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A Short Guide to "QUEEN VICTORIA" Contest



VOLUME I



CRAIOVA

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INTRODUCTION

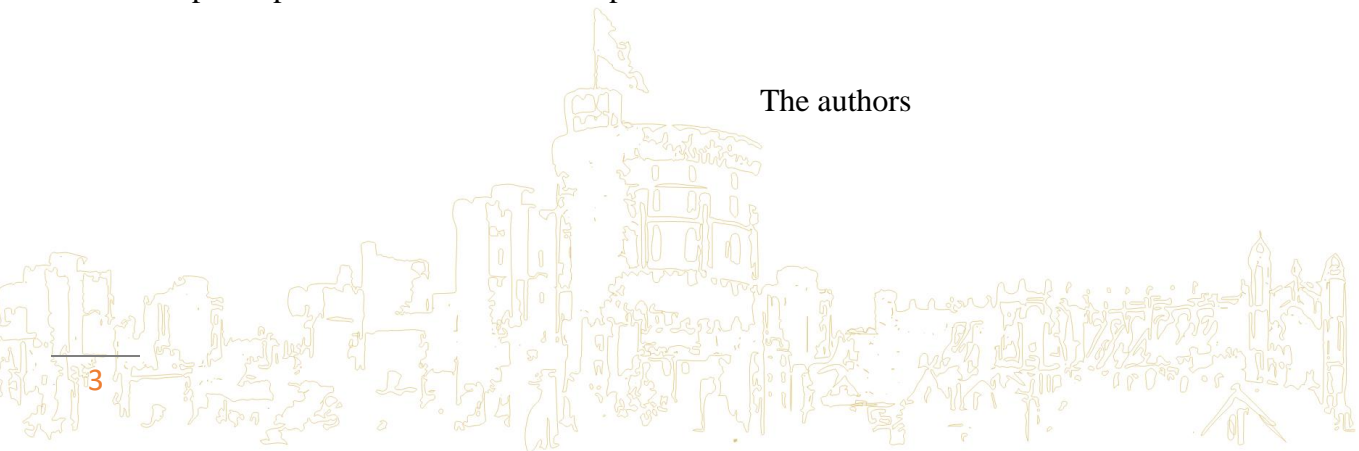
We will not have failure – only success and new learning. The quote, belonging to **Queen Victoria** herself, is the quintessence of what this contest aims at instilling into the participants: desire for learning and confidence in their own abilities.

The present guide is intended to provide a real insight into what the *Queen Victoria* intercounty contest looks like, a comprehensive resource for students of all grades who decide to take the challenge and immerse themselves in the topics that the organizers have chosen for each category. Therefore, the detailed list of topics is to be found in the guide as well.

The guide also presents in detail the structure of the subjects for each level (grades 5-6, 7-8, 9-10 and 11-12) and it also offers sample subjects for grades 5 and 9, accompanied by the answer keys and the marking scheme for the writing texts. Another important part is represented by the examples given for the written task: samples written by competitors who obtained the highest scores in the previous editions can be read here so as to give everybody the opportunity to reflect on their writing style.

We hope you will have a great time using the guide to help you practise for this contest, a contest which brings together English and History, a contest which asks you to use both factual data and creativity to ensure that all participants have a wonderful experience!

The authors





Theoretical presentation of the "QUEEN VICTORIA" inter-county contest of British culture and civilization

1. Introduction

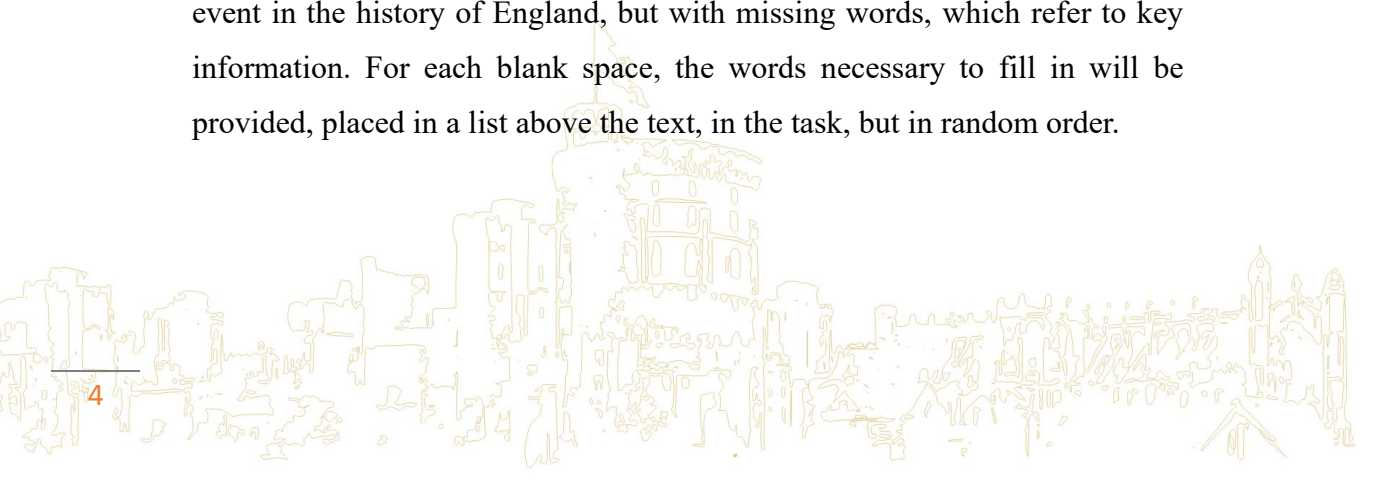
The theme of the contest is British culture and civilization, according to the official regulations. The contest aims to test the participants' knowledge of the main historical events, personalities and political processes that have marked the evolution of England, from its formation as a political entity, to the contemporary period. The topics will address various historical periods, starting from the invading peoples to the contemporary era. Knowledge of British culture and civilization and understanding of significant works of British literature will also be tested.

2. Types of items

The contest will include four types of items, according to the established theme, which will evaluate both the factual knowledge of the participants, as well as text analysis skills and completion of specific information.

Item 1: Fill in the missing words

Within this topic, participants will receive a text about a significant historical event in the history of England, but with missing words, which refer to key information. For each blank space, the words necessary to fill in will be provided, placed in a list above the text, in the task, but in random order.





Example:

In the year 1066, the Battle of _____ was a crucial moment in the history of England. The Norman ruler, _____, invaded England, and King _____ was defeated. This battle marked the beginning of _____ domination over England, forever changing the political structure of the kingdom.

Words to fill in: Hastings, William the Conqueror, Harold Godwinson, Normandy

Instructions: Participants must fill in each space with the appropriate words from the list provided. The completed text will reflect a correct understanding of key historical events and their impact on the evolution of England.

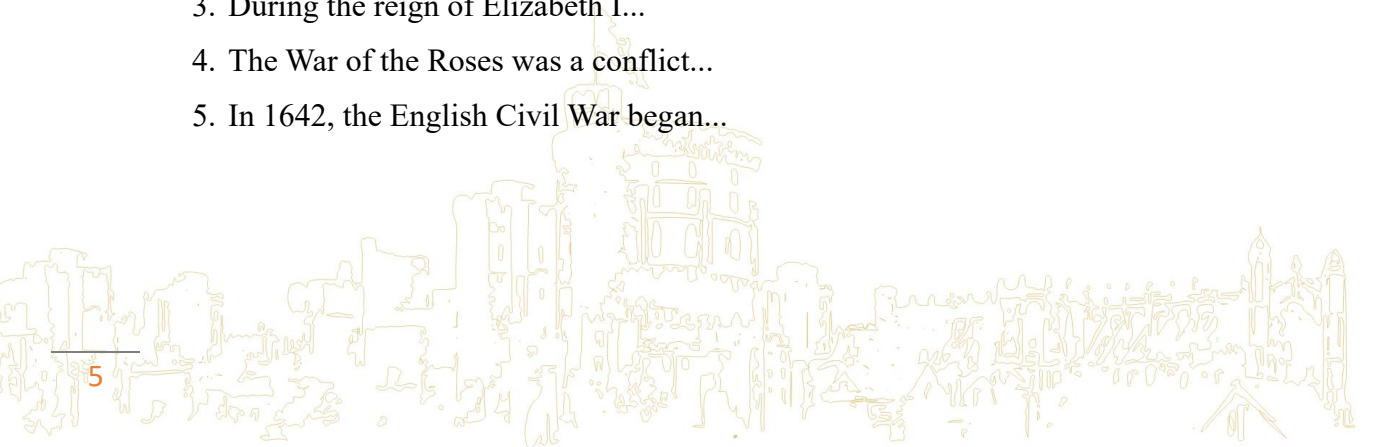
Item 2: Matching Sentence Halves

In this topic, participants will be given 10 sentences halves that must be correctly associated with the other half, taking into account the information contained by the two parts of the sentence. Each sentence half will be presented in a separate column, and participants must correctly choose the halves that match.

Example of an item for matching sentence halves:

Column 1:

1. King Henry VIII was known for...
2. The Magna Carta was signed in 1215...
3. During the reign of Elizabeth I...
4. The War of the Roses was a conflict...
5. In 1642, the English Civil War began...





Column 2:

- A. ... following a struggle for control of the throne of England.
- B. ... his religious reforms and marriage to six women.
- C. ... monarchical power was consolidated and trade was strengthened.
- D. ... to limit royal power and strengthen the rights of the barons.
- E.... following a conflict between monarchs and parliamentarians, which would change the political structure of England.

Instructions: Participants must complete the table by associating each number in column 1 with the corresponding letter in column 2. It will test their knowledge of historical details and their ability to understand the causal link between historical events and the personalities involved.

Solution:

The solution for the sentence half match item is:

Column 1 Column 2

- | | |
|---|---|
| 1 | B |
| 2 | D |
| 3 | C |
| 4 | A |
| 5 | E |

Item 3: Reading a text and matching headings

Description: In this exercise, students will be presented with a text that contains five paragraphs. Each paragraph must be associated with a heading from a list of eight headings. These headings are suggested to reflect the essence of each paragraph, and three of them will not be used. Students must use their text comprehension skills to choose the most appropriate headings.



Purpose: This exercise assesses the skills of understanding a written text and identifying the main ideas in each section. In addition, students must show the ability to make connections between the content of the text and the suggested headings.

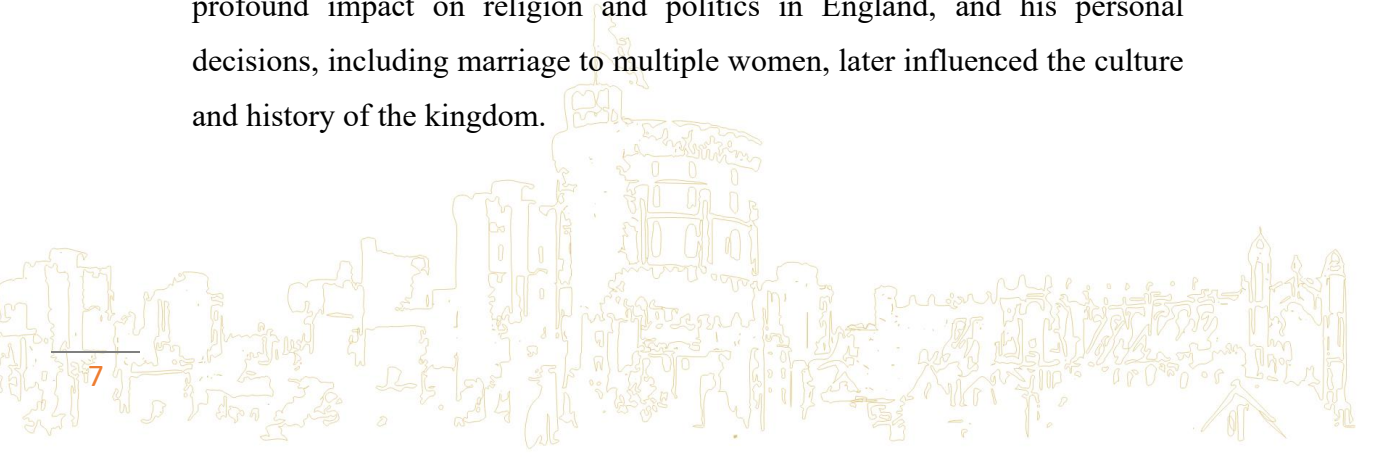
Example of an item for reading a text and matching headings:

1. _____

In the year 1066, England witnessed a significant historical event: the Battle of Hastings. This battle took place between the Norman army, led by William the Conqueror, and the English army, led by King Harold Godwinson. Although Harold managed to defeat an invading Danish army earlier that year, his army was overwhelmed by Norman forces. William's victories over King Harold led to the total defeat of the English and the establishment of Norman rule in England, an event that radically changed the political and social structure of the kingdom. The English rulers gradually lost power, and the Norman nobility became dominant.

2. _____

King Henry VIII is known not only for the political reforms he initiated, but also for his radical religious decisions. In the 1530s, Henry severed ties with the Catholic Church in Rome, wishing to have his marriage to Catherine of Aragon annulled. After the pope's refusal to approve the annulment of the marriage, Henry triggered the English Reformation, which led to the creation of the Anglican Church, independent of papal authority. These reforms had a profound impact on religion and politics in England, and his personal decisions, including marriage to multiple women, later influenced the culture and history of the kingdom.





3. _____

The Magna Carta, signed in 1215 by King John of England and the rebellious nobles, is a fundamental document in the constitutional history of England. It was signed under pressure from the barons, who opposed the king's abuses of power. The Magna Carta introduced essential legal principles, such as the protection of property and the restriction of taxes imposed by the monarch. The document also guaranteed the rights of the nobles and limited the king's ability to rule absolutely. Although initially not fully respected, the Magna Carta influenced the subsequent development of human rights and constitutional governance.

4. _____

The War of the Roses was a bloody civil conflict in England that lasted from 1455 to 1487. This war pitted two branches of the royal house of Plantagenet against each other: the House of Lancaster (symbolized by the red rose) and the House of York (symbolized by the white rose). The battles were marked by betrayals, coups d'état and struggles for the throne of England. Finally, the victory of Henry Tudor (the future Henry VII) over King Richard III at the Battle of Bosworth in 1485 led to the establishment of the Tudor dynasty. His accession to the throne ended the conflict and began a period of political stability and significant reforms in England.

5. _____

King Charles I of England was a controversial monarch whose conflicts with Parliament led to the outbreak of the English Civil War between 1642 and 1651. Charles was a strong supporter of absolute monarchical power, and his refusal to collaborate with Parliament generated tensions that escalated into military conflict. The Civil War divided England between supporters of the king (the knights) and those of Parliament (the roundheads). After a series of decisive battles, the king was defeated, and in 1649 he was executed, which



led to the establishment of a republican period under Oliver Cromwell. The civil war had a significant impact on the future of the monarchy and relations between the royals and Parliament.

Headings:

- 1. Norman invasion and Battle of Hastings**
- 2. King Henry VIII and the English Reformation**
- 3. Magna Carta and the limitation of royal power**
- 4. The War of the Roses and the rise of the Tudor dynasty**
- 5. King Charles I and the English Civil War**

Item 4: Writing a text based on an image

Description: Students will be presented with an image and asked to write a text based on it. The text must be coherent, have a clear beginning, middle and end and prove the student's originality, creativity, way of approaching the historical issue or the literary work illustrated in the image in the original text. Students must also choose a title for their text. The word limit will be specified in the task, and students must respect this limit.

Purpose: The exercise assesses students' written expression skills, creativity and their ability to build a story based on an image. The ability to organize a coherent narrative text, respecting the basic structure (introduction, development and conclusion) is also tested.

Evaluation criteria:

Consistency and logic of the text.

The originality and relevance of the story in relation to the given image.

Adhering to word limits and specific structure (introduction, body, ending).

Linguistic correctness: grammar, punctuation, spelling, and style.

The title chosen for the text must reflect the essence of the story.



3. Conclusion

These types of items aim to assess not only factual knowledge, but also participants' ability to analyze and understand the connections between the historical events and processes that shaped England. Thus, the competition will stimulate active learning and critical thinking regarding the history of a kingdom with a vast and globally influential heritage.





SAMPLE SUBJECT

5TH GRADE

Variant 1

I. Fill in the blanks with the following words: *king, Commonwealth, decolonization, institutions, Balfour Declaration, former, "free and equal", member, dates back, association.*

The Commonwealth of Nations, often simply referred to as the Commonwealth, is an international (1) _____ of 56 member states, the vast majority of which are (2) _____ territories of the British Empire from which it developed. The chief (3) _____ of the organization are the Commonwealth Secretariat, which focuses on intergovernmental aspects, and the Commonwealth Foundation, which focuses on non-governmental relations among (4) _____ states. Numerous organizations are associated with and operate within the (5) _____.

The Commonwealth (6) _____ to the first half of the 20th century with the (7) _____ of the British Empire through increased self-governance of its territories. It was originally created as the British Commonwealth of Nations through the (8) _____ at the 1926 Imperial Conference, and formalised by the United Kingdom through the Statute of Westminster in 1931. The current Commonwealth of Nations was formally constituted by the London



Declaration in 1949, which modernised the community and established the member states as (9) _____.

The head of the Commonwealth is Charles III. He is (10) _____ of 15 member states, known as the Commonwealth realms, while 36 other members are republics, and five others have different monarchs. Although he became head upon the death of his mother, Elizabeth II, the position is not technically hereditary.

(20 points: 10 x 2p)

II. Match the information in column A with the information in column B:

1	Queen Elizabeth II had her coronation on	A	21 st April 1926
2	Oliver Twist was published three-volume book in	B	7
3	How many countries make up the United Kingdom?	C	1843
4	How long was Queen Elizabeth's reign?	D	8 th July 2000
5	A Christmas Carol was first published in	E	4
6	Harry Potter is a series of ... fantasy novels	F	70 years
7	King Charles III was crowned on	G	2 nd June 1953
8	Elizabeth became Queen of the United Kingdom and other Commonwealth realms	H	6 th February 1952
9	Harry Potter and the Goblet of Fire was released on	I	1938
10	Queen Elizabeth II was born on	J	6 th May 2023



1	2	3	4	5	6	7	8	9	10

(20 points: 10 x 2p)

III. Match the headings to the extracts. There is ONE extra heading you do not need to use:

A.

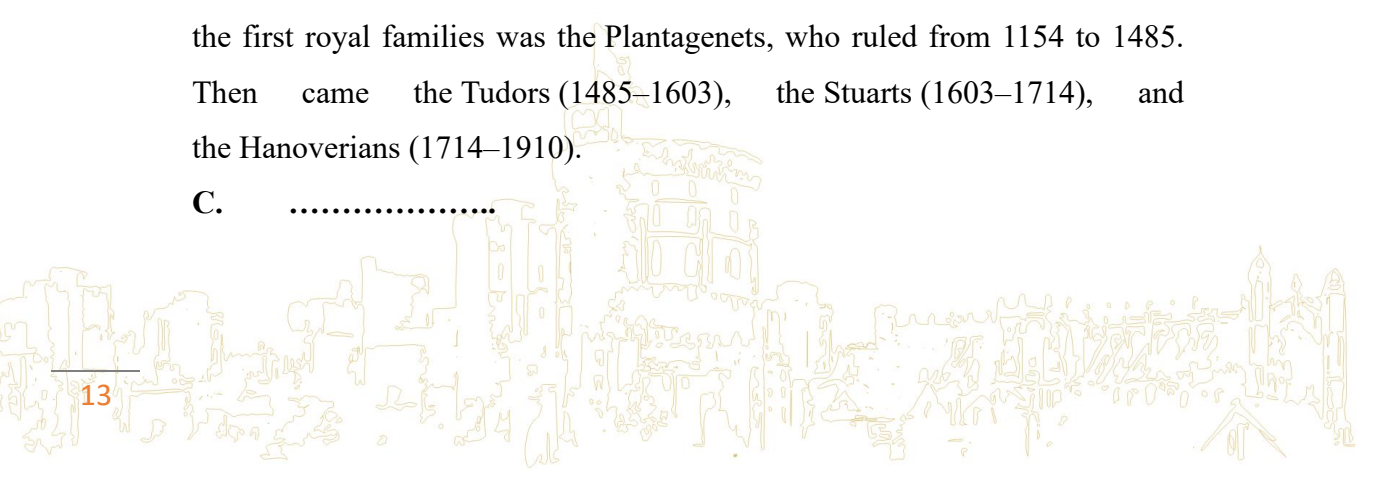
The name Windsor is the family name of the current British royal family. For hundreds of years, Britain’s kings and queens did not have surnames as most people do. Instead, they were known by their first names only, and by the families, or houses, of monarchs that they belonged to. This was a pattern that lasted until 1917, when King George V announced that members of the British royal family would use the name Windsor as both its surname and its family name.

There have been five monarchs in the House of Windsor. They are: George V (reigned 1910–36), Edward VIII (reigned 1936), George VI (reigned 1936–52), Queen Elizabeth II (reigned 1952–2022), and Charles III (reigned from 2022).

B.

Britain has one of the oldest monarchies in the world. The timeline can be traced back for more than 1,200 years, to the very first kings of England. Since then, the monarchy has been in the hands of a few powerful families. One of the first royal families was the Plantagenets, who ruled from 1154 to 1485. Then came the Tudors (1485–1603), the Stuarts (1603–1714), and the Hanoverians (1714–1910).

C.





Queen Victoria (reigned 1837–1901) was born into the Hanoverian family. Her ancestors came from a region of Germany called Hanover, which is how the family got its name. In 1840 she married a German prince, Albert of Saxe-Coburg-Gotha. They had nine children, all of whom took their father’s family name of Saxe-Coburg-Gotha.

D.

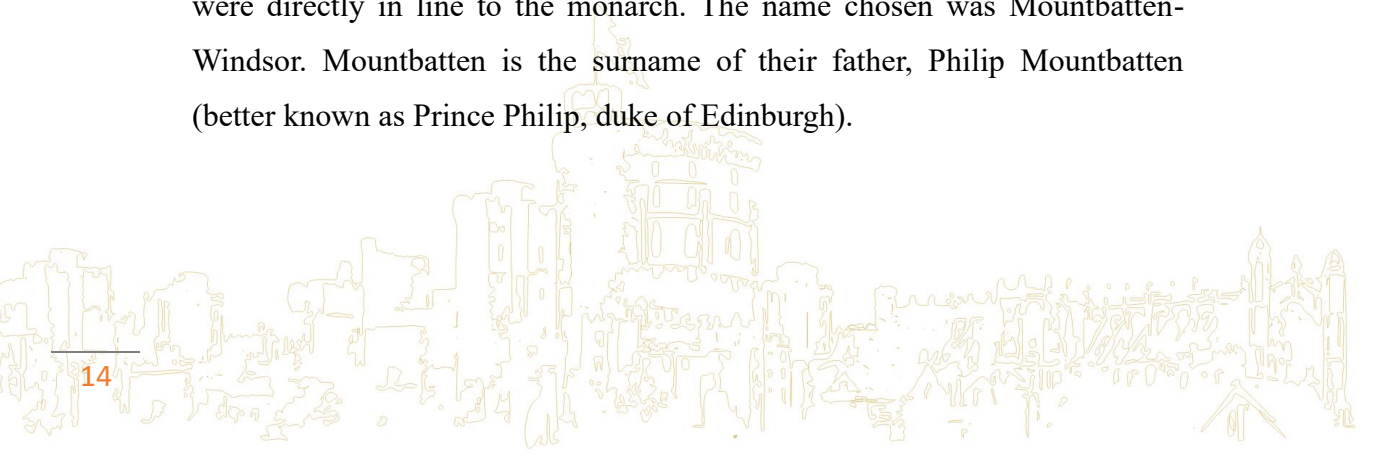
In 1910 Victoria and Albert’s grandson became King George V. For the first seven years of his reign, King George V kept his German name of Saxe-Coburg-Gotha. But in 1917, during World War I, King George V announced he would no longer use the Saxe-Coburg-Gotha name. Britain had been at war with Germany since 1914, and the British people had strong anti-German feelings. The king wanted to show that his thoughts, and those of the royal family, were with the people of Britain.

On July 17, 1917, he declared that the family name would change to Windsor—after Windsor Castle, which is the royal family’s main house away from London. Since 1917 all of Britain’s monarchs have belonged to the House of Windsor.

E.

Queen Elizabeth II came to the throne in the early 1950s. In 1960 she made a further change to the royal family’s name. By then, the House of Windsor had become very big, and everyone in it used the name Windsor.

Elizabeth wanted her direct descendants (her four children—Charles, Anne, Andrew, and Edward) to use a slightly different name. It would show that they were directly in line to the monarch. The name chosen was Mountbatten-Windsor. Mountbatten is the surname of their father, Philip Mountbatten (better known as Prince Philip, duke of Edinburgh).



The queen reigned for decades, which was longer than any other British king or queen had ruled. When she died in 2022, her son Charles became King Charles III.

	The Ancestors
	Change of Times
	The Beginnings
	The family of Queen Elizabeth II
	Change of Names
	Britain's Royal Families

(20 points: 5 x 4p)

IV. Write a text based on the picture below (80-100 words). Please remember to give a title to your text.



— Design by All-free-download.com —

(40 points)



SAMPLE SUBJECT

5TH GRADE

Variant 2

I. Fill in the blanks with the following words: *milestone, duty, heritage, tradition, witness, proclamation, uncertain, backgrounds, Westminster.*

The Coronation of King Charles III and Queen Camilla

The Coronation of King Charles III and Queen Camilla took place on May 6, 2023, at (1)_____ Abbey in London. This historic event marked the formal (2)_____ of Charles as King of the United Kingdom and the Commonwealth realms. The ceremony, steeped in centuries-old (3)_____, featured traditional rituals, including the anointing and crowning of the monarch. Queen Camilla was also crowned, symbolizing her (4)_____ as Queen Consort.

Dignitaries, heads of state, and members of the public gathered to (5)_____ the occasion. The event combined ancient traditions with modern elements, showcasing Britain's (6)_____ and evolving identity. The new King pledged to serve with humility, emphasizing unity and (7)_____.

The Coronation celebrations included processions and a grand concert, bringing together citizens from diverse (8)_____. It was a moment of reflection on the monarchy's role in modern society and its (9)_____ future.





This event will remain a significant (10)_____ in British history.

(20 points: 10 x 2p)

II. Match the two columns:

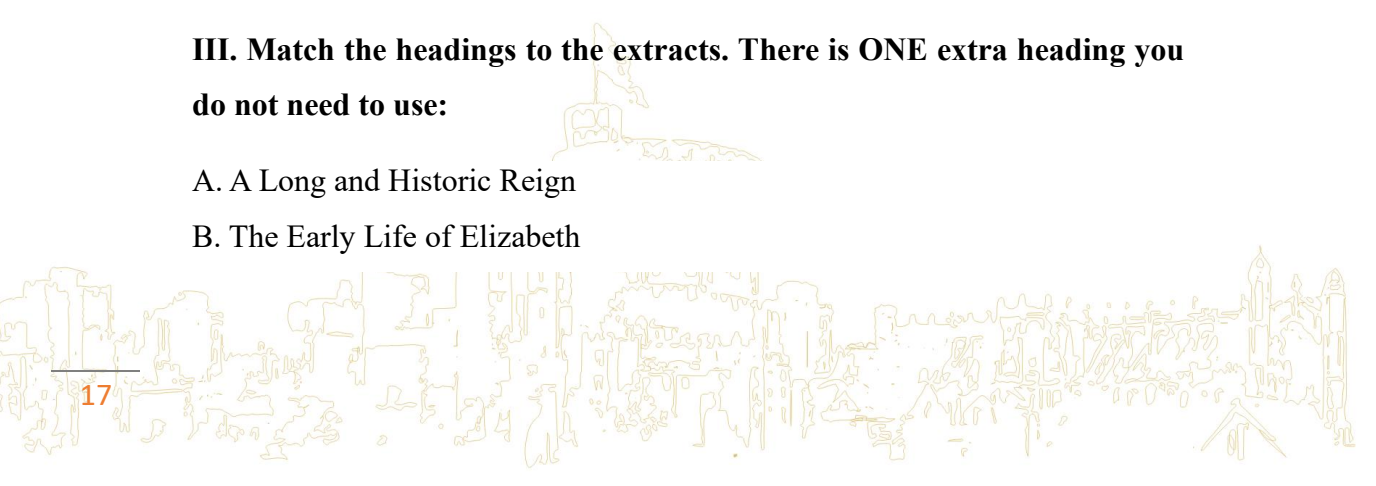
- | | |
|--------------|-------------|
| 1. Ebenezer | a. Tim |
| 2. Christmas | b. Dickens |
| 3. Charles | c. Cratchit |
| 4. Tiny | d. Partner |
| 5. Bob | e. Spirit |
| 6. Jacob | f. Scrooge |
| 7. Business | g. Donation |
| 8. Charity | h. Carol |
| 9. Kind | i. Marley |
| 10. Stuffed | j. Turkey |

1	2	3	4	5	6	7	8	9	10

(20 points: 10 x 2p)

III. Match the headings to the extracts. There is ONE extra heading you do not need to use:

- A. A Long and Historic Reign
B. The Early Life of Elizabeth





- C. Her Role in Modern Times
- D. The Queen's Family
- E. Her Famous Coronation
- F. Elizabeth's Hobbies and Interests

Elizabeth II

1

Elizabeth Alexandra Mary Windsor was born on April 21, 1926, in London. As a child, she was home-schooled along with her younger sister, Princess Margaret. Elizabeth never expected to become queen, but her life changed when her uncle, King Edward VIII, abdicated the throne, and her father became King George VI.

2

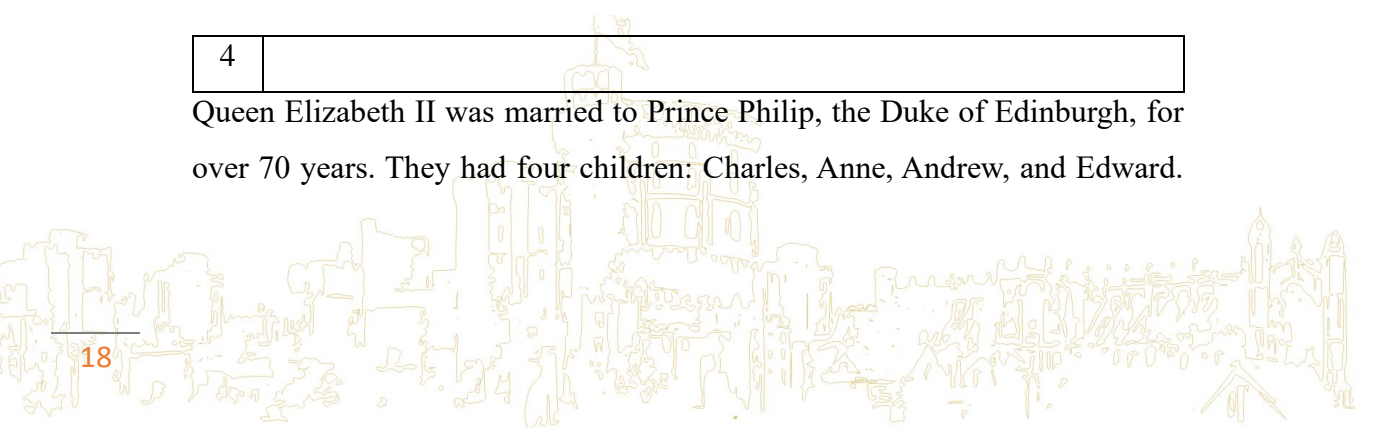
Queen Elizabeth II was crowned on June 2, 1953, in a grand ceremony at Westminster Abbey. This was the first British coronation to be televised, and millions of people around the world watched the historic event. Her coronation marked the beginning of a reign that would last for decades.

3

During her reign, Queen Elizabeth II witnessed many changes in the world, from technological advancements to political shifts. She met with world leaders, attended important events, and remained a symbol of stability for the United Kingdom and the Commonwealth.

4

Queen Elizabeth II was married to Prince Philip, the Duke of Edinburgh, for over 70 years. They had four children: Charles, Anne, Andrew, and Edward.



Her family life was always important to her, and she often appeared with them at public events.

5	
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Throughout her life, Queen Elizabeth enjoyed many hobbies, including horse riding and dog breeding. She was particularly fond of corgis, a dog breed that became closely associated with her. She also loved spending time outdoors at her estates in Scotland and England.

(20 points: 5 x 4p)

IV. Write a text based on the picture below (80-100 words). Please remember to give a title to your text.



<https://creator.nightcafe.studio/creation/Lk6XL3gjedcm9RJCoaGD>

(40 points)



SAMPLE SUBJECT

5TH GRADE

Variant 3

I. Fill in the blanks with the following words: *William, Duke, British, Cambridge, monarch, Scotland, Charlotte, Charles III, Wales, Catherine*

Born in 1982, William Arthur Philip Louis is the elder son of (1) _____ and Diana, princess of Wales. Prince William became heir apparent to the (2) _____ throne on September 8, 2022, when his father became King Charles III. After seven decades as heir apparent, King Charles became the oldest (3) _____ to be crowned. One of his first acts as king was to pass the title of prince of (4) _____ to his elder son, Prince (5) _____.

Like his father, Prince William attended college and served in the British military as a pilot. William and (6) _____ - then known as Kate Middleton—met at the University of St. Andrews in (7) _____, when both were studying art history. The couple married in 2011. Prince William and his wife, then (8) _____ and Duchess of (9) _____, proved to be popular at home and abroad. They now have three children: Prince George, Princess (10) _____ and Prince Louis.

(Adapted from <https://www.britannica.com/video/biography-of-prince-william-prince-of-wales-eldest-son-to-king-charles-iii-and-princess-diana-heir-apparent-to-british-thrown/-301644>)



(20 points: 10 x 2p)

II. Match the information in column A with the information in column B:

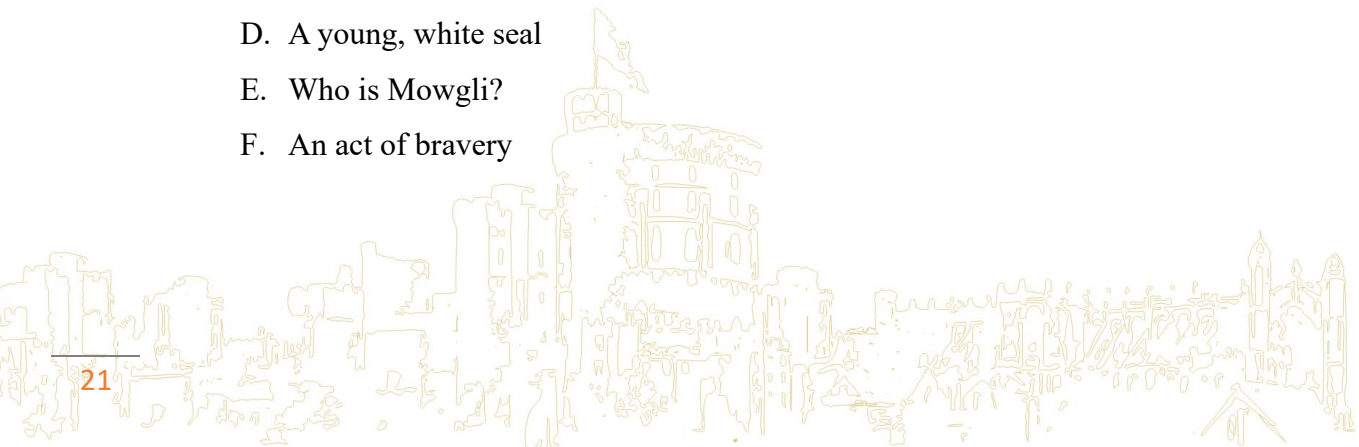
- | | |
|-----------------------|---------------|
| 1. England | a. Dublin |
| 2. Canada | b. London |
| 3. New Zealand | c. New Delhi |
| 4. Australia | d. Ottawa |
| 5. Jamaica | e. Basseterre |
| 6. St Kitts and Nevis | f. Canberra |
| 7. India | g. Cardiff |
| 8. Wales | h. Edinburgh |
| 9. Ireland | i. Wellington |
| 10. Scotland | j. Kingston |

1	2	3	4	5	6	7	8	9	10

(20 points: 10 x 2p)

III. Match the headings to the extracts. There is ONE extra heading you do not need to use:

- A. Mowgli, his friends and survival in the human world
- B. There's a role for everyone
- C. Mowgli - the outsider
- D. A young, white seal
- E. Who is Mowgli?
- F. An act of bravery





The Jungle Book

1	
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The Jungle Book opens with three stories and a song about Mowgli, a young boy raised in a jungle by wolves. Mother Wolf and Father Wolf find Mowgli when he is only an infant and take him in as one of their own. As Mowgli grows older, he learns the Law of the Jungle from Baloo the Bear and Bagheera the Black Panther.

2	
---	--

As Mowgli grows older, some of the wolf pack start to resent him because the ferocious tiger, Shere Khan, convinces them that he is not one of their own and does not belong in the jungle. After a confrontation with Shere Khan and the wolves, Mowgli decides to leave the jungle and live among human beings. However, his time in a human village does not last long.

3	
---	--

In “Kaa’s Hunting,” Mowgli befriends Kaa, a hypnotic python. Together, they save Mowgli’s friends from a band of monkeys who have abducted them. Mowgli’s encounters continue in “Tiger! Tiger!” where he faces the challenge of surviving in the human village and finds himself entangled in a complex web of loyalty and betrayal.

4	
---	--

In “Rikki-Tikki-Tavi” we read about the story of a mongoose courageous enough to protect a family from the deadly cobras Nag and Nagaina. It is Rikki-Tikki-Tavi’s bravery and resourcefulness that leads to family being safe.

5	
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The final story, “Her Majesty’s Servants,” offers a glimpse into the lives of various animals who serve in the British Army. In the story they all have their own roles and purposes in the military. The values highlighted by Kipling are sacrifice, loyalty and bravery.

(Adapted from <https://www.litcharts.com/lit/the-jungle-book/>)

(20 points: 4p x 5)

IV. Write a text based on the picture below (80-100 words). Please remember to give a title to your text.



(Oliver Twist AI Generated Artwork – NightCafe Creator creator.nightcafe.studio)

(40 points)



SAMPLE SUBJECT

5TH GRADE

Variant 4

I. Fill in the blanks with the following words: *Queen Victoria, Duke of Edinburgh, "Lilibet", Charles, monarch, Second World War, Commonwealth, London, 1953, Margaret.*

Elizabeth Alexandra Mary, or (1) _____ to close family, was born in (2) _____ on 21 April 1926. Like her parents, Elizabeth was heavily involved in the war effort during the (3) _____, serving in the women's branch of the British Army known as the Auxiliary Territorial Service, training as a driver and mechanic. Elizabeth and her sister (4) _____ anonymously joined the crowded streets of London on VE Day to celebrate the end of the war. She married her cousin Prince Philip, (5) _____, and they had four children: (6) _____, Anne, Andrew and Edward. When her father George VI died, Elizabeth became Queen of seven (7) _____ countries: the United Kingdom, Canada, Australia, New Zealand, South Africa, Pakistan, and Ceylon (now known as Sri Lanka). Elizabeth's coronation in (8) _____ was the first to be televised, serving to increase popularity in the medium and doubling television licence numbers in the UK.

On 9th September 2015, Elizabeth became Britain's longest serving (9) _____, ruling longer than her great-great grandmother (10) _____ who reigned for 63 years and 216 days.





(https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history_/english_monarchs/english_monarchs.html)

(20 points: 10 x 2p)

II. Match the two columns:

- | | |
|--------------|---------------|
| 1. Moaning | a. Potion |
| 2. Death | b. Alley |
| 3. Polyjuice | c. Lestrangle |
| 4. Sirius | d. Powder |
| 5. Diagon | e. Prophet |
| 6. Privet | f. Eaters |
| 7. Bellatrix | g. Frogs |
| 8. Floo | h. Drive |
| 9. Chocolate | i. Myrtle |
| 10. Daily | j. Black |

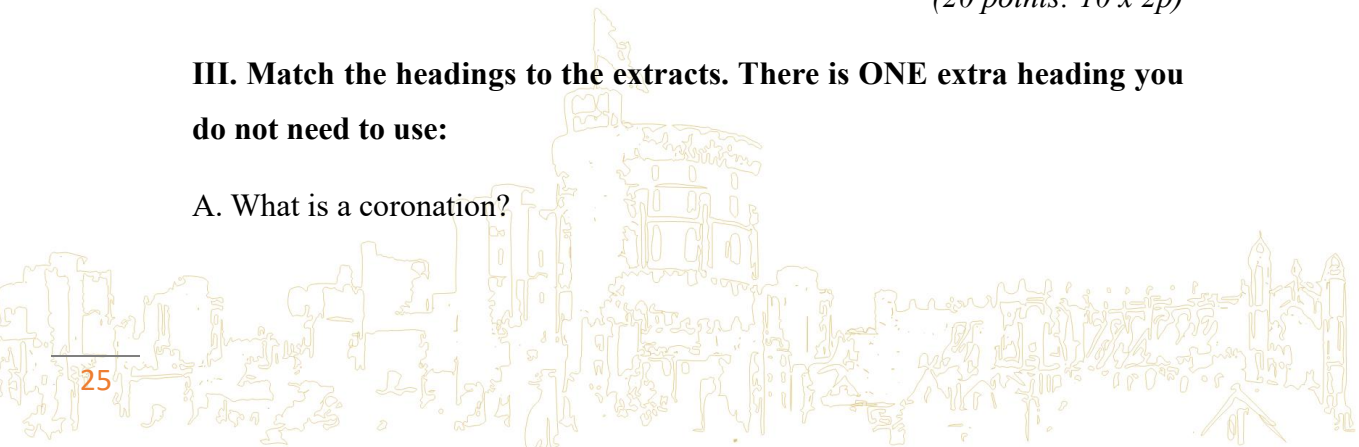
(<https://www.sporcle.com/games/khands/harry-potter-match-up>)

1	2	3	4	5	6	7	8	9	10

(20 points: 10 x 2p)

III. Match the headings to the extracts. There is ONE extra heading you do not need to use:

A. What is a coronation?





- B. The Ceremony
- C. The Official Invitation
- D. What is the regalia?
- E. What does the king do?
- F. The Departure

The King's Coronation

1	
---	--

It has been designed by Andrew Jamieson, a heraldic artist and manuscript illuminator. The original artwork was hand-painted in watercolour and gouache, and the design was reproduced and printed on recycled card, with gold foil detailing.

Central to the design is the motif of the Green Man, an ancient figure from British folklore, symbolic of spring and rebirth, to celebrate the new reign. The shape of the Green Man, crowned in natural foliage, is formed of leaves of oak, ivy and hawthorn, and the emblematic flowers of the United Kingdom.

The British wildflower meadow bordering it features lily of the valley, cornflowers, wild strawberries, dog roses, bluebells, and a sprig of rosemary for remembrance, together with wildlife including a bee, a butterfly, a ladybird, a wren and a robin. Flowers appear in groupings of three, signifying The King becoming the third monarch of his name.

A lion, a unicorn and a boar – taken from the coats of arms of the Monarch and Her Majesty's father, Major Bruce Shand – can be seen amongst the flowers.



2

The King is the UK head of state. However, his powers are symbolic and ceremonial, and he remains politically neutral.

He receives daily dispatches from the government in a red leather box, including briefings ahead of important meetings, or documents needing his signature.

The prime minister normally meets the King on a Wednesday at Buckingham Palace, to keep him informed on government matters.

These meetings are completely private and there is no official record of what is said.

3

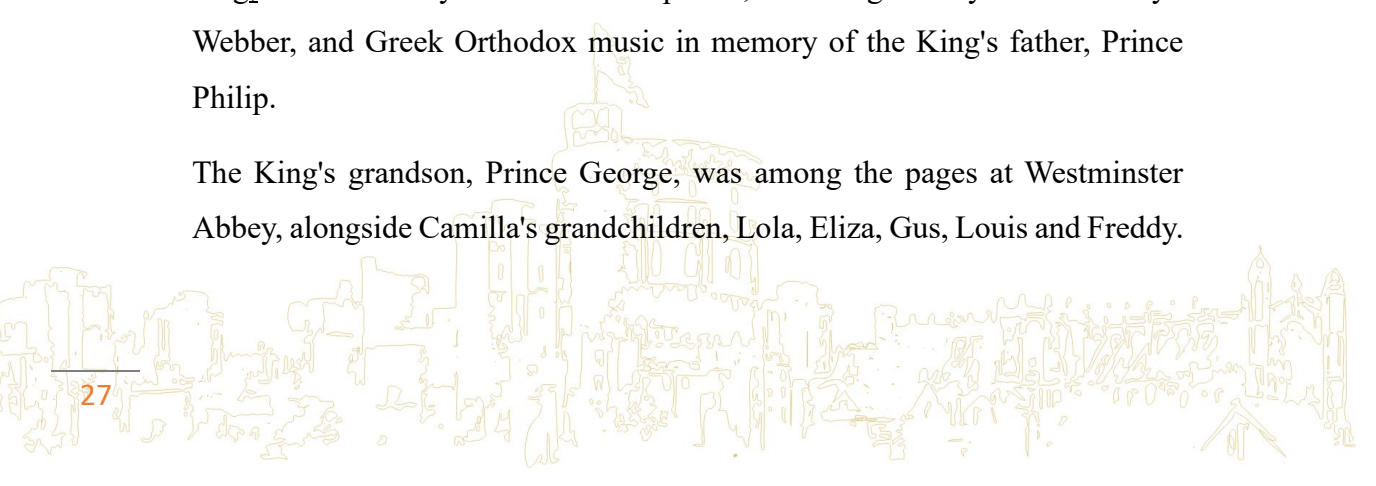
It is both the symbolic religious ceremony during which a sovereign is crowned and the physical act of placing a crown on a monarch's head. It formalises the monarch's role as the head of the Church of England and marks the transfer of their title and powers.

However, it is not actually necessary for the monarch to be crowned to become King. Edward VIII reigned without a coronation - and Charles automatically became King the moment Queen Elizabeth II died.

4

It was due to begin at 11:00 and was punctuated with music selected by the king, with 12 newly commissioned pieces, including one by Andrew Lloyd Webber, and Greek Orthodox music in memory of the King's father, Prince Philip.

The King's grandson, Prince George, was among the pages at Westminster Abbey, alongside Camilla's grandchildren, Lola, Eliza, Gus, Louis and Freddy.





Some of those taking part in the procession inside the abbey carried the regalia ahead of the King, with most items placed on the altar until needed in the ceremony.

5	
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The UK is, according to the Royal Family website, the only European country that still uses the symbols of royalty like the crown, orb and sceptres in coronations.

The individual objects symbolise different aspects of the service and responsibilities of the monarch.

Charles was presented with the Sovereign's Orb, the Sovereign's Sceptre with Cross, and the Sovereign's Sceptre with Dove and other items at key moments in the ceremony.

(Adapted from https://school-learningzone.co.uk/key_stage_one/ks1_history/king_s_coronation/king_s_coronation.html)

(20 points: 5 x 4p)

IV. Write a text based on the picture below (80-100 words). Please remember to give a title to your text.





(The Oliver Twists – AI Generated Artwork – NightCafe Creator creator.nightcafe.studio)

(40 points)





SAMPLE SUBJECT

9TH GRADE

Variant 1

I. Fill in the blanks with the following words: *chief minister, head, Catherine of Aragon, Charles V, forbade, Act of Supremacy, son, the pope, execution, nephew.*

In 1510 Henry had married (1) _____, the widow of his elder brother Arthur. But by 1526 she had still not had a (2) _____ who survived infancy and was now unlikely to do so. Henry tried to persuade the pope to allow him to divorce Catherine. Normally, Henry need not have expected any difficulty. His (3) _____, Cardinal Wolsey, had already been skillful in advising on Henry's foreign and home policy. Wolsey hoped that his skills, and his important position in the Church, would be successful in persuading (4) _____. But the pope was controlled by Charles V, who was Holy Roman Emperor and king of Spain, and also Catherine's (5) _____. For both political and family reasons he wanted Henry to stay married to Catherine. The pope did not wish to anger either Charles or Henry, but eventually he was forced to do as (6) _____. wanted. He (7) _____ Henry's divorce.

Henry was extremely angry and the first person to feel his anger was his own minister, Cardinal Wolsey. Wolsey only escaped (8) _____ by dying of natural causes on his way to the king's court, and after Wolsey no priest ever again became an important minister of the king. In 1531 Henry



persuaded the bishops to make him (9) _____ of the Church in England , and this became law after Parliament passed the (10) _____ in 1534. It was a popular decision. Henry was now free to divorce Catherine and marry his new love, Anne Boleyn. He hoped Anne would give him a son to follow him on the throne.

(20 points: 10 x 2p)

II. Match the information in column A with the information in column B:

1. The Prime Minister of the United Kingdom during most of WWII was	A. George
2. The king who had six different wives, two of whom were beheaded was	B. Queen Victoria
3. The playwright whose plays include "Hamlet", "Macbeth", and "Romeo and Juliet" is	C. Elizabeth II
4. The royal family member who died in a car crash after being chased by paparazzi in 1997 is	D. Wars of the Roses
5. The person who reigned as Queen of the United Kingdom from 1837–1901	E. King Henry VIII
6. The series of conflicts pitted the House of Lancaster against the House of York led to	F. European Union
7. The political union that the UK voted to leave in 2016, finally doing so in 2020 is	G. Stonehenge
8. The famous ring of stones was constructed in Wiltshire at least 4000 years ago is	H. Princess Diana



9. The name that has been shared by 6 kings, the 3rd of whom was mad is	I. Winston Churchill
10. The only British monarch with a longer reign than Queen Victoria is	J. William Shakespeare

1	2	3	4	5	6	7	8	9	10

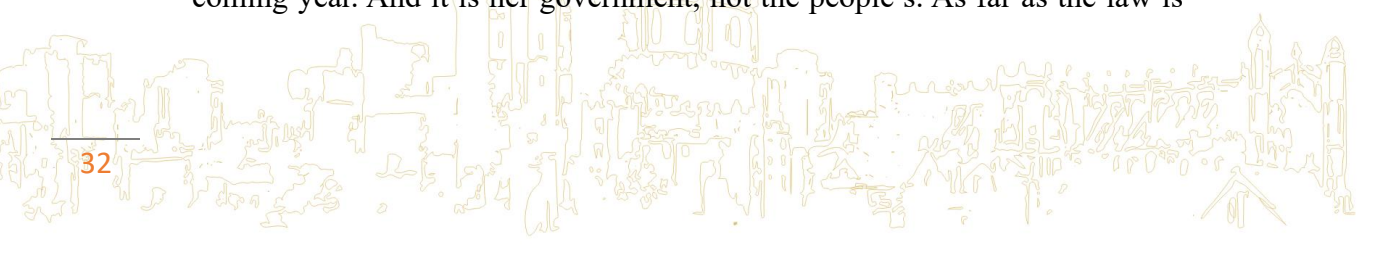
(20 points: 10 x 2p)

III. Match the headings to the extracts. There are THREE extra headings you do not need to use:

Windsor is the family name of the British royal family. The press sometimes refers to its members as ‘the Windsors’. Queen Elizabeth is only the fourth monarch with this name. This is not because a ‘new’ royal family took over the throne of Britain four monarchs ago; it is because George V, Elizabeth’s grandfather, changed the family name. It was Saxe Coburg-Gotha, but during the First World War it was thought better for the king not to have a German-sounding name.

A.

The position of the monarch in Britain illustrates the contradictory nature of the constitution. From the evidence of written law only, the Queen has almost absolute power, and it all seems very undemocratic. The American constitution talks about ‘government for the people by the people’. There is nothing in Britain like that. In fact, there is no legal concept of ‘the people’ at all. Every autumn, at the state opening of Parliament, Queen Elizabeth II makes a speech. In it, she says what ‘my government’ intends to do in the coming year. And it is her government, not the people’s. As far as the law is





concerned, she can choose anybody she likes to run the government for her. There are no restrictions on who she picks as her Prime Minister. The same is true for her choices of people to fill some hundred or so other ministerial positions. And if she gets fed up with her ministers, she can just dismiss them. Officially speaking, they are all 'servants of the Crown' (not of the country' or 'the people').

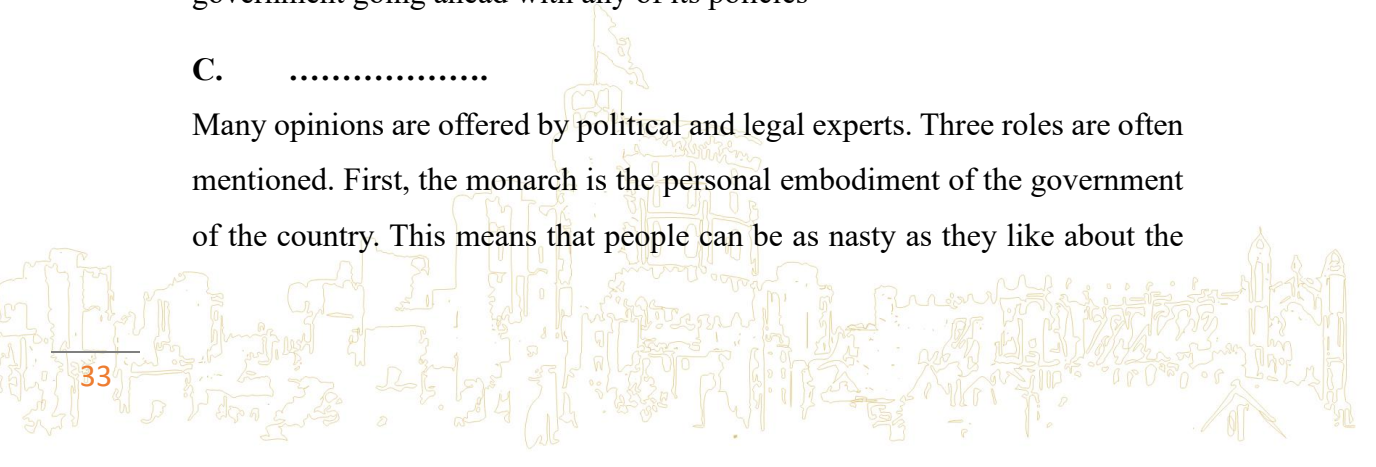
B.

In practice, of course, things are very different. In fact, the Queen cannot just choose anyone to be Prime Minister. She has to choose someone who will command majority support in the House of Commons. This is because the law says that 'her' government can only collect taxes with the agreement of the Commons, so if she did not choose such a person, the government would stop functioning. In practice, the person she chooses is the leader of the strongest party in the Commons. Similarly, it is really the Prime Minister who decides who the other government ministers are going to be (although officially the Prime Minister simply 'advises' the monarch who to choose)

In reality, the Queen has almost no power at all. When she opens Parliament each year, the speech she makes has been written for her. She makes no secret of this fact. She very obviously reads out the script that has been prepared for her, word for word. If she strongly disagrees with one of the policies of the government, she might ask the government ministers to change the wording in the speech a little beforehand, but that is all. She cannot actually stop the government going ahead with any of its policies

C.

Many opinions are offered by political and legal experts. Three roles are often mentioned. First, the monarch is the personal embodiment of the government of the country. This means that people can be as nasty as they like about the





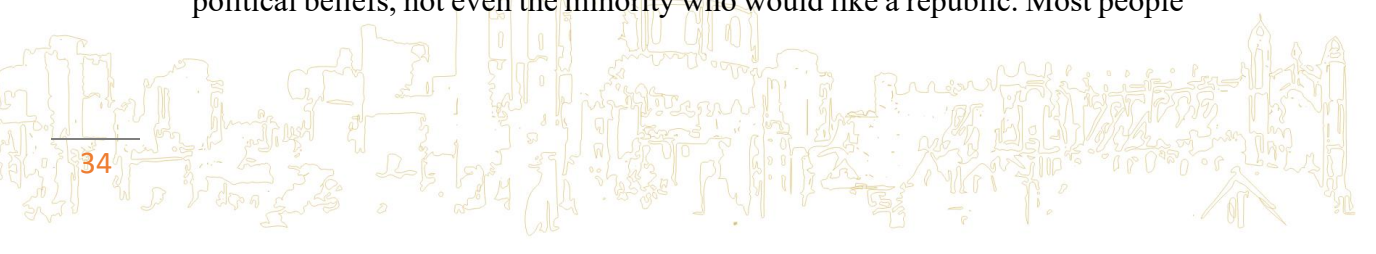
real government, and can argue that it should be thrown out, without being accused of being unpatriotic. Second, it is argued that the monarch is a possible final check on a government that is becoming dictatorial. Just supposing the government managed to pass a bill through Parliament which was obviously terribly bad as well as being unpopular, the monarch could refuse the royal assent. Third, the monarch has a very practical role to play. By being a figurehead and representative of the country, Queen Elizabeth II can perform the ceremonial duties which heads of state often have to spend their time on. This way, the real government has more time to get on with the actual job of running the country.

D.

The real importance of the British monarchy is probably less to do with the system of government and more to do with social psychology and economics. The monarchy gives British people a symbol of continuity, and a harmless outlet for expressions of national pride. It provides a focus of reverence for those people who have a tendency to hero-worship. Even in very hard times, Britain has never looked like turning to a dictator to get it out of its troubles, and the grandeur of its monarchy may have been one reason for this. Occasions such as the state opening of Parliament, the Queen's official birthday and royal weddings, as well as everyday ceremonial events such as the changing of the guard, help to make up for the lack of pageantry in people's lives.

E.

The British monarchy as an institution has not been a burning issue in British politics for several hundred years. There is almost no public debate about the existence of the monarchy itself. Very few people in Britain would use 'monarchist' or 'republican/anti-monarchist' as a defining feature of their political beliefs, not even the minority who would like a republic. Most people





are either vaguely in favour, or they just don't care one way or the other. There is, however, much debate about what kind of monarchy Britain should have. During the last two decades of the twentieth century, there was a general cooling of enthusiasm. Nevertheless, the monarchy remains broadly popular.

A.	The Future of the Monarchy
B.	The Ancestors
C.	The Foreign Policy
D.	The Appearance
E.	The Reality
F.	King Charles III
G.	The Value of the Monarchy
H.	The Role of the Monarch

(20 points: 5 x 4p)

IV. Write a text based on the picture below (200 - 250 words). Please remember to give a title to your text.





<https://www.publicdomainpictures.net/pictures/200000/velka/gullivers-travels-1476192043xoc.jpg>

(40 points)



SAMPLE SUBJECT

9TH GRADE

Variant 2

I. Fill in the blanks with the following words: *Oliver Cromwell, James I, Charles I, Civil, Commonwealth, Mary II, James II, William III, Elizabeth I, Charles II*

The Stuarts ruled England, Scotland, and Ireland from 1603 to 1714, a period marked by significant political, social, and religious changes. The dynasty began with (1) _____, who became the first Stuart king of England after the death of (2) _____. This union of the crowns brought England and Scotland under a single ruler.

(3) _____, son of the first Stuart king, faced increasing tensions with Parliament over power and religious matters, leading to the English (4) _____ War. His eventual execution in 1649 shocked Europe, and the monarchy was abolished during the (5) _____, a republic led by (6) _____.

In 1660, the monarchy was restored with (7) _____, who sought to heal religious divisions in the kingdom. However, his brother, (8) _____, was deposed during the Glorious Revolution of 1688. This event brought (9) _____ and (10) _____ to the throne as joint monarchs, ushering in a new era of constitutional monarchy.

(<https://www.english-heritage.org.uk/learn/story-of-england/tudors/religion/>)





(20 points: 10 x 2p)

II. Match the two columns:

1. Beowulf is an Old English epic that...	A. Titania, Oberon, and Puck.
2. In <i>A Midsummer Night's Dream</i> , Shakespeare explores themes of...	B. tiny and embroiled in political disputes.
3. Jonathan Swift's <i>Gulliver's Travels</i> uses satire to critique...	C. loyalty, love, and transformation.
4. Sir Walter Scott's <i>Ivanhoe</i> is a historical novel that...	D. loyalty and cultural clashes during the Middle Ages.
5. Beowulf's battles include encounters with Grendel, Grendel's mother, and...	E. the dragon that ultimately takes his life.
6. The love potion in <i>A Midsummer Night's Dream</i> causes confusion among...	F. explores themes of honor and redemption.
7. <i>Gulliver's Travels</i> features fantastical lands, including Lilliput, where people are...	G. the inequality and corruption of 18th-century society.
8. <i>Ivanhoe</i> portrays the conflict between Norman and Saxon cultures in...	H. his death in battle against a dragon.
9. Beowulf is celebrated for his heroic deeds and his eventual...	I. England during the 12th century.
10. Shakespeare's play includes magical interventions by characters like...	J. Athenian lovers and the fairies of the forest.

(<https://www.cliffsnotes.com/literature/i/ivanhoe/study-help/quiz>)





1	2	3	4	5	6	7	8	9	10

(20 points: 10 x 2p)

III. Match the headings to the extracts. There is THREE extra headings you do not need to use:

A. Elizabeth I	C. Mary I	E. Edward VI	G. Charles II
B. Henry VIII	D. Henry VII	F. Charles I	H. James II

1	
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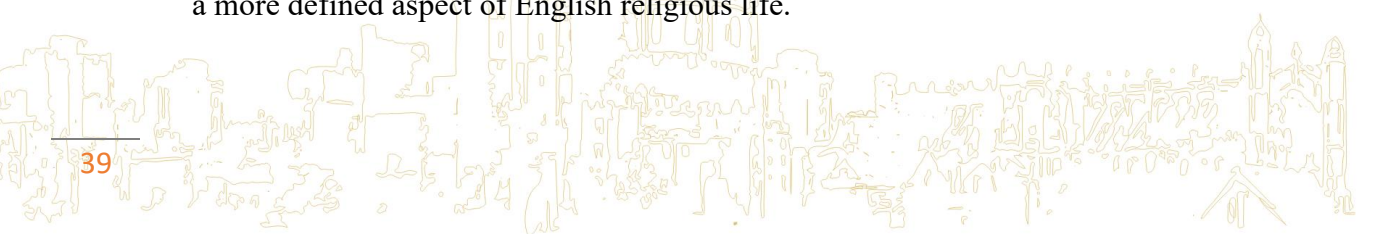
This monarch is remembered for stabilizing the English monarchy after the Wars of the Roses. His marriage to a Yorkist princess helped unify the warring houses of Lancaster and York. He strengthened the monarchy's finances through careful taxation and established the Tudor dynasty as a long-lasting royal family

2	
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Known for creating the Church of England, this king broke from the Catholic Church because of his desire to divorce his first wife. His reign is also remembered for multiple marriages and the dissolution of monasteries, leading to a major shift in the religious landscape of England.

3	
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As the first Protestant king of England, this young monarch ruled for only a short time but played a key role in furthering Protestant reforms. His reign saw the introduction of the Book of Common Prayer, establishing Protestantism as a more defined aspect of English religious life.



4

This queen's reign was marked by a temporary return to Catholicism, earning her the nickname "Bloody." Her marriage to the King of Spain was unpopular, and her efforts to restore Catholicism led to the persecution of Protestants, ultimately leaving England in religious turmoil by the time of her death.

5

A highly influential and long-reigning monarch, this queen is remembered for the flourishing of the arts, including the works of Shakespeare, and for defeating the Spanish Armada. Her reign is often called the "Golden Age" of England, as it saw the expansion of English power and influence abroad.

(Adapted from <https://www.english-heritage.org.uk/learn/story-of-england>)

(20 points: 5 x 4p)

IV. Write a text based on the picture below (180 -200 words). Please remember to give a title to your text.



(Beowulf_fighting_the_grendel_Vector | Premium AI-generated vector)

(40 points)



SAMPLE SUBJECT

9TH GRADE

Variant 3

I. Fill in the blanks with the following words: *York, protector, Tudors, council, Lancaster, Warwick, badges, truce, descent, St. Albans.*

The period known as the Wars of the Roses, (1455–85), refers to a series of dynastic civil wars whose violence and civil strife preceded the strong government of the (1) _____. Fought between the houses of (2) _____ and York for the English throne, the wars were named _____ many years afterward from the supposed (3) _____ of the contending parties: the white rose of (4) _____ and the red rose of Lancaster.

Both houses claimed the throne through (5) _____ from the sons of Edward III. Since the Lancastrians had occupied the throne from 1399, the Yorkists might never have pressed a claim but for the near anarchy prevailing in the mid-15th century. After the death of Henry V in 1422 the country was subject to the long and factious minority of Henry VI (August 1422–November 1437), during which the English kingdom was managed by the king's (6) _____ a predominantly aristocratic body. That arrangement, which probably did not accord with Henry V's last wishes, was not maintained without difficulty. Like Richard II before him, Henry VI had powerful relatives eager to grasp after power and to place themselves at the head of factions in the state. The council soon became their battleground.



Between 1450 and 1460 Richard, 3rd duke of York, had become the head of a great baronial league, of which the foremost members were his kinsmen, the Nevilles, the Mowbrays, and the Bouchiers. Among his principal lieutenants was his nephew Richard Neville, the earl of (7) _____, a powerful man in his own right, who had hundreds of adherents among the gentry scattered over 20 counties. In 1453, when Henry lapsed into insanity, a powerful baronial clique, backed by Warwick, installed York, as (8) _____ of the realm. When Henry recovered in 1455, he reestablished the authority of Margaret's party, forcing York to take up arms for self-protection. The first battle of the wars, at (9) _____ (May 22, 1455), resulted in a Yorkist victory and four years of uneasy (10) _____.

(<https://www.english-heritage.org.uk/learn/story-of-england/tudors/religion/>)

(20 points: 10 x 2p)

II. Match the two columns:

1. The Tudor dynasty was marked by Henry VIII's break with the papacy in Rome (1534) and	a. at a time when the nobility in England was overwhelmingly Norman.
2. Elizabeth I was the queen of England (1558–1603) during a period, often called the Elizabethan Age,	b. who are inhabitants of the island country of Lilliput.
3. The United Kingdom is a constitutional monarchy,	c. consisting of 3,182 alliterative lines.



4. On presentation to The Queen, the correct formal address is 'Your Majesty'	d. <i>Ivanhoe</i> was credited by many, including Thomas Carlyle and John Ruskin, with inspiring increased interest in chivalric romance and medievalism.
5. The dynastic name Saxe-Coburg-Gotha	d. what the audience experienced might just be a dream.
6. Set in England in the Middle Ages, with colourful descriptions of a tournament, outlaws, a witch trial, and divisions between Jews and Christians, Normans and Saxons,	e. in which the monarch shares power with a constitutionally organized government.
7. <i>Ivanhoe</i> is the story of one of the remaining Anglo-Saxon noble families	f. when England asserted itself vigorously as a major European power in politics, commerce, and the arts.
8. <i>Beowulf</i> is an Old English epic poem in the tradition of Germanic heroic legend	g. and subsequently 'Ma'am,' pronounced with a short 'a,' as in 'jam'.
9. During his first voyage, Gulliver is washed ashore after a shipwreck and finds himself a prisoner of a race of tiny people less than 6 inches (15 cm) tall,	h. was that of Victoria's German-born husband, Albert, prince consort of Great Britain and Ireland.



<p>10. After all the other characters leave, Puck "restores amends" and suggests that</p>	<p>i. the beginning of the English Reformation, which, after turns and trials, culminated in the establishment of the Anglican church</p>
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1	2	3	4	5	6	7	8	9	10

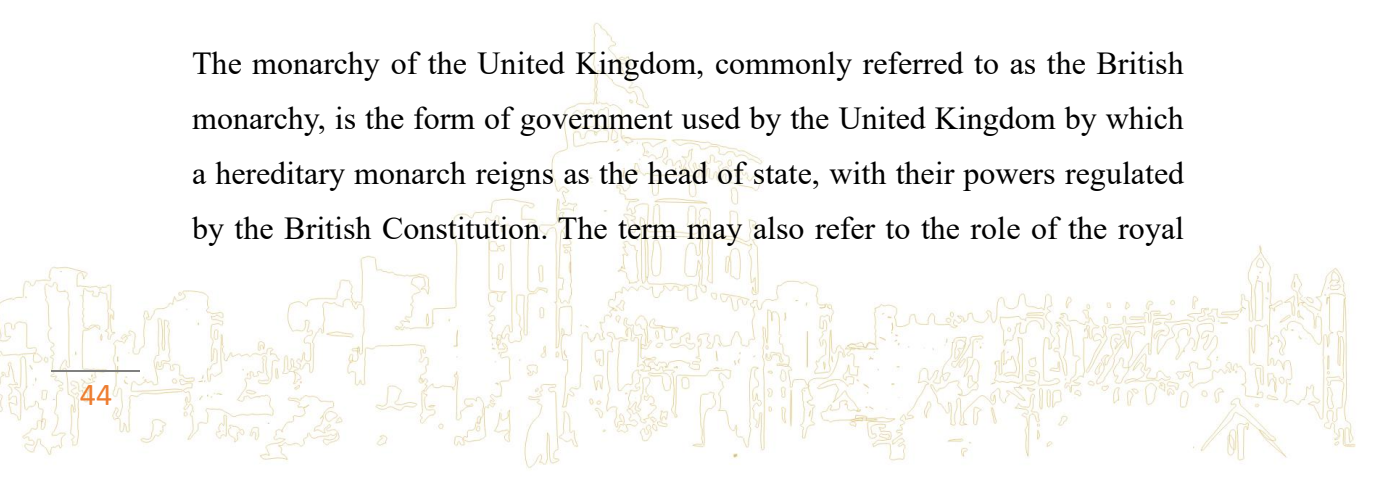
(20 points: 10 x 2p)

III. Match the headings to the extracts. There are THREE extra headings you do not need to use:

<p>A. Royal prerogative</p>	<p>C. Other royal prerogatives</p>	<p>E. Summons, prorogation and dissolution of Parliament</p>	<p>G. Appointment of the prime minister</p>
<p>B. The role of the monarch</p>	<p>D. The role of the extended royal family</p>	<p>F. Sovereign immunity</p>	<p>H. Royal prerogatives in the Commonwealth</p>

The Monarchy

The monarchy of the United Kingdom, commonly referred to as the British monarchy, is the form of government used by the United Kingdom by which a hereditary monarch reigns as the head of state, with their powers regulated by the British Constitution. The term may also refer to the role of the royal





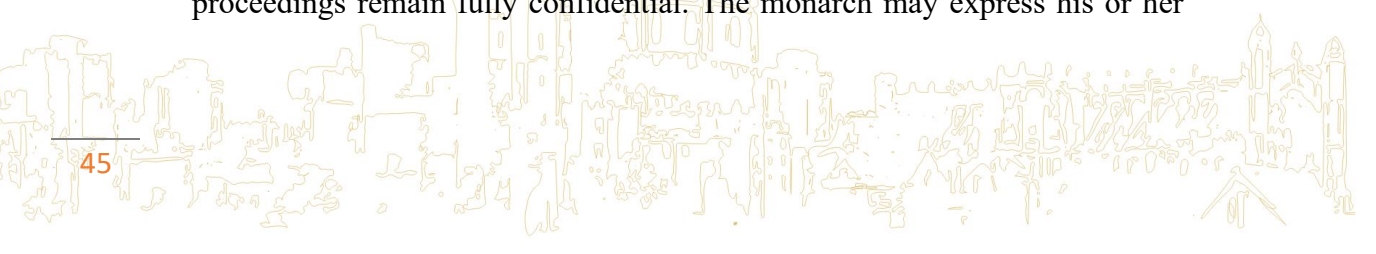
family within the UK's broader political structure. The monarch since 8 September 2022 is King Charles III, who ascended the throne on the death of Queen Elizabeth II, his mother.

1	
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The monarch takes little direct part in government. The authority to use the sovereign's formal powers is almost all delegated, either by statute or by convention, to ministers or officers of the Crown, or other public bodies. Thus the acts of state done in the name of the Crown, such as Crown Appointments, even if personally performed by the monarch, such as the King's Speech and the State Opening of Parliament, depend upon decisions made elsewhere. The sovereign's role as a constitutional monarch is largely limited to non-partisan functions, such as granting honours. This role has been recognised since the 19th century. The constitutional writer Walter Bagehot identified the monarchy in 1867 as the "dignified" rather than the "efficient" part of government.

2	
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That part of the government's executive authority which remains theoretically and nominally vested in the sovereign is known as the royal prerogative. The monarch acts within the constraints of convention and precedent, exercising prerogative powers only on the advice of ministers responsible to Parliament, often through the prime minister or Privy Council. In practice, prerogative powers are exercised only on the prime minister's advice – the prime minister, and not the sovereign, has control. The monarch holds a weekly audience with the prime minister; no records of these audiences are taken and the proceedings remain fully confidential. The monarch may express his or her





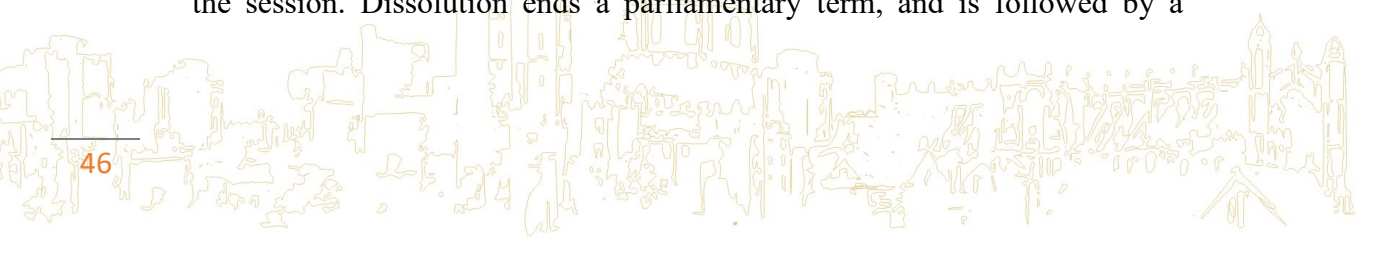
views, but, as a constitutional ruler, must ultimately accept the decisions of the prime minister and Cabinet, who by definition enjoy the confidence of the House of Commons. In Bagehot's words: "the sovereign has, under a constitutional monarchy ... three rights – the right to be consulted, the right to encourage, the right to warn."

3	
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The sovereign has the power to appoint the prime minister. In accordance with unwritten constitutional conventions, the monarch appoints the individual who commands the support of the House of Commons, usually the leader of a party or coalition that has a majority in that House. The prime minister takes office by attending the monarch in a private audience, and after "kissing hands" that appointment is immediately effective without any other formality or instrument. The sovereign also has the power to dismiss the prime minister, but the last time this power was exercised was in 1834, when William IV dismissed Lord Melbourne; since then, prime ministers have only left office upon their resignation, which they are expected to offer to the monarch upon losing their majority in the House of Commons.

4	
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The sovereign has the power to summon, prorogue and dissolve Parliament. Each parliamentary session begins with the sovereign's summons. The new parliamentary session is marked by the State Opening of Parliament, during which the monarch reads the speech from the throne in the chamber of the House of Lords, outlining the Government's legislative agenda. Prorogation usually occurs about one year after a session begins, and formally concludes the session. Dissolution ends a parliamentary term, and is followed by a





general election for all seats in the House of Commons. If not dissolved sooner, Parliaments are automatically dissolved after five years.

5	
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Before a bill passed by the legislative Houses can become law, royal assent (the monarch's approval) is required. In theory, assent can either be granted (making the bill law) or withheld (vetoing the bill), but since 1708 assent has always been granted. The sovereign has a similar relationship to the devolved governments of Scotland, Wales, and Northern Ireland as to the government of the UK. The sovereign appoints the First Minister of Scotland on the nomination of the Scottish Parliament, and the First Minister of Wales on the nomination of the Senedd. In Scottish matters, the sovereign acts on the advice of the Scottish Government. However, as devolution is more limited in Wales, in Welsh matters the monarch acts on the advice of the prime minister and Cabinet of the United Kingdom. The sovereign can veto any law passed by the Northern Ireland Assembly, if it is deemed unconstitutional by the Secretary of State for Northern Ireland.

(Adapted from <https://www.english-heritage.org.uk/learn/story-of-england/tudors/>)

(20 points: 5 x 4p)

IV. Write a text based on the picture below (180 -200 words). Please remember to give a title to your text.



(Ivanhoe AI Generated Artwork – NightCafe Creator creator.nightcafe.studio)

(40 points)





SAMPLE SUBJECT

9TH GRADE

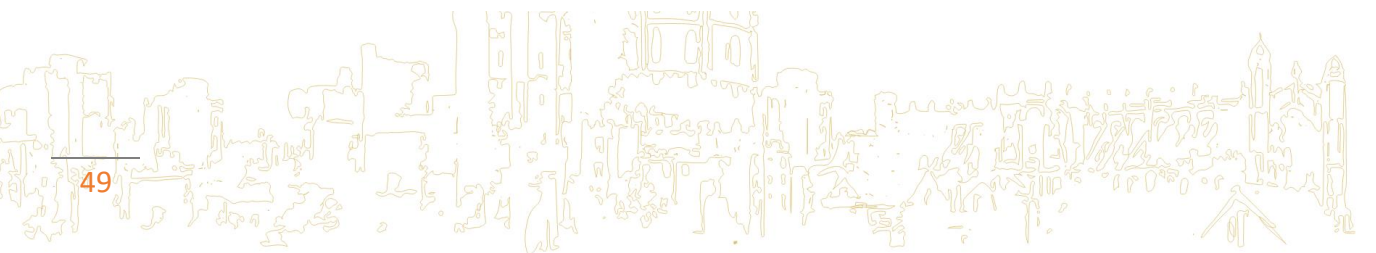
Variant 4

I. Fill in the blanks with the following words: *Catholic, papacy, Supreme Head, 650, doctrines, abbeys, Reformation, Christianity, Carthusians, Protestant.*

The Tudor era witnessed the most sweeping religious changes in England since the arrival of (1) _____, which affected every aspect of national life. The (2) _____ eventually transformed an entirely (3) _____ nation into a predominantly (4) _____ one.

Before Henry VIII's break with the (5) _____ in the 1530s, the Roman Catholic Church was all powerful in England. Only a small, persecuted minority questioned its (6) _____. The early years of Henry's reign also saw traditional religious practices – such as pilgrimages, saints' holidays and religious plays – enthusiastically observed, together with the continued building and embellishment of churches that had been a major feature of the reign of his father, Henry VII.

But when Henry declared himself (7) _____ of the Church in England in 1533, following the Pope's refusal to sanction his divorce from Katherine of Aragon, his decision initiated the Reformation of English religion. With it came the sweeping away of institutions that symbolised





medieval Catholicism – and monasteries became the main focus of the king’s attack.

The monastic impulse was long past its peak: excepting those run by stricter orders like the (8) _____, monasteries had become property-owning corporations – some very rich – with few inhabitants. Rievaulx Abbey, North Yorkshire, which had about (9) _____ monks at its peak, had only about 20 by the 1530s; massive Castle Acre Priory, Norfolk, had only ten.

Some smaller (10) _____ had already closed because of a lack of recruits when Henry VIII forcibly suppressed all monasteries between 1536 and 1540.

(<https://www.english-heritage.org.uk/learn/story-of-england/tudors/religion/>)

(20 points: 10 x 2p)

II. Match the two columns:

1. According to <i>Ivanhoe</i> , the only fate that	a. but never in thy heart nor in thy practice”.
2. At the end of the novel, Rebecca	b. out to be King Richard.
3. Lady Rowena forgives Maurice de Bracy because	c. called historical romance
4. The author, Walter Scott, was born in	d. Beware, I am here.
5. The Latin phrase <i>Cave, adsum</i> means	e. for the Devil is unchained”.
6. “I envy thee not thy faith, which is ever in thy mouth	f. and her father go to Granada.
7. “Take heed to yourself,	g. Edinburgh, Scotland.
8. “Women are but the toys which amuse our lighter hours;	h. a knight fears is disgrace.



9. The Black Knight turned	i. she feels it's her duty as a Christian.
10. <i>Ivanhoe</i> is an example of the literary genre	j. ambition is the serious business of life".

(<https://www.cliffsnotes.com/literature/i/ivanhoe/study-help/quiz>)

1	2	3	4	5	6	7	8	9	10

(20 points: 10 x 2p)

III. Match the headings to the extracts. There is THREE extra headings you do not need to use:

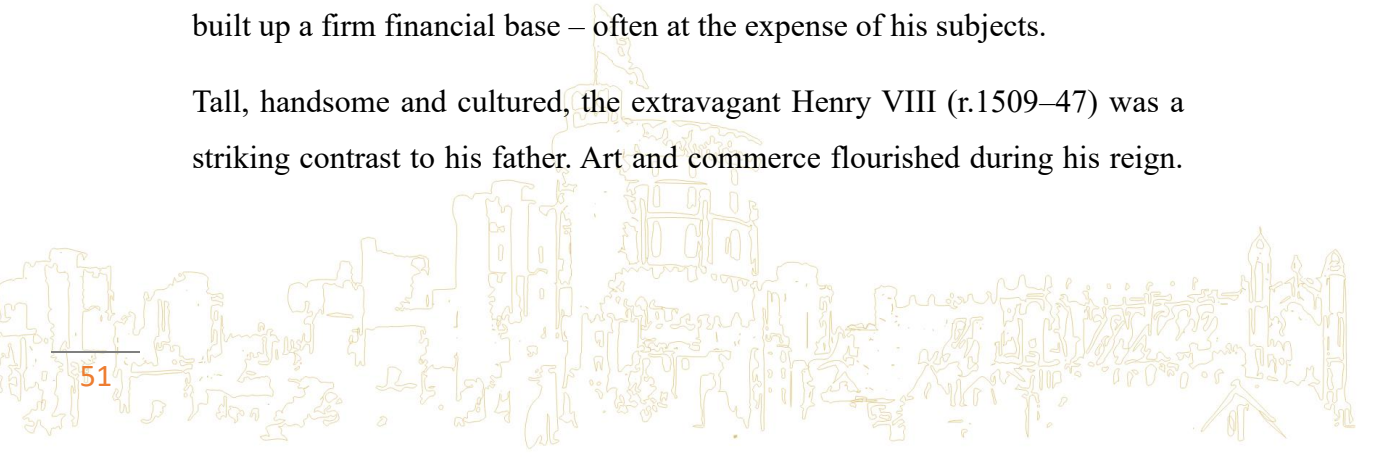
A. Dangerous times	C. Spanish Armada	E. Two Henrys	G. English Culture
B. Reform and Counter-Reformation	D. Tudor stories	F. No heirs and a Reformation	H. Gloriana

An Introduction to Tudor England (1485-1603)

1	
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Henry VII's (r.1485–1509) victory against Richard III at the Battle of Bosworth ended the turbulent Wars of the Roses. He shored up his position by curtailing aristocratic power. Cautious and calculating, he kept the peace and built up a firm financial base – often at the expense of his subjects.

Tall, handsome and cultured, the extravagant Henry VIII (r.1509–47) was a striking contrast to his father. Art and commerce flourished during his reign.





The cloth trade enriched many, but peasants lost out as more and more land was turned over to pasture.

2	
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From the mid-1520s Henry's reign was overshadowed by his need for a legitimate male heir. His first wife, Katherine of Aragon, gave birth to a daughter, but no son. Desperate for a boy, Henry sought to marry Anne Boleyn, but long negotiations to obtain papal consent to a divorce failed. Henry made the decision to break with Rome. In 1533 he declared that he, not the Pope, was the head of the Church in England.

His decision initiated the Reformation of English religion, the most crucial event of the Tudor period. It shaped English history for centuries to come.

Along with his minister Thomas Cromwell, Henry launched the Suppression, also known as Dissolution, of the Monasteries (1536–40). Protests and revolts, such as the Pilgrimage of Grace (1536–7) in northern England, were swiftly and savagely put down. The confiscated wealth of the monasteries greatly enriched the king and many of his favoured subjects.

3	
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Breaking with Rome brought the danger of invasion from Catholic Europe. But the money plundered from the monasteries was put towards building a system of coastal artillery forts (1538–47). Designed for heavy cannon, these reflected the triumph of firearms in warfare.

A suspicious and increasingly tyrannical Henry still sought to secure his dynasty's future. His marriage to Anne Boleyn produced a girl, Elizabeth, but ended in Anne's execution.

Jane Seymour died bearing the longed-for boy, Edward. Then Anne of Cleves was rejected shortly after marrying Henry and his next wife, Katherine



Howard, was beheaded for treasonous adultery. Henry's sixth and final wife, Katherine Parr, helped to establish his daughters, Mary and Elizabeth, in the line of succession. Even she only narrowly escaped condemnation for supporting the Protestants – Henry was still a Catholic at heart, and continued to burn Protestants for heresy.

4	
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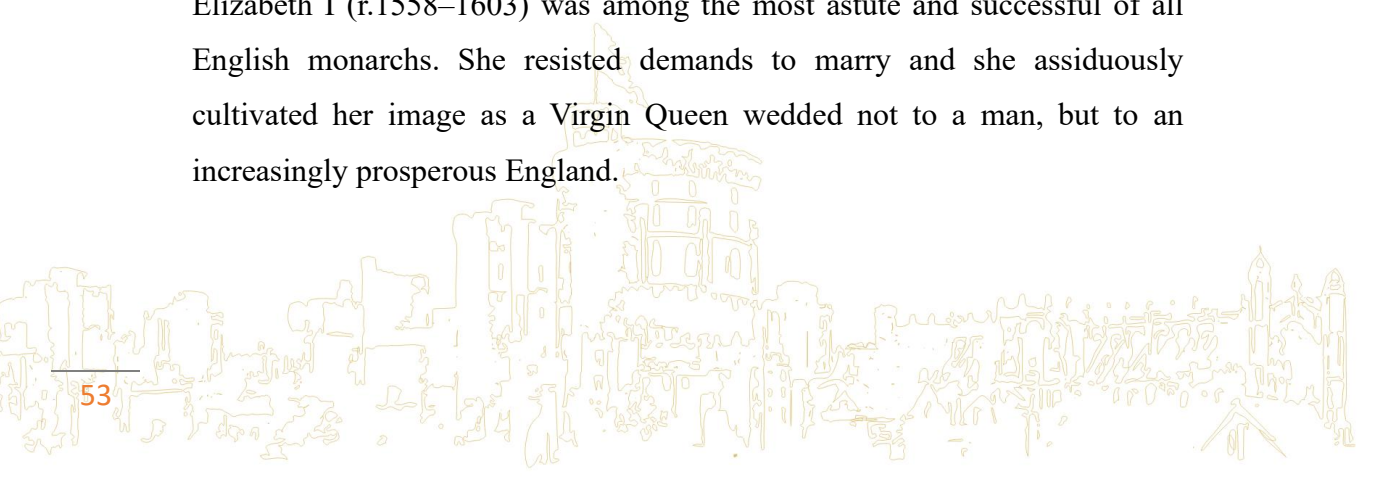
Radical Protestant reform began only with the accession of the bookish boy-king Edward VI (r.1547–53), himself an enthusiastic Protestant. Despite a West Country rising against the new Protestant Book of Common Prayer (1549), reform intensified under Edward's Lord Protector, the ambitious Duke of Northumberland.

A mortally ill Edward bequeathed the Crown to Northumberland's teenage daughter-in-law, Lady Jane Grey, a great-granddaughter of Henry VII. But she reigned for only nine days before being ousted by a tide of enthusiasm for the legitimate heir, Mary I (r.1553–8).

A convinced Catholic, Mary immediately set about reversing the Reformation. But her initial popularity quickly waned. She burned many Protestants and her marriage to Philip II of Spain was unpopular. Failing to conceive a child with him and leaving no heir, 'Bloody Mary' died largely unmourned. Her subjects welcomed her sister Elizabeth with relief.

5	
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Elizabeth I (r.1558–1603) was among the most astute and successful of all English monarchs. She resisted demands to marry and she assiduously cultivated her image as a Virgin Queen wedded not to a man, but to an increasingly prosperous England.





For most people the quality of daily life improved steadily throughout the 16th century. But not for all, and late in Elizabeth's reign a series of Poor Laws addressed the long-standing problem of beggary.

Elizabeth was not universally loved, however. Although her establishment of a moderately Protestant Church of England satisfied most of her subjects, it further alienated Catholics, prompting plots to replace her with her cousin Mary, Queen of Scots.

Confined in various castles across England for 19 years, Mary was executed in 1587 by order of Elizabeth I, who feared that Mary was plotting to usurp her.

(Adapted from <https://www.english-heritage.org.uk/learn/story-of-england/tudors/>)

(20 points: 5 x 4p)

IV. Write a text based on the picture below (180 -200 words). Please remember to give a title to your text.





(A Midsummer's Night Dream AI Generated Artwork – NightCafe Creator creator.nightcafe.studio)

(40 points)





SELECTED WRITING SAMPLES

5th grade

Ștefan Izbașa

Harry and the Bat-Mobile

One day, Harry Potter was flying using his broom above the streets of Gotham. As he was flying, he spotted something out of the corner of his eye, the Bat-Mobile. He had always wanted to drive that car, so he decided to take it for a little ride around the city. When he started the car, the engine turned on immediately. As soon as he pressed the accelerator, the car sped off with insane speed. Harry tried to stop it but it was too late. The car had hit a building, totally destroying it.

He was afraid of Batman finding out he had wrecked his car, so he flew away on his broom, never to come back again.





5th grade

Eva Miruna Grigorie

The saviour

Harry Potter wants to save Hogwarts from the evil monster. The child knows that he is the only one who can do this, as Albus said.

Harry borrows Batman's car and he drives a lot.

When he sees the monster, the boy tries to hide, but the creature follows him. Potter is scared. Then, he remembers about the sword that was a gift from his parents. Harry kills the monster and, after that, he returns home.

Everybody is happy that they are no longer in danger and the killer is famous now.

They don't know that the monster is actually alive.





6th grade

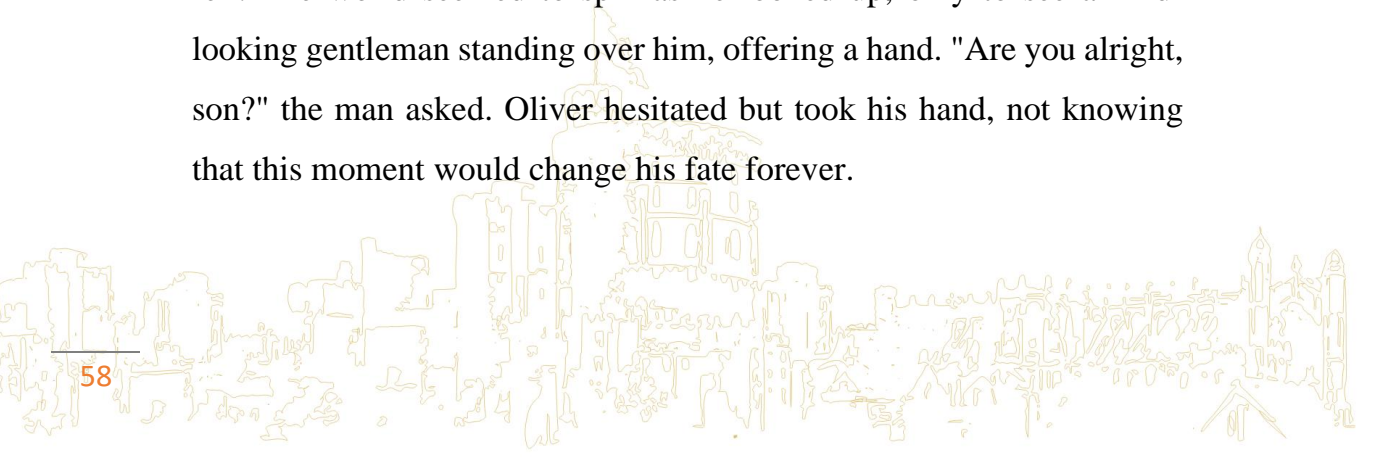
Daria Maria Iordache

Running away

Fagin, the leader of the band, told Oliver and the other boys to steal from an old man that was shopping right in front of them because he was rich and they could steal a lot from him.

Oliver was forced to do that as he didn't have a choice. Oliver's friend was behind the old man, so he tried to steal his money. But then, the man felt that someone was trying to steal from him, so he shouted that he was robbed by Oliver, even though Oliver was not the one who actually stole the money. Fear ran through Oliver's body as people gathered around, whispering and pointing at him. Without thinking twice, Oliver turned on his heels and ran as fast as he could through the busy streets, his heart pounding in his chest.

He darted through narrow alleys, trying to escape the accusing voices behind him. His breath was ragged, his legs aching, but he knew he could not stop. Just as he thought he had lost them, he stumbled and fell. The world seemed to spin as he looked up, only to see a kind-looking gentleman standing over him, offering a hand. "Are you alright, son?" the man asked. Oliver hesitated but took his hand, not knowing that this moment would change his fate forever.





9th grade

Lavinia Andreea Popa

A fulfilled wish

As the weather was showing its capricious motives, so was Gregor's mind adorned with errant thoughts. He had been bedeviled by this desire for a time known only by himself and none others. Many years ago, when Gregor was still a child, he had to listen to his father's last dying breath, but the man heaved a sigh and spoke:

"Gregor, your heart will experience great perils throughout its course, for life itself is devoid of mercy. Thus, I ask of you to not let go of lenity and valiance, as peace will bring tranquility to your mind, should you allow it. My dying wish is something that I did not have the prowess nor the courage to do during my youth. When you grow into a refined man, please climb the mountain in the empire and savour the scenery, letting its warmth gently caress your soul like a midsummer night's dream."

The boy simply nodded his head in tacit agreement, stark sorrow and misery dripping from his face.

Today, Gregor finally made up his mind to fulfill his father's wish, as he found himself at the summit of the mountain. The bleak weather was not in his favour, but he could not wait any longer. As he began traversing the trodden path, trepidation of wild animals and general dangers hindered his movement, but courageous as he was, he



continued walking. Approaching the peak, the air would get bitterly cold, putting somewhat of a strain on his lungs.

After what seemed like ephemeral hours of walking and climbing, the before-hidden sunshine hit his narrowed eyes like a reward for his hard work. Elation filled his visage through his body as he made his father's wish come true, but more so, the view was completely stunning, and Gregor could not help but leave his mouth agape in awe.





10th grade

Doroteea Hiriczko

The unexpected brave ruler

“A woman cannot rule. Women are not meant to fight”. Tired of hearing it her entire life and while being endangered, Bodisia had to make a choice: fight bravely and prove everyone wrong, or give the crown to a man who thinks of himself as “more capable”. Even though deadly, the choice was obvious.

While the British army was navigating towards the lands ruled by the Queen, she was planning an elaborate way of fighting the Englishmen who were clearly coming for them, as well as attack their most important cities afterwards.

The sea is a dangerous place and if weakened before getting as land, The British army would be easily defeated. This was the perfect plan.

After preparing everyone for war giving her army clear instructions, she speaks up: “Is it better to run or to fight? May you all act based on the truth of your souls and the love and dedication for the people who share your blood, for we will be a family till the end of times! Might any of you fear death, do not think of your unsteady years, but of the glory of the victory.”

As soon as she finished her speech, loud instruments and screams of war made their fearful sound heard from a far.



After a cruel and bloody war, Bodisia and her tiny but well-prepared army defeat the British. Everyone is ware of the Queen's abilities and wisdom, surely leading them to victory in the future.





LIST OF TOPICS

Grades 5-6

- The capitals of the countries that are part of the United Kingdom of Great Britain and Northern Ireland
- The Commonwealth (definition, member countries of the Commonwealth and their capitals)
- Queen Elizabeth II (general information - coronation, The Royal Family, successors to the throne, death, and details about the funeral procession)
- The Coronation of King Charles III and Queen Camilla
- King Charles III (general information - coronation, The Royal Family, successors to the throne in The Royal Family, and the future of the monarchy)
- Charles Dickens - *Oliver Twist* and *A Christmas Carol*
- J.K. Rowling - *Harry Potter* heptalogy (general information about the characters, the ending, a brief summary)
- Rudyard Kipling - *The Jungle Book* (general information about the author, characters, the ending, and a brief summary)



Grades 7-8

- The capitals of the countries that are part of the United Kingdom of Great Britain and Northern Ireland
- The Commonwealth (definition, member countries of the Commonwealth and their capitals)
- General information about the form of government (definition, type of monarchy, the powers of the sovereign etc.)
- Queen Victoria and Queen Elizabeth I (background information - reign, reigning monarchs before and after them, the most important events during their reign)
- The Coronation of King Charles III and Queen Camilla
- King Charles III (background information - coronation, The Royal Family, successors to the throne in The Royal Family, and the future of the monarchy)
- Daniel Defoe - Robinson Crusoe
- Charles Dickens - David Copperfield
- J. K. Rowling - Harry Potter heptalogy (general information about the characters, the ending, a brief summary)
- Michael Bond - A Bear Called Paddington (1958) (general information about the characters, stories from the first book, ending, a brief summary)

Grades 9 - 10

- The Wars of the Roses, the House of Tudors and the House of Windsor - background information (The Wars of the Roses timeline and key

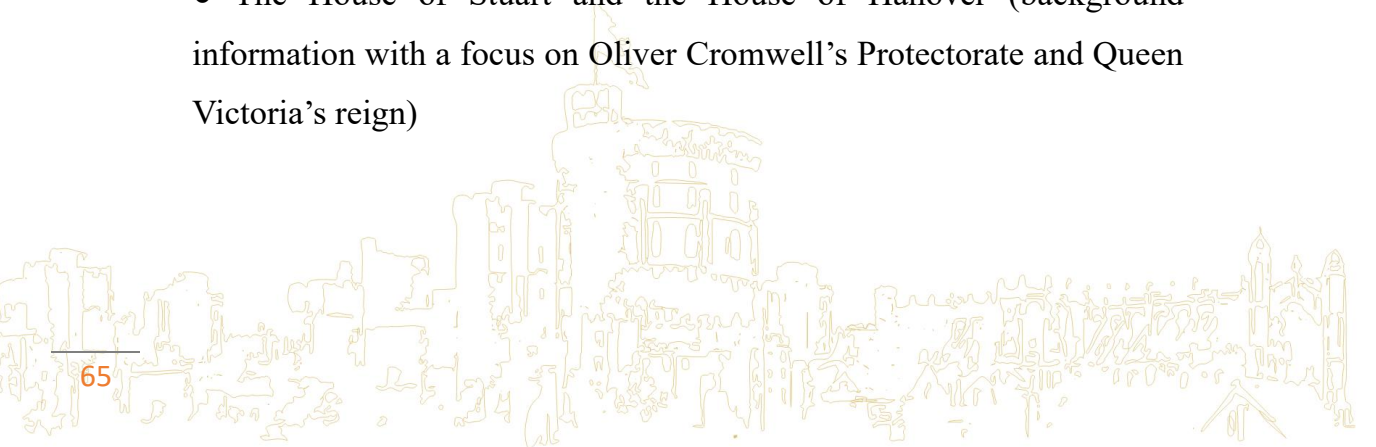


figures, ending, significance of the name; The Tudors: reign, kings, dynasty reign, etc.)

- General information about the form of government (definition, type of monarchy, the powers of the sovereign etc.)
- The Commonwealth (definition, member countries of the Commonwealth and their capitals, general information about the Commonwealth)
- Rules of protocol of the British royal house (etiquette to be observed in the presence of members of the British royal house)
- *Beowulf*
- William Shakespeare - *A Midsummer Night's Dream*
- Jonathan Swift - *Gulliver's Travels*
- Sir Walter Scott - *Ivanhoe*

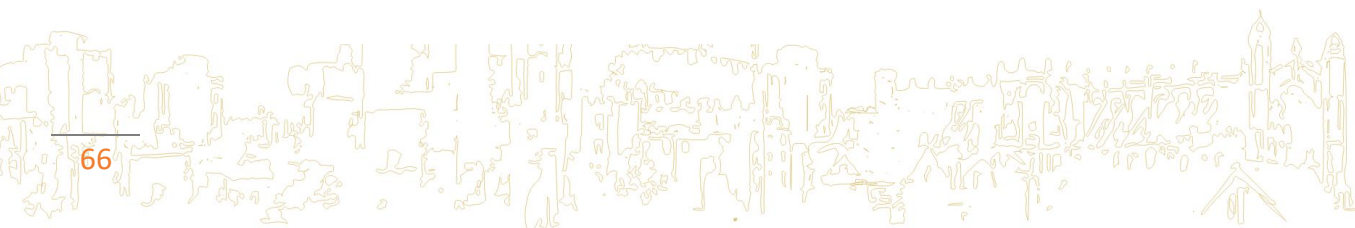
Grades 11- 12

- The influence of the invaders - the Celts, the Vikings and the Romans - on the English culture
- The House of Stuart and the House of Hanover (background information with a focus on Oliver Cromwell's Protectorate and Queen Victoria's reign)





- Commonwealth and The House of Windsor (background information and perspectives on the future of the British monarchy, Commonwealth Day)
- Complex political personalities: Robert Peel, Margaret Thatcher and Winston Churchill
- Etiquette in the royal family (rules the members of the royal family have to abide by)
- The monarch's prerogatives (rules that do not apply to the British royal family)
- Aldous Huxley - *Brave New World*
- Jane Austen - *Pride and Prejudice*
- William Golding - *Lord of the Flies*
- George Orwell - *Animal Farm*
- Vladimir Nabokov - *Lolita*





ANSWER KEY





SAMPLE SUBJECT

5TH GRADE

Variant 1

ANSWER KEY

I. (20 points: 10 x 2p)

1. Association
2. Former
3. Institutions
4. Member
5. Commonwealth
6. Dates back
7. Decolonization
8. Balfour Declaration
9. “free and equal”
10. King

II. (20 points: 10 x 2p)

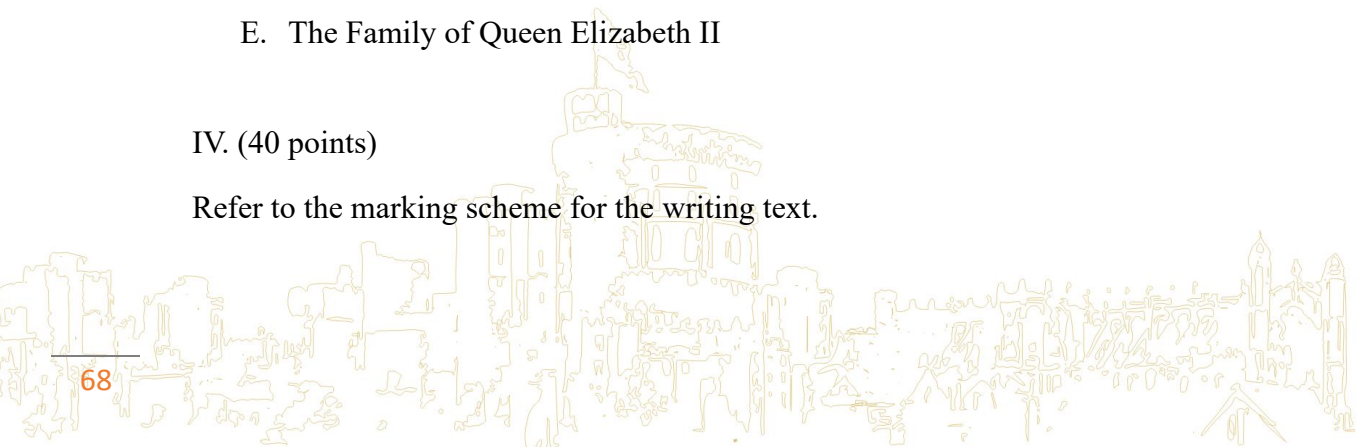
1. G 2. I 3. E 4. F 5. C 6. B 7. J 8. H 9. D 10. A

III. (20 points: 5 x 4p)

- A. The Beginnings
- B. Britain’s Royal Families
- C. The Ancestors
- D. Change of Name
- E. The Family of Queen Elizabeth II

IV. (40 points)

Refer to the marking scheme for the writing text.





SAMPLE SUBJECT

5TH GRADE

Variant 2

ANSWER KEY

I. (20 points: 10 x 2p)

1. Westminster
2. proclamation
3. tradition
4. role
5. witness
6. heritage
7. duty
8. backgrounds
9. uncertain
10. milestone

II. (20 points: 10 x 2p)

1. Ebenezer Scrooge
2. Christmas Carol
3. Charles Dickens
4. Tiny Tim
5. Bob Cratchit
6. Jacob Marly
7. Business Partners
8. Charity Donation
9. Kind Spirit
10. Charity Donation

III. (20 points: 5 x 4p)

Paragraph 1 – B. The Early Life of Elizabeth

Paragraph 2 – E. Her Famous Coronation

Paragraph 3 – C. Her Role in Modern Times

Paragraph 4 – D. The Queen's Family

Paragraph 5 – F. Elizabeth's Hobbies and Interests





IV. (40 points)

Refer to the marking scheme for the writing text.

SAMPLE SUBJECT

5TH GRADE

Variant 3

ANSWER KEY

I. (20 points: 10 x 2p)

1. Charles III
2. British
3. Monarch
4. Wales
5. William
6. Catherine
7. Scotland
8. Duke
9. Cambridge
10. Charlotte

II. (20 points: 10 x 2p)

1b; 2d; 3i; 4f; 5j; 6e; 7c; 8g; 9a; 10h

III. (20 points: 5 x 4p)

- 1) E – Who is Mowgli?
- 2) C – Mowgli - the outsider
- 3) A – Mowgli, his friends and survival in the human world
- 4) F – An act of bravery
- 5) B - There's a role for everyone



IV. (40 points)

Refer to the marking scheme for the writing text.

SAMPLE SUBJECT

5TH GRADE

Variant 4

ANSWER KEY

I. (20 points: 10 x 2p)

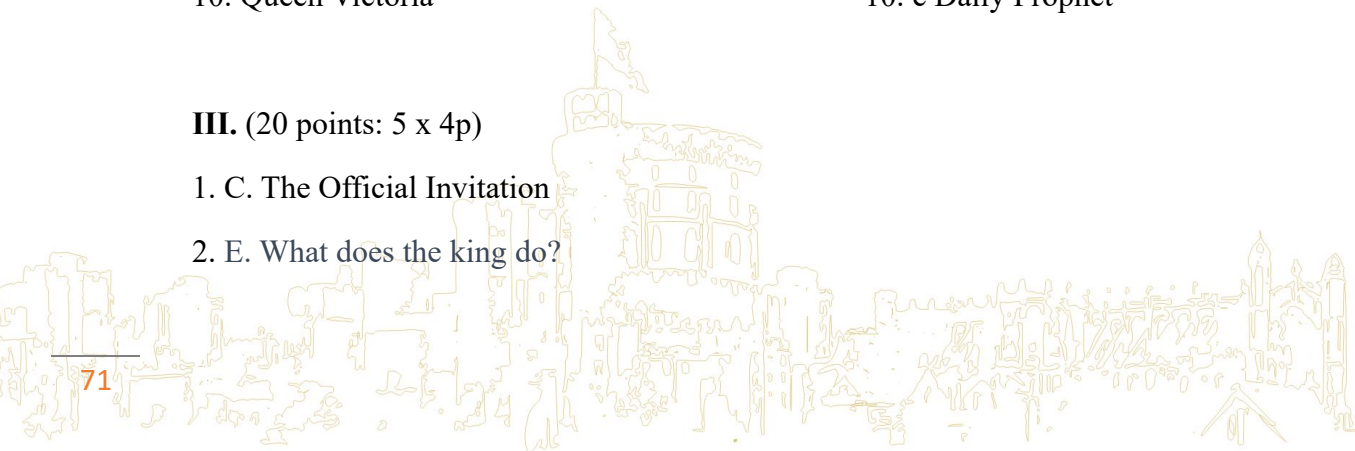
1. "Lilibet"
2. London
3. Second World War
4. Margaret
5. Duke of Edinburgh
6. Charles
7. Commonwealth
8. 1953
9. monarch
10. Queen Victoria

II. (20 points: 10 x 2p)

1. i Moaning Myrtle
2. f Death Eaters
3. a Polyjuice Potion
4. j Sirius Black
5. b Diagon Alley
6. h Privet Drive
7. c Bellatrix Lestrange
8. d Floo Powder
9. g Chocolate Frogs
10. e Daily Prophet

III. (20 points: 5 x 4p)

1. C. The Official Invitation
2. E. What does the king do?





3. A. What is a coronation?
4. B. The Ceremony
5. D. What is the regalia?

IV. (40 points)

Refer to the marking scheme for the writing text.

SAMPLE SUBJECT

9TH GRADE

Variant 1

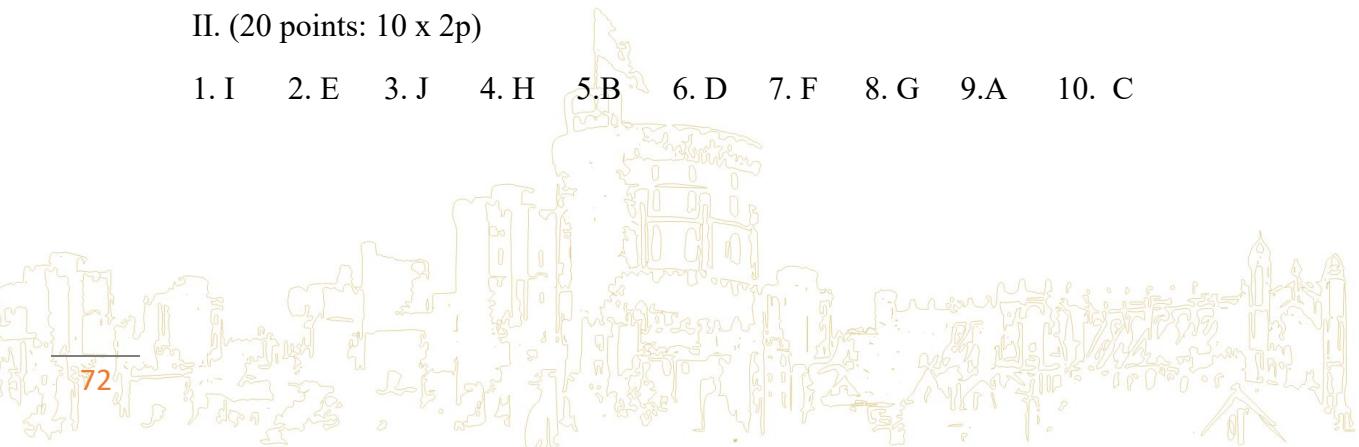
ANSWER KEY

I. (20 points: 10 x 2p)

1. Catherine of Aragon
2. son
3. chief minister
4. the pope
5. nephew
6. Charles V
7. forbade
8. execution
9. head
10. Act of Supremacy

II. (20 points: 10 x 2p)

1. I 2. E 3. J 4. H 5. B 6. D 7. F 8. G 9. A 10. C





III. (20 points: 5 x 4p)

- A. The Appearance
- B. The Reality
- C. The Role of the Monarch
- D. The Value of the Monarchy
- E. The Future of the Monarchy

IV. (40 points)

Refer to the marking scheme for the writing text.

SAMPLE SUBJECT

9TH GRADE

Variant 2

ANSWER KEY

I. (20 points: 10 x 2p)

1. James I
2. Elizabeth I
3. Charles I
4. Civil
5. Commonwealth
6. Oliver Cromwell
7. Charles II
8. James II
9. William III
10. Mary II

II. (20 points: 10 x 2p)

1 → F (Beowulf is an Old English epic that explores themes of honor and redemption.)

2 → C (In A Midsummer Night's Dream, Shakespeare explores themes of loyalty, love, and transformation.)



3 → G (Jonathan Swift's *Gulliver's Travels* uses satire to critique the inequality and corruption of 18th-century society.)

4 → D (Sir Walter Scott's *Ivanhoe* is a historical novel that portrays loyalty and cultural clashes during the Middle Ages.)

5 → E (Beowulf's battles include encounters with Grendel, Grendel's mother, and the dragon that ultimately takes his life.)

6 → J (The love potion in *A Midsummer Night's Dream* causes confusion among Athenian lovers and the fairies of the forest.)

7 → B (*Gulliver's Travels* features fantastical lands, including Lilliput, where people are tiny and embroiled in political disputes.)

8 → I (*Ivanhoe* portrays the conflict between Norman and Saxon cultures in England during the 12th century.)

9 → H (Beowulf is celebrated for his heroic deeds and his eventual death in battle against a dragon.)

10 → A (Shakespeare's play includes magical interventions by characters like Titania, Oberon, and Puck.)

III. (20 points: 5 x 4p)

1 → D (Henry VII)

2 → B (Henry VIII)

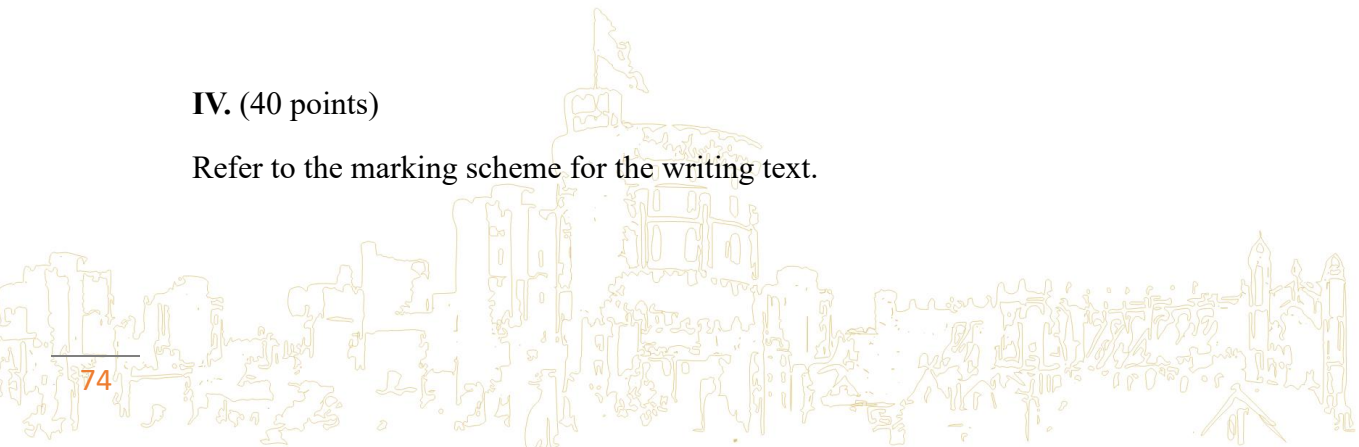
3 → E (Edward VI)

4 → C (Mary I)

5 → A (Elizabeth I)

IV. (40 points)

Refer to the marking scheme for the writing text.





SAMPLE SUBJECT

9TH GRADE

Variant 3

ANSWER KEY

I. (20 points: 10 x 2p) 1. Tudors

2. Lancaster

3. badges

4. York

5. descent

6. council

7. Warwick

8. protector

9. St Albans

10. truce

II. (20 points: 10 x 2p)

1 – j; 2 – g; 3 – f; 4 – h; 5 – I; 6 – d; 7 – a; 8 – c; 9 – b; 10 – e

III. (20 points: 5 x 4p)

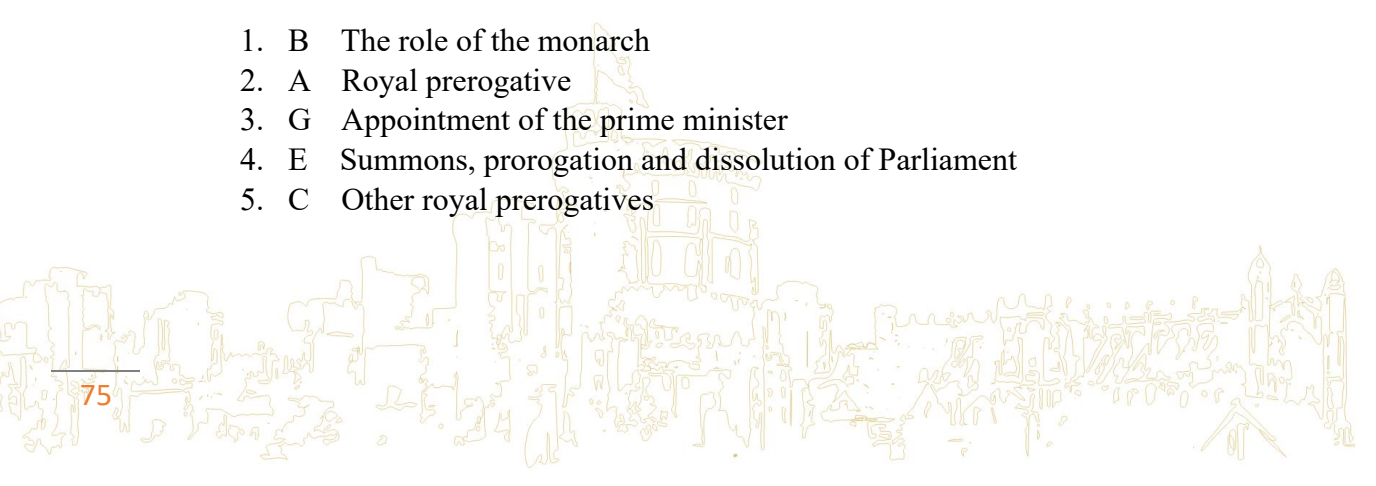
1. B The role of the monarch

2. A Royal prerogative

3. G Appointment of the prime minister

4. E Summons, prorogation and dissolution of Parliament

5. C Other royal prerogatives





IV. (40 points)

Refer to the marking scheme for the writing text.

SAMPLE SUBJECT

9TH GRADE

Variant 4

ANSWER KEY

I. (20 points: 10 x 2p)

1. Christianity

2. Reformation

3. Catholic

4. Protestant

5. papacy

6. doctrines

7. Supreme Head

8. Carthusians

9. 650

10. abbeys

II. (20 points: 10 x 2p)

1. h

2. f

3. i

4. g

5. d

6. a

7. e

8. j

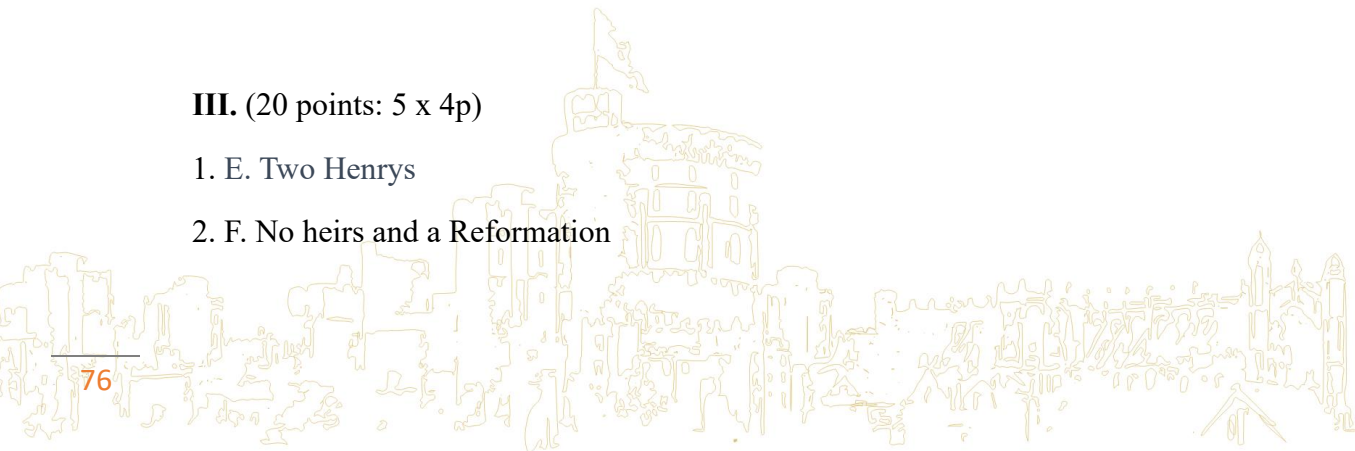
9. b

10. c

III. (20 points: 5 x 4p)

1. E. Two Henrys

2. F. No heirs and a Reformation





3. A. Dangerous times
4. B. Reform and Counter-Reformation
5. H. Gloriana

IV. (40 points)

Refer to the marking scheme for the writing text.





MARKING SCHEME FOR THE WRITING TEXT

ANALYTICAL CRITERIA	EXCELLENT 40P	GOOD 30P	ADEQUATE 20P	WEAK 10P	INADEQUATE 5P	TASK NOT ATTEMPTED 0P
CONTENT	The text is an original interpretation of the picture/makes relevant and correct connections with the historical moment depicted by the illustration.	The text is fairly completed, but the historical references are not entirely accurate.	The text is partially completed with slight logical impediments in delivering the message of the text.	The text is faulty, including serious logical impediments in delivering the message of the text.	The text is incomplete, being inconsistent in delivering the message.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking	There is serious inconsistency in the organization of the paragraphs due to the misuse of the	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	



			devices, mechanics, and length requirements.	linking devices, mechanics, and length requirements.		
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the text; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A range of vocabulary is used appropriately and accurately in the text; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.	The range of vocabulary is adequately used in the text; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A limited range of vocabulary is present within the text; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout	A range of grammatical structures is used accurately and with some	A mix of complex and simple grammatical structures is present	A limited range of grammatical structures is present along	A very narrow range of grammatical structures is present within	



	the text; minor errors are rare; punctuation is very well controlled.	flexibility along the text; occasional errors are possible; punctuation is well controlled with occasional slips.	throughout the text; errors are present when complex language is attempted; punctuation can be faulty at times.	the text; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	the text; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	



speaks
 of bliss to me
 autumn
 the tree
 -Emily Brontë



single cell or a collection of cells different from those containing the former compound. In the former case it is at the walls of the outer cells of the gland has only a single cavity, as in orange rind (fig. 28); these are found in other glands may be stored in their ring and in the leaves of *Laurus* are exuded as in *Lychnis viscaria*, and *Urtica dioica* (fig. 50). Here, which the structure of glands is discovered in the *Nettle* (fig. 45), in and in *Malva* (fig. 45)

of *Paeonia lucida*. These are globose (fig. 48) and five-angled. At the Crown-like (fig. 50) cavities of cell-like fluid are also seen on the surface of the epidermis, contact which is said to have an a superficial cells. These are also seen on the surface of the epidermis, contact which is said to have an a superficial cells.



Fig. 45.



Fig. 48.



Fig. 49.

Fig. 48.—Superficial glands of the *Nettle* (*Urtica dioica*).
 Fig. 49.—Cross-section of a *Podocarpus* stem from a Tropic plant (*Podocarpus* sp.).
 Fig. 50.—One of the glands of *Urtica dioica* in a plant or depression of the leaf surface. The cavity contains a saccharine matter.

ISBN : în curs de obținere

Cavities containing saccharine matter, thin-walled cells, are met with in