most refugees, almost 3 million. Most Afghani refugees go to Pakistan. Germany is home to over 500, 000 Afghan citizens and over a quarter of a million have come to the United States.

Over one million people have left Iraq and Somalia. Sudan and Congo have about half a million refugees each. The United Nations also states there are over 10 million stateless people around the world, Kurds or Palestinians who do not belong to a certain country.

People do not become refugees only because of war or other political conflicts. As drought continues in the Horn of Africa over 12 million people are thought to be homeless or in refugee camps.

On the whole over 40 million people are considered to be homeless worldwide, according to the United Nations, mostly because of new conflicts . They are likely to stay refugees and not be able to go back to their homelands any time soon.

International law defines a refugee as a person who has fled from their homeland and cannot come back for many reasons. They are protected by the Geneva convention, which makes sure such people are not forced to return to the country they have fled from.

Protecting refugees around the world is done by the UNHCR (UN High Commissioner for Refugees). The organization tries to help them get back to the country of their origin, if possible. It also helps them seek asylum or integrate in the country they have fled to. Many countries do not always give refugees the same rights that they give their legal citizens.



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Today, it is hard to keep refugees apart from economic immigrants, those who leave their home country voluntarily to go somewhere else in search of a better life and more income.

4. ПОКАЗАТЕЛИ И КРИТЕРИИ ОЦЕНИВАНИЯ ГОСУДАРСТВЕННЫХ ИТОГОВЫХ ИСПЫТАНИЙ

4.1. Показатели и критерии оценивания компетенций на государственной итоговой аттестации

Сформированность компетенций на ГИА проверяется через следующие показатели

Код компетенции	Показатели оценивания компетенций					
	Полнота ответа на поставленный вопрос	Логика и структура ответа	Владение научным языком	Аргументированность ответа	Системность знаний	Наличие ошибок в ответе
УК-3						
УК-4.						
УК-6						
ОПК-1.						
ПК 1.						
ПК 2.						



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4.2. Критерии оценивания государственного экзамена по иностранному языку

№	Показатели оценивания	Критерии оценивания			
		Отлично (5 баллов)	Хорошо (4 балла)	Удовлетворительно (3 балла)	Неудовлетворительно (2 балла)
1	Полнота ответа на поставленный вопрос	Дан полный, развернутый ответ на поставленный вопрос	Дан полный, развернутый ответ на поставленный вопрос, но были допущены неточности в определении понятий, персоналий, терминов, дат	Дан неполный ответ на поставленный вопрос	Дан неполный ответ на поставленный вопрос
2	Логика и структура ответа	Ответ четко структурирован, выстроен в логической последовательности	Ответ четко структурирован, выстроен в логической последовательности	Логика и последовательность изложения имеют некоторые нарушения	Логика и последовательность изложения имеют существенные нарушения
3	Владение научным языком	Ответ изложен научным грамотным языком, уверенное владение терминологическим аппаратом	ответ изложен научным грамотным языком, владение терминологическим аппаратом	В ответе наряду с научным языком используется разговорная, быденная лексика, некорректное использование терминологического аппарата	речь неграмотная, терминологический аппарат при ответе не использован
4	Аргументированность	Обучающийся умеет	Обучающийся в целом	Обучающийся	Обучающийся не умеет



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	ответа	объяснять закономерности международных процессов и иллюстрировать их примерами из истории и теории международных отношений	умеет объяснять закономерности международных процессов и иллюстрировать их примерами из истории и теории международных отношений	затрудняется в объяснении закономерностей международных процессов и иллюстрации их примерами из истории и теории международных отношений	объяснять закономерности и иллюстрировать их примерами из истории и теории международных отношений
5	Системность знаний	На все дополнительные вопросы даны четкие, аргументированные ответы, показывает систематический характер знаний	На дополнительные вопросы были даны неполные или недостаточно аргументированные ответы, показывает целом систематический характер знаний	На дополнительные вопросы даны неточные или не раскрывающие сути проблемы ответы, показывает не сформированный систематический характер знаний	Обучающийся отказывается отвечать на дополнительные вопросы или дает неверные ответы, отсутствует систематический характер знаний
6	Наличие ошибок в ответе	При изложении теоретического материала ошибки отсутствуют	При изложении теоретического материала допущены незначительные ошибки	При изложении теоретического материала допущены ошибки (касающиеся фактов, понятий, персоналий)	при изложении теоретического материала допущены существенные ошибки (касающиеся фактов, понятий, персоналий)



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Историко-филологический факультет
Кафедра политических наук и международных отношений

Фонд оценочных средств государственного экзамена по направлению подготовки по направлению подготовки 41.03.05
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Уровень освоения компетенций, проверяемых на государственном экзамене, определяется следующим образом:

Оценка на государственном экзамене	Отлично	Хорошо	Удовлетворительно	Неудовлетворительно
Баллы (в случае использования балльной системы)	50-55	39-49	30-38	менее 30
Уровень освоения проверяемых компетенций	высокий	средний	базовый	недостаточный

5. ОСОБЕННОСТИ ПРОВЕДЕНИЯ ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ ДЛЯ ИНВАЛИДОВ И ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

Для обучающихся из числа инвалидов и лиц с ограниченными возможностями здоровья государственная итоговая аттестация проводится с учетом особенностей их психофизического развития, их индивидуальных возможностей и состояния здоровья. Обучающийся инвалид или обучающийся с ограниченными возможностями здоровья не позднее чем за 3 месяца до начала проведения государственной итоговой аттестации подает письменное заявление о необходимости создания для него специальных условий при проведении государственной итоговой аттестации с указанием его индивидуальных особенностей.

В специальные условия могут входить: предоставление отдельной аудитории, увеличение времени для подготовки ответа, присутствие ассистента, оказывающего необходимую техническую помощь, выбор формы предоставления инструкции по порядку проведения государственной итоговой аттестации, формы предоставления заданий и ответов (устно, письменно на бумаге, письменно на компьютере, письменно шрифтом Брайля, с использованием услуг ассистента (сурдопереводчика, тифлосурдопереводчика), использование специальных технических средств, предоставление перерыва для приема пищи, лекарств и др.

Форма проведения государственного экзамена для выпускников с инвалидностью и ограниченными возможностями здоровья устанавливается с учетом индивидуальных психофизических особенностей (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.п.). При необходимости обучающимся предоставляется дополнительное время для



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