

**Specification of the test on World history for
Unified National Testing and Complex Testing**

(Approved for use in the Unified National Testing and Complex Testing from 2018)

The document was developed in accordance with the State Educational Standards of secondary education and with educational programs in general subjects.

1. The purpose of the development of the test: Determination of preparedness level of entrants for World history to admit to higher educational institutions of the Republic of Kazakhstan.

2. The content of the test: The test consists of 30 test items. There are 3 difficulty levels, which are as follows: first level - 15, the second level - 8, the third level - 7.

The test includes educational material of World history in accordance with the curriculum for the general education school.

№	Chapter	№	Topic	№	Subtopic
01	The states of the Ancient East. Ancient civilization	01	The states of the Ancient East. Ancient civilization	01	The ancient states of Mesopotamia, Egypt, the states of South-West, South and East Asia (socio-economic development and socio-political history)
				02	Ancient Greece, Macedonia, Ancient Rome during the Republic and the period of the Empire (socio-economic development and socio-political history)
02	The Middle Ages (early V-X centuries, the flowering of the XI-XV centuries, later the XV-XVII centuries.)	02	The Middle Ages (early V-X centuries, the flowering of the XI-XV centuries, later the XV-XVII BB.)	01	Western and Central Europe, the Byzantine Empire and the Middle East, Central Asia, Central Asia, the Slavs, Kievan Rus, the countries of the East, Russia in the XI-XIII centuries., Russia in the XV-XVII centuries. (socio-economic development)
				02	Western and Central Europe, Byzantine Empire and Middle East, Central Asia, Mongol-Tatars, Central Asia, Slavs, Kievan Rus, countries of the East, Russia in XI-XIII centuries., Russia in XV-XVII centuries. (socio-political history). Christian church in the XI-XIII centuries.
03	Culture of the ancient world (before the V century), medieval culture of peace (V - XVII centuries).	03	Culture of the ancient world (before the V century), medieval culture of peace (V - XVII centuries).	01	Ancient Greece. Ancient Rome. The Ancient East
				02	Ancient Western and Central Europe, the Byzantine Empire and the Middle East, Central Asia, Central Asia, the Slavs, Kievan Rus, the countries of the East, the Russian state in the XI - XVII centuries. Great geographical discoveries. Reviving Greece. Ancient Rome. The Ancient East

04	Europe and North America, Countries in Asia and Africa (XVII - early XX centuries).	04	Europe and North America, Countries in Asia and Africa (XVII - early XX centuries).	01	England, North America, France, Russia, Germany, Italy, Austria, India. Ottoman Empire, China, Mongolia, Japan, Iran (socio-political history and socio-economic development of the XVII - XVIII centuries).
				02	USA, England, Russia, France, Germany, Italy, Austria-Hungary, China, Japan, India, the Ottoman Empire, Iran, Arab countries (socio-political history and socio-economic development of the XIX - beginning of the XX century).
05	Culture of Europe, North America, countries of Asia and Africa (XVIII century - the beginning of the XXI century).	05	Culture of Europe, North America, countries of Asia and Africa (XVIII century - the beginning of the XXI century).	01	The Age of Enlightenment. The development of science and technology in the XVII - XVIII centuries. Culture XIX - the first half of XX centuries.
				02	Culture of the second half of the XX - early XXI centuries.
06	International relations (XVII - beginning of the XXI centuries).	06	International relations (XVII - beginning of the XXI centuries).	01	Colonial system and international relations in the XVII - XVIII centuries.
				02	International relations in the XIX - early XXI centuries.
07	World Wars and Their Consequences	07	World Wars and Their Consequences	01	The First World War (1914-1918), the Versailles-Washington System
				02	The Second World War (1939-1945). United Kingdom. France, Germany, Italy, the USSR, the USA, Japan, China, Mongolia, India, Iran, Afghanistan, Turkey, the Arab countries of Asia and Africa during the Second World War
08	The countries of Europe and America, Asia and Africa (1918-2014).	08	The countries of Europe and America, Asia and Africa (1918-2014).	01	The countries of Europe and America, Asia and Africa in the period between the two world wars (1918-1939, Great Britain, France, Germany, Italy, Soviet Russia, USSR, USA, Japan, China, Mongolia, India, Iran, Afghanistan, Arab countries of Asia and Africa)
				02	Countries of Western Europe and America, countries of South, Central, Eastern Europe, Countries of Asia and Africa (1945-2014, Great Britain,

				France, Germany, USA, Italy, Central and South-Eastern Europe, USSR, Russian Federation, Japan, China, Mongolia, India, Pakistan, Iran, Afghanistan, Turkey, Arab countries)
09	History in documents	09	History in documents	01 Written sources about historical events 1. The states of the Ancient East. Ancient civilization 2. The Middle Ages (early V-X centuries, the flowering of the XI-XV centuries, later XV-XVII centuries.) 3. Culture of the ancient world (before the V century), medieval culture of the world (V - XVII centuries). 4. Europe and North America, Countries of Asia and Africa (17th-early 20th centuries) 5. Culture of Europe, North America, Asia and Africa (XVIII century - the beginning of the XXI century). 6. International relations (XVII - beginning of the XXI century). 7. World Wars and Their Consequences 8. Countries in Europe and America, Asia and Africa (1918-2014).

3. Characteristics of the content of test items:

According to the curriculum of the course of history, the entrant must master:

The main periods of the ancient history of the world; the system of chronology in history; the main features and characteristics of the primitive communal system and state associations of the ancient world; ancient centers of civilization, their significance; formation, development features, social order, cultural achievements of the ancient states of Mesopotamia, Egypt, South-West, Central and Central, South and East Asia; the struggle of the peoples of Central Asia with the Greco-Macedonian troops; the most important events in the history of the ancient world; importance of the Great Silk Road in the cultural and economic development of the ancient world; peculiarities of the origin and development of states in ancient Greece and Rome, the contribution of ancient culture to the development of world culture; myths, legends and legends of different peoples and ethnic groups; the main features of the world religions and philosophical currents of the period under study (Confucianism, Buddhism, Christianity); the main periods of the history of the world of the Middle Ages; the main features and characteristics of medieval society; the essence of feudal relations; the social composition of the society of the Middle Ages; the main types of land tenure, taxes; forms of government and government; historical preconditions for the formation of centralized states in Western and Central Europe, the Middle East in the 5th-Xth centuries, chronology; the history of the Arab peoples in the 6th-10th centuries, the peculiarities of the culture of the Muslim world; features of the development of European states in the 11th-15th centuries; the results of the crusades; a historical picture of the medieval Eastern world; social development of Central and Central Asia in the 11th-15th centuries; feudal disintegration on the eve of the Mongol-Tatar invasion; the completion of the unification of Russian lands and the disintegration of the Golden Horde; outstanding figures of science and culture, historical personalities of the Middle Ages; civilizational centers of the Middle Ages and their significance; chronological framework, the main periods of the world

history of modern times; distinctive features of the development of capitalist production in England; the influence of the era of enlightenment on the development of European society; the essence of colonial policy, anti-colonial movements; the main features of the colonial system of North America, the historical significance of the struggle for independence; causes and consequences of the French bourgeois revolution; features of the development of in the XVIII century; socio-economic development of India, the Ottoman Empire, China, Iran, Arab countries in the XVII-XVIII centuries; a colonial consequence of the countries of Asia and Africa; the main cultural achievements of the XVII-XIX centuries, prominent figures who contributed to the development of world culture; the main features of the development of the states of the world in the XIX century - the beginning of the century; on the birth and development of capitalism; the advantage of the evolutionary path of development of society before the revolutionary; on the causes of revolutions and on reforms as an alternative way of development of society; about the new social structure of society and its movement towards reforms as a means of resolving contradictions; the main features and processes of the development of the countries of the world in the XIX - early XX centuries; topical issues of international concern; the development of culture in the XIX - early XX centuries. about the most important achievements of world science and artistic culture and their influence on the development of the person's personality; the main historical processes and phenomena of the recent history of foreign countries; changes in the political map of the world in the XX - early XXI centuries; Information society; the most important achievements of culture and science of the XX - early XXI centuries; character, direction and social base of the most important social and national movements, political parties and forces of the XX - early XXI centuries; significant political, economic and social trends in the development of major groups of countries and regions of the world in the XX - early XXI centuries; common features and peculiarities of political regimes in different countries of the world; general features of the economic development of large countries and explain the specific development of individual countries; main trends in the development of international relations.

According to the curriculum of history course, the entrant should be able to:

Apply the concepts of "year" and "century", establish the sequence of events in history; show historical objects on the map, describe the geographical position; describe the occupations, life and way of life of ancient people, ancient architectural monuments and art monuments; to analyze the relationship of tribes in the territory of Kazakhstan; use historical terms and explain them; describe the life and life of the population in the Middle Ages; to analyze the main changes in political history; to search for historical information in a variety of sources; compile chronological and synchronic tables; explain the role of medieval cities in economic, political and cultural development; analyze the text, highlight the main thing in it; give an independent description of the most important historical events, historical figures, social groups; transfer existing knowledge to a new situation; express their personal assessment of the issues studied and reasonably defend their own point of view; Use the historical map when studying the topic; To carry out independent search of additional material (library); independently reveal the causes of the most important events in recent times, their historical significance; explain the essence of state policy; independently work with new material, engage in search work; independently analyze, generalize the material on the topic, highlight the main thing; to argue expressly the personal point of view on certain issues; work with test tasks; critically analyze the sources of historical information (identify the authorship of the source, time, circumstances and the purposes of its creation); to analyze the historical information presented in different sign systems (text, map, table, diagram, audiovisual series); to distinguish in historical information facts and opinions, historical descriptions and historical explanations; establish causal relationships between phenomena, the spatial and temporal framework of the historical processes and phenomena under study; Determine your own position in relation to the phenomena of modern life, based on their historical conditionality; Use the skills of historical analysis in critical perception of the social information received from the outside; correlate their actions and those around them with historically arisen forms of social behavior; to realize oneself as a

representative of the historically formed civil, ethnocultural, confessional community, a citizen of the Republic of Kazakhstan; to prove that the history of Kazakhstan is an integral part of world history; to make chronological and synchronous tables of historical events and facts; characterize the evolution of the addition, development of the ethical history of the Kazakh people; compare the state structure of states on the territory of Kazakhstan with other world states; characterize architectural monuments of history and culture; to characterize the work of cultural figures: scientists, thinkers, akims, zhayrals, composers and singers; to reveal the process of entry, conquest and colonization of Kazakhstan by the Russian empire; characterize the socio-economic and political situation of Kazakhstan in the 18th-19th centuries; characterize the situation of the Kazakh national intelligentsia and the activities of its eminent personalities; to characterize the situation of agriculture in the 1920s-1930s, to disclose the essence of the policy of confiscation of the baisk farms, the forced settling of nomadic and semi-nomadic farms, the elimination of kulaks and bais as a class; explain the causes of popular unrest and hunger in 1931-1933; to analyze the negativity of this policy; to explain the goals and consequences of the policy of mass repressions of the 1930s, to characterize the reasons for Kazakhstan's multinationality, the politics of interethnic relations in different historical periods, and the demographic situation of Kazakhstan; analyze the main changes in the socio-political, socio-economic, cultural life and foreign policy of independent Kazakhstan; express their opinion on the difficulties and problems of modern Kazakhstan; work with documents in archives, card-catalogs, necessary materials in libraries, exhibits in museums and apply the results of work in the classroom; Use the materials of periodicals in the educational process;

To correlate the year with the century, establish the sequence and duration of events in time; peculiarities of the natural and climatic conditions of the ancient world and their influence on people's way of life; To orient themselves in the temporal and spatial dimensions of the ancient world epoch; explain the main causes of historical events within the framework of ancient history; describe the tools of labor, dwellings, clothing, the appearance of the most ancient people; the main periods of the history of the world of the Middle Ages; the main features and characteristics of medieval society; the essence of feudal relations; the social composition of the society of the Middle Ages; the main types of land tenure, taxes; forms of government and government; historical preconditions for the formation of centralized states in Western and Central Europe, the Middle East in the 5th-Xth centuries, chronology; to analyze and compare historical facts, to highlight the essential features of historical processes; establish the sequence and duration of historical events in time, disclose the cause-effect relationship; to search for historical information in a variety of sources; to draw additional sources in the study of history; to compare the historical events that took place in different regions during the period under study; Use the historical map when studying the topic; to apply the knowledge gained in the history of the Middle Ages, while studying other subjects and in everyday life; Identify patterns and cause-and-effect relationships of historical events in modern times; to analyze the main changes in political history; work with historical sources, analyze them; to characterize historical events, processes and historical personalities; formulate your own opinion; work with maps and cartographic, chronological materials; find additional material from the popular science and reference literature; use historical card data to characterize the political and economic development of foreign countries in the XX - early XXI centuries; to search for necessary information in the sources; to apply historical knowledge in the analysis of social, economic and political problems of modern society; assess the events, historical events, political and public figures that had a significant impact on the fate of peoples and countries in the XX - early XXI centuries; to determine the sequence of the most important events of the newest history of foreign countries; Identify the characteristics of historical phenomena, compare and classify historical events and facts; to make a description of historical events, phenomena and processes, to prepare reports and abstracts on the key problems of the history of foreign countries in the 20th - early 21st centuries. be able to conduct a comparative analysis of people's lives in different periods, historical personalities, events and processes that took place in society; to be able to

make thematic synchronous tables, to correlate events, facts and processes with a specific historical period; to work independently with historical documents, scientific-cognitive and reference literature, prepare creative works, projects, abstracts, brief speeches; own modern information and communication technologies, be able to receive new information with their help; Possess the skills of independent search for solutions, state their point of view, understand the causes and consequences of historical events; own methods of historical analysis (study of historical sources, hypotheses and proofs in history); analyze, process, synthesize and use scientific information; express their own judgments about the historical heritage of peoples; use knowledge about the historical path and traditions of peoples in dealing with people of a different culture, national and religious affiliation; Discuss, analyze the historical source, independently assess the historical phenomena, express their own judgment; apply knowledge about historically established systems of social norms and values for life in a multicultural, multi-ethnic and multi-confessional society.

4. Forms of test items:

The test consists of 20 test items with the choice of one correct answer from 5 proposed and 10 test items with one or more correct answers from multiple choices.

5. Assessment of the test item and the whole test:

The correctly done test item with the choice of one correct answer is given one point, incorrectly done no (zero) points.

In the test items with one or more correct answers (up to three correct answers):

if there is only one correct answer and if a test-taker chooses the correct answer, he/she gets two points;

if there is only one correct answer and if a test-taker chooses the correct answer and one incorrect answer, he/she gets one point;

if there is only one correct answer and if a test-taker chooses two or more incorrect answers, he/she gets no (zero) points;

if there are two correct answers and if a test-taker chooses two correct answers, he/she gets two points;

if there are two correct answers and if a test-taker chooses one correct answer, he / she gets one point;

if there are two correct answers and if a test-taker chooses one correct and one incorrect answer, he/she gets one point;

if there are two correct answers and if a test-taker chooses both correct answers and one incorrect answer, he/she gets one point;

if there are two correct answers and if a test-taker chooses two or more incorrect answers, he/she gets no (zero) points;

if there are three correct answers and if a test-taker chooses all three correct answers, he/she gets two points;

if there are three correct answers and if a test-taker chooses two correct answers, he/she gets one point;

if there are three correct answers and if a test-taker chooses two correct answers and one incorrect answer, he/she gets one point;

if there are three correct answers and if a test-taker chooses three correct answers and one incorrect answer, he/she gets one point;

if there are three correct answers and if a test-taker chooses one correct answer or two and more incorrect answers, he/she gets no (zero) points.

If a test-taker answers the whole test correctly, he / she gets 40 points.