

Abiturprüfung NRW – Englisch
Grundkurs: Übungsaufgabe 2

Teil A: Leseverstehen und Schreiben

Inhalt 42 P. / Sprache 63 P.

Ausgangstext: *Literarischer Text (Dramenauszug)*

Unterrichtsinhalte: *Politische, soziale und kulturelle Wirklichkeiten – Das Vereinigte Königreich im 21. Jahrhundert – Selbstverständnis zwischen Tradition und Wandel: Monarchie und moderne Demokratie*

Aufgabenstellung

Punkte

1. Summarise under what circumstances the Queen and Winston Churchill meet and how the meeting goes. (*Comprehension*) 10
2. Compare the two characters. (*Analysis*) 18
3. Choose **one** of the following tasks. 14
- 3.1 Assess the importance of the Queen for Great Britain.
(*Evaluation: comment*)
- 3.2 In the evening, Queen Elizabeth II reflects on her audience with Churchill and puts her thoughts in a diary. Write her diary entry.
(*Evaluation: re-creation of text*)

Text:

Peter Morgan, *The Audience* (extract)

1 CHURCHILL: Your Majesty.

The year is 1952 and sitting opposite him is the twenty-five-year-old Queen.

ELIZABETH: Please ... Prime Minister ... (*Indicating seat.*)

5 *The Queen, as befits the protocol, is in mourning, and still wearing black. We are in the period of time after her father George VI's death, before her Coronation. When she speaks, we notice the voice is quieter. More uncertain. Thinner. Higher. That of a girl.*

I've ordered tea. Or would you prefer water?

Churchill stares in horror: 'Water?'

10 *Something stronger, perhaps?*

CHURCHILL: Oh, dear. Did no one explain? The Sovereign *never* offers a Prime Minister refreshment. Nor a chair. The precedent set by your great-great-grandmother was to keep us standing, like Privy Councillors. To waste time is a grievous sin. If there's one thing I have learned in fifty-two years of public service it is that there

15 is no problem so complex nor crisis so grave that it cannot satisfactorily be resolved within twenty minutes. That was certainly also your dear father's view. Headlines only. No chat. So – in respect to his memory, shall we make a start?

ELIZABETH: Please.

The Queen reaches for something.

20 CHURCHILL: Second drawer. On the right.

ELIZABETH: What?

CHURCHILL: The notepad. Your father always took notes as I spoke.

ELIZABETH: I wasn't looking for a notepad. I was going to get my box.

The Queen bends down, picks up the Sovereign's red box.

25 I'm sure you can imagine, most of my time since the funeral has been taken up with our move to Buckingham Palace – but I have now had the chance to read the boxes. And I have the following questions. Can you give me a date for the end of rationing of sugar, butter and meat? What more can you tell me about our development of nuclear weapons? And do you envisage a military engagement, by UN
30 forces, against China – in support of their allies in Korea?

CHURCHILL: No, no, stop! Goodness. Your Majesty ... (*A patronising laugh.*) Did your father not tell you how these sessions work?

ELIZABETH: Yes. No. This is my first.

CHURCHILL: It's quite simple. The Prime Minister – that's me – comes to the Palace
35 every Tuesday evening and explains what of note has transpired that past week in Cabinet, Parliament and Foreign Affairs. He then gives a brief indication of what is going to happen the following week. Throughout this the Sovereign – long may it be you – *listens*, makes notes, encourages and asks questions, maybe on the *rare* occasion expresses an opinion, then the Prime Minister goes. [...]

40 ELIZABETH: [...] Wasn't it Gladstone who compared the British Prime Minister to a dictator? He was right.

CHURCHILL: Yes, but remember this dictator is still a human being. Ambitious. Grasping. Venal. That's how he got into office. And what ambitious, self-regard-
45 ing dictator could fail to be impressed by all this? (*Gestures to their surroundings.*) By you? (*Gestures to the Queen.*) To a man they will be rendered speechless. Weak-kneed. And in that moment – the dictator will be yours to shape and to steer. One by one your Prime Ministers will fall under your spell. In here. In this audience. In this room.

ELIZABETH: Are you weak-kneed now, Mr Churchill?

50 CHURCHILL (*smitten*): Oh, I am, Ma'am.

ELIZABETH: I meant literally. Would you like to sit?

CHURCHILL (*proud*): Certainly not. I would not dream of it. Who knows where things would end? *He straightens to his full height, but in so doing he injures himself and flinches again in pain.*

55 ELIZABETH: They may actually end in your comfort. Please ... ignore my great-great-grandmother and sit.

Churchill finally relents, and gratefully sits.

(584 words)

From: Peter Morgan. *The Audience*. London: Faber & Faber, 2013.

Annotations

- l. 13 *Privy Councillor*: a private adviser to the sovereign (here to Queen Elizabeth II)
- l. 24 *the Sovereign's red box*: State papers and documents are sent up to the sovereign in red boxes.
- l. 40 *Gladstone*: William Ewart Gladstone (1809–1898); between 1868 and 1894 he served as Prime Minister four times. Elizabeth here alludes to the great power the British Prime Minister has.

Teil B: Sprachmittlung

Inhalt 18 P. / Sprache 27 P.

Ausgangstext: *Sach- und Gebrauchstext (Auszug aus einer Homepage)*

Unterrichtsinhalte: *Politische, soziale und kulturelle Wirklichkeiten – Das Vereinigte Königreich im 21. Jahrhundert – Selbstverständnis zwischen Tradition und Wandel: Monarchie und moderne Demokratie*

Aufgabenstellung

You are on an extended exchange visit in Britain. In the classroom you are dealing with the government of the UK and the role of its monarch. To better include you, your teacher has asked you to give a talk on the German government to your classmates. You have decided to write a paper first before reducing it to notes in a second step. During your research you also read the homepage of the German Federal President and want to use some of the information for your paper.

Write the part of the paper in which you summarise the president's role both at home and abroad.

Text:

Der Bundespräsident – Amtliche Funktionen

1 **Regierungsbildung: Ernennungen, Entlassungen, Berufungen**

Der Bundespräsident wirkt nach dem Grundgesetz bei der Regierungsbildung mit, indem er dem Bundestag den Bundeskanzler/die Bundeskanzlerin zur Wahl vorschlägt (Art. 63 Abs. 1 GG) und den/die Gewählte(n) ernennt (Art. 63 Abs. 2 GG).

- 5 Auch die Bundesminister werden von ihm – auf Vorschlag des Bundeskanzlers/der Bundeskanzlerin – ernannt und entlassen (Art. 64 Abs. 1 GG). [...]

Ausfertigung von Gesetzen

- 10 Nach Gegenzeichnung durch den/die beteiligten Bundesminister und den Bundeskanzler/die Bundeskanzlerin werden die Bundesgesetze vom Bundespräsidenten unterzeichnet (Ausfertigung). Zuvor hat er zu prüfen, ob sie nach den Vorschriften des Grundgesetzes zustande gekommen sind. Nach der Staatspraxis und der herrschenden Meinung umfasst dieses Prüfungsrecht sowohl formelle Gesichtspunkte (Zustän-

digkeits- und Verfahrensvorschriften) als auch materielle Fragen (Grundrechte, Staatszielbestimmungen, Staatsorganisationsrecht).

- 15 Das Recht und die Pflicht des Bundespräsidenten, ein Gesetz vor der Ausfertigung verfassungsrechtlich zu überprüfen, ist Teil des Gesetzgebungsverfahrens. [...]

Wirken im Ausland

- Gemäß Artikel 59 Absatz 1 Grundgesetz vertritt der Bundespräsident die Bundesrepublik völkerrechtlich, schließt in ihrem Namen Verträge mit auswärtigen Staaten, 20 beglaubigt ausgehende deutsche Diplomaten und empfängt alle ausländischen Botschafter in Deutschland.

- Viele Herausforderungen des 21. Jahrhunderts können nur noch in internationaler Zusammenarbeit gelöst werden. Der Bundespräsident nutzt seine Kontakte ins Ausland und zu internationalen Institutionen, um an der Lösung globaler Probleme mit- 25 zuwirken. Hierzu zählen etwa die Wahrung des Friedens, die Terrorbekämpfung, der Schutz von Umwelt und Klima, Finanz- und Währungsfragen, die Energieversorgung und der Welthandel. [...]

- Der Dialog der Kulturen und Religionen liegt dem Bundespräsidenten am Herzen. Gerade in Zeiten weltweiter Kommunikation kommt dem Austausch der Kulturen so- 30 wie unterschiedlicher religiöser oder weltanschaulicher Gruppen besondere Bedeutung zu, um Vorbehalte abzubauen und das gegenseitige Verständnis zu fördern.

- Der Bundespräsident pflegt besonders enge Beziehungen zu den europäischen Nachbarn sowie das einzigartige Verhältnis zu Israel. Er tritt dafür ein, dass Europa seine Werte und Überzeugungen mit einer Stimme vertritt und die weltweite Zusammenar- 35 beit fördert. Deshalb stellt er Gemeinsamkeiten zwischen Ländern unterschiedlicher Entwicklungsstufen in den Vordergrund und sieht Entwicklungspolitik als Engagement über den Tag hinaus. [...]

(329 Wörter)

Bundespräsidialamt: „Amtliche Funktionen“. <http://www.bundespraesident.de/DE/Amt-und-Aufgaben/Wirken-im-Inland/Amtliche-Funktionen/amtliche-funktionen-node.html>

Teil A: Leseverstehen und Schreiben

1. *Basically you need to summarise what happens in this excerpt. Where and when is the scene set? Who is on stage? What relationship do the characters have? How do they behave towards each other?*
- *the year 1952*
 - *inside Buckingham Palace*
 - *the young Queen's first audience with her Prime Minister after the death of her father George VI*
 - *Churchill wants the audience to follow the pattern he is used to from King George VI.*
 - *Churchill patronises the Queen.*
 - *Churchill wants the Queen to listen to him.*
 - *The Queen has questions of her own.*
 - *The Queen calls the Prime Minister a dictator.*
 - *Finally Churchill accepts a chair and sits although this is against tradition.*

The scene taken from Peter Morgan's play "The Audience" published in 2013 is set in the year 1952 inside Buckingham Palace. King George VI has just died and young Queen Elizabeth is about to ascend the throne. In the scene she has her first private audience with her then Prime Minister Winston Churchill.

Churchill wants the audience to run the way he is used to, which means that he wants to report to the Queen and she is supposed to listen. When the Queen raises some political questions, Churchill behaves very patronisingly and explains to the Queen how the audience is supposed to operate. The Queen refers to a former Prime Minister who compared the Prime Minister to a dictator. After that remark Elizabeth takes more control over the audience. Finally, Churchill accepts a chair and sits down although this is against tradition. (143 words)

2. *This task asks you to compare the protagonists. To prepare for this assignment you could draw a table in which you write down the characteristic traits of both Elizabeth and Churchill. That way it is easier to compare them. As you are dealing with a play here, most of the information will be drawn from what the characters say about themselves and about each other. What they say about each other will also tell you something about the character speaking. Another important source of information are the stage directions. They tell you what the characters do and how they talk. Make sure to use that information for your analysis.*
- *Whereas Elizabeth is young and inexperienced, Churchill is much older and very experienced.*
 - *Thus he appears to be more self-confident while she is described as uncertain (cf. l. 6).*

- Churchill behaves very patronisingly and wants the Queen to follow his lead (cf. ll. 17, 31).
- At first the Queen seems to accept his lead but then it becomes apparent what an independent and serious person she is (cf. ll. 27–30).
- Compared to Churchill, Elizabeth says very little but still is very efficient.
- In the end Churchill accepts the chair he denied in the beginning, which indicates that their relationship has changed (cf. ll. 52–57).

In this scene Queen Elizabeth and her Prime Minister Winston Churchill meet for the first time in a private audience. King George VI has just died and 25-year-old Elizabeth grants Churchill her first private audience. The two characters are very different from each other and at first it seems that the roles are set but during the scene this changes.

Elizabeth is still very young and inexperienced. Her voice is described as “quieter. More uncertain. Thinner. Higher. That of a girl” (ll. 6/7). The opposite is true for Churchill. After “fifty-two years of public service” (l. 14) he feels a veteran in this business and right from the start he lets Elizabeth feel it. When she offers him something to drink, he replies “Oh dear. Did no one explain?” (l. 11) and later on he gives a “patronising laugh” (l. 31). He also refers to traditions set by Elizabeth’s great-great-grandmother (cf. ll. 12/13) and to views held by the Queen’s father (cf. l. 16). Churchill clearly wants to show that his experience means that he can take the lead in this audience, which becomes apparent in his question, “So – in respect to his [King George VI’s] memory, shall we make a start?” (l. 17). Throughout the scene, he does most of the talking, whereas the Queen’s replies are much shorter. This also represents the dominance that Churchill seems to feel. When the Queen reaches for a drawer, Churchill pretends to know what she is looking for. “The notepad. Your father always took notes as I spoke” (l. 22). His behaviour is actually a little insolent, considering that he is addressing his sovereign. But the fact that Elizabeth is not looking for a notepad but for a box in which she apparently keeps important documents as well as the questions she has prepared, indicates that the audience is not going to run the way Churchill wants. Furthermore, it implies that she is independent and has her own way (cf. ll. 23–30).

The Queen starts to ask several political questions, which shows that she is a very serious and interested sovereign because she is well prepared and her questions are precise (cf. ll. 27–30). Churchill, however, interrupts her by saying “No, no, stop! Goodness. Your Majesty [...] Did your father not tell you how these sessions work?” (ll. 31/32). Here the Queen really seems confused and insecure because she answers, “Yes. No. This is my first” (l. 33). Churchill interprets this as an invitation to explain the proceedings but he is probably too condescending here because he treats Elizabeth like a silly schoolgirl when he says, “It’s quite simple. The Prime Minister – that’s me – comes to the Palace every Tuesday evening [...]” (ll. 34–36). The Queen’s reaction indicates that she is not amused because she indirectly calls Churchill a dictator (cf. ll. 40/41). So their relationship gradually changes as the Queen becomes a little aggressive.

As a consequence Churchill becomes a bit more compliant though his words are probably a little ironic, too, as he calls prime ministers and thus himself “[a]mbitious”, “[g]rasping” and “[v]enial” (ll. 42/43). He also seems to accept the Queen’s power when he says, “To a man they will be rendered speechless. Weak-kneed. And in that moment – the dictator will be yours to shape and to steer” (ll. 45–47). Still, due to his former appearance, his words do not really seem to be meant seriously.

The Queen, however, takes his words literally, as she offers him a seat. When Churchill “straightens to his full height [...] he injures himself, and flinches again in pain” (ll. 53/54). Therefore, he finally accepts the chair which he declined before. The Queen’s comments that things “may actually end in [Churchill’s] comfort” (l. 55) and that he should “ignore [her] great-great-grandmother” (ll. 55/56) characterise the relationship as it starts to develop from then on.

All in all, the Queen has become more assertive and gets her own way, whereas Churchill accepts those small reforms and becomes more compliant. Thus the roles, as they were apparent at the beginning of the scene, are now reversed but it could be to their mutual satisfaction. (700 words)

3.1 *Here your background knowledge is vital. You need to show in a balanced way how important the Queen is but also what the limitations of her power are. In doing so, you may also refer back to the scene from the play.*

- *Politically speaking the Queen has little power as the Prime Minister exercises the royal prerogative powers:*
 - *The PM chooses and dismisses ministers.*
 - *He presides over the cabinet.*
 - *He dissolves parliament. → He can choose the date for the next election.*
 - *He advises and informs the Queen.*
 - *He declares war.*
- *The Queen’s political power is very reduced:*
 - *She is the formal Head of State.*
 - *She acts on the advice of the PM and the ministers.*
 - *The Queen’s speech which opens the new session of parliament is given by the Queen but written by the PM. → outlines the government’s policy for the oncoming session*
 - *She has the right to be informed and to encourage, warn and advise ministers.*
 - *Bills that are passed by the House of Commons must be given royal assent. → right of veto, but this never happens in practice*
- *Still the Queen is important:*
 - *She has weekly sessions with the PM since 1952. → very well informed*
 - *She provides continuity and stability.*
 - *She is politically impartial. → unites and represents the whole country*
 - *She has only representative and ceremonial functions.*
 - *She represents long traditions of the country, e. g. patriotism, loyalty.*

When one thinks of Great Britain, most people will most probably think of London, Buckingham Palace and the Royal Family. The Queen's image can be seen on each stamp and coin and in general has an enormous presence in Great Britain. But how important is she really to the country?

Politically speaking, her power is very reduced as the Prime Minister exercises the royal prerogative powers. It is true that the Queen is the formal Head of State, but it is the Prime Minister who chooses and dismisses ministers, who presides over the cabinet and can choose the date for the next election by dissolving parliament. He can even have the Queen declare war on another country. A very good example of the Queen's limited power is the annual speech by which she opens the new session of parliament. Though she delivers that speech, the Prime Minister, or rather his or her speech writer, writes it. Thus the Queen reads out the government's policy for the oncoming session whether she approves of it or not.

However, the Queen has the right to be informed, hence the weekly private audience with her Prime Minister, which is described in Peter Morgan's play *The Audience*. She also has the right to veto laws passed by the House of Commons. In practice, however, this never happens.

Still, her reduced political power also has its advantages. As the Queen is impartial, she is able to unite and represent the whole country, especially as the majority of Britons support the monarchy. Furthermore, the Queen also has representative and ceremonial functions. She has numerous public engagements, for example in schools and hospitals for charitable causes. Finally, she also represents long traditions of the country as well as values like patriotism and loyalty.

It is often discussed whether the British monarchy should be abolished but the mere fact that it still exists is proof that the British consider the Queen and her family to be important even though judging from her political power this might be difficult to understand. (341 words)

3.2 In this assignment you have to use the information obtained from the scene to turn it into a diary entry. Take into account the impression you have got of Queen Elizabeth II from your analysis. Then try to put yourself into her shoes and write a diary entry in which you reflect on the audience with Churchill. Remember that a diary entry usually focuses not so much on the events but on the emotions aroused by these events. Therefore, the style of the entry does not need to be very formal but still it is the Queen writing, so informal language is definitely inappropriate.

- Start with a brief summary of the audience.
- Describe what emotions Churchill's words and behaviour aroused.
- Reflect on the Queen's own words and behaviour and express either satisfaction or dissatisfaction with them.
- You could add what the Queen might have wanted to say but did not.
- Maybe express grief for the death of the Queen's father.
- Make some plans for the next audience with Churchill.

Dear Diary,

Today, I gave my first audience to my PM and I think it went quite well. Of course, I was a bit nervous but that quickly changed when Churchill treated me like a child.

When I offered him something to drink he exclaimed, "Oh, dear. Did no one explain?", as if my dear father had not prepared me for this situation. How dare he? I have been trained to become Queen for most of my life.

To make things worse he started quite a monologue showing off his experience and explained how my father and my great-great-grandmother ran the audiences. Then he actually tried to take over the lead and proposed we should start. Well, start I did. I was reaching for my red box when he suggested I should open the drawer to grab a notepad and take some notes. He can consider himself lucky that I was trained to suppress emotions in public, otherwise I certainly would have expressed my anger. But that's what you, my dear diary, are there for. Instead of showing my indignation, I fired away the questions I had prepared. Again, Churchill dared to interrupt me and gave a patronising laugh. He wanted to do all the talking and I was supposed to listen and take notes. That really reminded me of the way Gladstone compared the British PM to a dictator. When I confronted Churchill with that comparison, he was not too pleased but remained very polite and even a bit servile. He certainly alluded to the fact that he, and future PMs for that matter, have to deal with a female sovereign now, when he said that a man will be rendered speechless and weak-kneed in my presence. Speechless, ha, Churchill certainly is everything but speechless. But weak-kneed he was, literally I mean. When I offered him a chair, he declined it and as if to prove his strength he straightened. But in doing so, he hurt himself and briefly moaned in pain. That's when he finally sat down. When he didn't tower over me any longer, I felt so much more comfortable.

Next Tuesday, I'll make sure that he takes a seat right from the beginning and I will also make sure that he answers my questions! I think, I'm actually looking forward to my next audience with him. Dear diary, I can't wait to tell you about it.

(400 words)

Teil B: Sprachmittlung

- /// Ihre Aufgabe besteht darin, für eine britische Schule ein Referat über die Aufgaben des deutschen Bundespräsidenten vorzubereiten. Dies bedeutet zum einen, dass Sie Standardenglisch verwenden müssen und nach Möglichkeit die „bürokratischen“ Formulierungen auflösen sollten, und zum anderen, dass Sie überlegen müssen, welche zusätzlichen Informationen britische Schüler/-innen benötigen, da Sie kaum Vorkenntnisse über das Amt, die deutsche Politik und Gesetzgebung voraussetzen dürfen.
- /// – Regierungsbildung:
- BP schlägt den/die Bundeskanzler/in zur Wahl vor und ernennt ihn/sie nach der Wahl (hier sollte man ergänzen, dass der Vorschlag nach der Wahl zum

Bundestag erfolgt, das Volk entscheidet, wer Bundeskanzler/in wird).

- *BP ernennt und entlässt auf Vorschlag des Bundeskanzlers/der Bundeskanzlerin die Bundesminister.*

– *Gesetzgebung:*

- *BP prüft Gesetzesvorschläge verfassungsrechtlich.*
- *BP unterzeichnet die Bundesgesetze.*

– *Wirken im Ausland:*

- *BP vertritt die Bundesrepublik völkerrechtlich.*
- *BP schließt in ihrem Namen Verträge mit anderen Staaten.*
- *BP beglaubigt, d. h. bestätigt deutsche Diplomaten, die ins Ausland gehen.*
- *BP empfängt Botschafter in Deutschland.*
- *BP wirkt an der Lösung globaler Probleme mit, z. B. Wahrung des Friedens, Terrorbekämpfung, Umweltschutz, etc.*
- *BP fördert den Austausch zwischen den Kulturen und Religionen, um Vorbehalte abzubauen und gegenseitiges Verständnis zu fördern.*
- *BP pflegt besonders enge Beziehungen zu den europäischen Nachbarn sowie das einzigartige Verhältnis zu Israel (hier kurz auf das „3. Reich“ verweisen).*
- *BP tritt dafür ein, dass Europa seine Werte und Überzeugungen mit einer Stimme vertritt und die weltweite Zusammenarbeit fördert.*
- *BP misst Entwicklungspolitik große Bedeutung zu.*

The German Federal President has different functions. Among others he is involved in the formation of the government, in the process of passing bills and, of course, he represents Germany abroad.

When it comes to the formation of the government, one needs to remember that it is the German electorate that elects the Bundestag, the German Federal Parliament. Afterwards, the Federal President formally suggests the candidate for the position as chancellor of the party that is given the task of forming a government, who is then elected by the Bundestag and finally appointed by the President. The chancellor then suggests federal ministers to be appointed and, if necessary, also dismissed by the President. All this is regulated in our constitution. The President also checks if laws that have been signed by the responsible ministers are constitutional and signs them if they are.

Furthermore, the President represents Germany under international law. He signs treaties with other countries, accredits German diplomats to be sent abroad and receives foreign ambassadors in Germany. He plays his part in solving global problems like keeping peace, fighting terrorism and protecting the environment.

He also encourages the exchange between different cultures and religions in order to break down prejudice and enhance mutual understanding. He remains in particularly good standing with our European neighbours and maintains the relationship with Israel, which is a special one due to the cruelties committed by the Nazis.

The Federal President applies his energy to make Europe promote her values and convictions unanimously as well as to support global cooperation. In order to do so, he emphasises the similarities between countries that are on different levels of industrialisation and he attaches importance to development policy.

(282 words)