



Over the next few weeks you will be exploring how the English Reformation changed Britain. You will be looking at the main ways in which life in Britain changed, but also the ways in which things stayed the same. This project-based assessment is a chance for you to show that you can explain how far things changed or stayed the same between 1509 (the start of Henry VIII's reign) and 1603 (the death of Elizabeth I). You will be showing if there really was an 'Extreme Makeover' in Britain in this period. There are 1000 History Mastery Points up for grabs on this assessment. The assessment is testing 2 really important skills in History:

### 1) Explaining how far things changed or stayed the same (LO4)

- TIP: Remember to look at different areas of life in Britain eg.
  - Changes to **the Church** eg. Decoration, monasteries, language etc.
  - Changes to **ordinary people's lives** eg. Feasts, saints' days, prayer, personal beliefs
  - Changes to the **power of the monarch** (king or queen)
  - Changes to the way **the poor** were cared for
- TIP: You will need to compare the 'before' and 'after' details in these areas. The best projects will come to a judgment about **HOW FAR** each area changed.

### 2) Using your historical knowledge and communication skills (LO6)

- TIP: Make sure you know give lots of specific examples of things that changed or stayed the same. This site [http://www.bbc.co.uk/bitesize/ks3/history/tudors\\_stuarts/](http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/) might help.

You will be working on this assessment at home as part of this unit and will have a good deal of choice over how you present your final product:

- You could do a project task with before and after pages
- You could produce a documentary video to show how far each area changed
- You could create a website to show changes in each area with a page on each

Word Bank	Key Knowledge
Act of Supremacy, Catholic, English, Intercession, Latin, Martyr, Pilgrimage, Poor Law, Pope, Poverty, Prayer, Prayer Book, Protestant, Reformation, Relic, Saints' Days, Transubstantiation	The changes to church buildings and services The closure of the monasteries including: the role of monasteries; the impact of their closure; Impact of the Reformation on ordinary people including: the confusion caused by different monarchs eg. Edward, Mary, Elizabeth; risks of being a Catholic in Elizabeth's England; changes to personal religion Elizabeth I's final religious settlement and Elizabethan Poor Law

# History Common Assessment Feedback

## How far did the English Reformation change Britain?

This assessment was testing your ability to do all of the things on the left. Your teacher will have given you a mark depending on how well they think you did at each of these. Use this to help set yourself targets for next time.

### Summary

Success	Challenge

Points Earned	Effort	Progress
		- = +

### Student Comment

In your own words try to explain why you got the mark you did...

In your own words, what target will you set yourself to improve your work for next time?

# Teacher Notes

The table below shows how the points achieved by the student will translate into expectations for this Year 7 task.

<b>100-300pts</b>	<b>Fail</b>
A minority of students	Students at this level will tend to produce work which contains limited knowledge of the main changes which occurred 1509-1603. They may give some outline descriptions of the situation in 1603 or give basic statements about changes eg. "Church buildings changed, now they are more basic and plain." Students will make limited use of specific evidence and may show little independence in their selection of appropriate pieces. Structure will be weak and there may be little evidence of clear sections. Students may answer the degree of change in a single section or may fail to address the issue of change at all. Writing will contain weaknesses and there will be little or no use of specific vocabulary.
<b>400-500pts</b>	<b>Pass</b>
Some students	Students at this level will show at least some knowledge of key changes that occurred 1509-1603. These may be limited in their depth and students may give their examples without really discussing issues of how far things had changed. Students may for example identify that the bible was now written in English or that monasteries closed, but they will not necessarily show the importance or significance of this. Equally, students at this level may not adequately explain the situation before the Reformation ie. Their answer may focus on a description of 1603 rather than an assessment of change. Structure will show some degree of logic with students discussing changes in key areas, although these may sometimes cross over or blur together. Conclusions on changes may either be implicit or asserted rather than evidenced. Equally, students may arrive at a conclusion for which they have provided little convincing evidence. Students may have done independent research, though this is likely to be added into the piece (either wholesale or in part) rather than informing the final piece in a holistic way. Command of language may show some weaknesses with limited use of specific terminology
<b>600-800pts</b>	<b>Merit</b>
The vast majority of students	Students at this level will have a good understanding of the main changes which occurred between 1509 and 1603. These will be compared to show the situation before and afterwards. Students will illustrate this with sound examples in most areas, for example, highlighting that the church changed significantly, with the bible being printed in English and decoration becoming much plainer. They might also identify how abbeys were closed down and why this was such a major change. These examples may occasionally lack depth or detail. They may illustrate or describe these changes. Students may also highlight aspects that remained the same. At the top of the level, students may show signs of independent research. There will be a logical structure to the work, with key areas of change forming the comparisons and there will be some degree of conclusion on the extent of change, even if this is only short. Command of language will be adequate with a fair use of specific terminology.
<b>900pts</b>	<b>Distinction</b>
A minority of students	Students at this level will have a very good understanding of the main changes which occurred between 1509 and 1603. These will be compared in depth to show the situation before and afterwards. Students will illustrate this with good examples in all areas covered, for example, highlighting that monarchs became much more powerful as they now did not have to listen to the Pope. This might be linked to the specific examples of Mary changing the religion of the country upon her own whim, or Elizabeth using her religious settlement as a means of securing power. Evidence should all be relevant and specific use of dates and other details will be evidence. There may be evidence of independent research. They will also go some way to explaining the extent of continuity or change in a meaningful way. There will be a logical structure to the work, with key areas of change forming the comparisons and there will an appropriate conclusion to the work, summing up the extent of change. This should show a developed understanding of the topic. The choice of presentation should be suitable for the question ie. It should allow students to address the issues of the nature and extent of change effectively. Command of language will be good with a sound use of specific terminology.
<b>1000pts</b>	<b>Starred Distinction</b>
Exceptionally rare	As above, but the depth and contextual awareness will show that students have a very good grasp on the nature and extent of continuity and change within the wider context. For example, they might note that the religious changes were extreme in the sense of changes to doctrine, but that for many people religion remained a core part of their lives right up until the C20th. At this level, students would be expected to have done independent research into their task as well.

**Please ensure:** You make a note of the points, grade and effort in your own mark book; The student sticks in the marking proforma; The student responds to the comments and corrections; The student adds their points to their totaliser which is in the back of their book