GCSE

WJEC GCSE History

Approved by Qualifications Wales

Guidance for Teaching: Unit 2 Option 2.4

Teaching from 2026
For award from 2028

Version 2 - February 2025

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Contents

SUMMARY OF AMENDMENTS

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2	Amended to, awarded for the first time in Summer 2028.	1

Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

Assessment

Summary of Assessment Unit 2

Unit 2: An in-depth study on European and/or World history
On-screen non-examination assessment: **3 hours**
20% of qualification

80 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

Medieval
2.1   Genghis Khan c.1162–c.1227: a case study in medieval imperialism
2.2   The Black Death c.1330–c.1360: a case study in medieval society
Early Modern
2.3   The Spanish Conquest of the Aztecs c.1492 – c.1525:
         a case study in early modern colonialism
2.4   Süleyman I c.1520–c.1566: a case study in early modern
         imperialism
Modern
2.5   The Third Reich c.1933 – c.1945: a case study in modern
         nationalism
2.6   Afghanistan c.1979–c.2001: a case study in modern international
         relations

For the non-examination assessment, learners will undertake a historical enquiry, providing a focused response on a specific issue.

Learners will complete the assessment of Unit 2 digitally through WJEC's e-assessment platform.

Unit 2 Assessment objectives and weightings

AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance.	5%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate.	5%
AO4	Select, use and apply skills and techniques in practice to undertake historical enquiries.	10%

Overview of Unit 2: Option 2.4

An in-depth study on European and/or World history
(20% of the qualification)

The purpose of Unit 2 is to provide an understanding of an issue in European and/or world history in depth, via the study of historical sources and interpretations.

Learners will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history. They will then undertake a historical enquiry based on their selected historical topic.

Learners should be able demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people.

Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic:
● continuity and change
● similarity and difference
● significance and impact
● cause and consequence.

Learners should be able to select, use and apply skills and techniques used to undertake historical enquiries, including:
● gaining an overview of a specified topic
● gathering evidence to develop an understanding of the history and related debates
● summarising the key points and debates
● reviewing knowledge and forming a hypothesis linked to a specific question
● selecting, analysing, evaluating and using evidence
● planning and compiling a response to a specific question
● developing a critical self-appraisal of their performance in the task.

Time period	Option	
Early Modern	2.4	Süleyman I c.1520–c.1566: a case study in early modern imperialism
	2.4.1	The establishment of Süleyman's authority
	2.4.2	The expansion of the Ottoman Empire in Europe in the 1520s
	2.4.3	The maritime expansion of the Ottoman Empire
	2.4.4	The significance of religion in the sixteenth century
	2.4.5	The reign and legacy of Süleyman I

Scheme of Learning for Option 2.4
Early Modern: Süleyman I c.1520–c.1566: a case study in early modern imperialism

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers.
These can be found on: https://resources.wjec.co.uk/

2.4 Background: The Ottoman Empire and the emergence of Süleyman (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. **Learners will not be directly assessed on the content of the background sections**).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
• the nature and geographical scope of the Ottoman Empire, and its relations with its neighbours.	The importance of the Empire as a bridge between Europe and Asia. The specific importance of Constantinople. Why relations between the Ottomans and their neighbours were complex (divisions within Islam and the belief in Jihad against Christians).	**Activity:** Introduction: watch *The Entire History of the Ottoman Empire* (up to 5:37). Make notes and discuss. Watch the *Mehmed the Conqueror* video. And explain how the Ottomans were able to take Constantinople. Watch *The Entire History of the Ottoman Empire* (up to 10:22). Make notes and discuss. Working in groups, compare and contrast the maps to explore the growth of the Ottoman Empire.	**Map(s):** Map 1: Map of Europe (Countries and Cities) - GIS Geography Map 2: Expansion of the Ottoman Empire after 1450 Map 3: The Sea of Marmara **Video(s):** The Entire History of the Ottoman Empire	1 hour

| | | **Outcomes:** Learners can demonstrate that they understand where the Ottoman Empire was, why it was an important area and identify the chronology of its expansion.

Advanced activity: Identify and define:
• the Black Sea
• the Bosphorus
• the Sea of Marmara
• the Dardanelles.
Why do you think these areas were so significant for the Ottomans, Russia and other lands to the east of Europe?

Advanced outcome: Learners can demonstrate an understanding of the strategic significance of Constantinople. | Mehmed the Conqueror \| Battle of Constantinople \| UHD Edit - YouTube

Book(s) Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 1 (see: The Internet Archive: Andrina Stiles - Ottomans for free access with an account).

Podcast(s): Süleyman the Magnificent: longest-reigning Ottoman sultan - The Forum | |

• the rules of accession in the Ottoman Empire, and Süleyman's claim to the sultanate.	The rules of accession in the Ottoman Empire. The belief in fratricide. Süleyman's father and his claim to the throne.	**Activity**: Compare and contrast the Ottoman rules of accession to those used in Wales, England and, later, the United Kingdom. Watch the *Why did the Ottoman Sultans Kill their Brothers?* video and make notes. Discuss – do you think the concept of fratricide was acceptable? Draw a diagram showing the line of inheritance between Mehmet II and Süleyman. **Outcome:** Learners can demonstrate that they understand how Süleyman became Sultan and explain how his father Selim I became Sultan by using fratricide. **Advanced activity:** Using the article, summarise the reasons why Selim I was known as Selim "the Grim". **Advanced outcome:** Learners can demonstrate their understanding of the way in which the Ottoman Empire was ruled prior to the accession of Süleyman.	**Video(s):** Why did the Ottoman Sultans Kill their Brothers? **Websites:** Primogeniture – definition Gavelkind – definition **Book(s)** Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 2.2a, Chapter 3 – Introduction and 3.1 **Podcast:** History in 20: Suleiman the Magnificent **Article(s):** History of Ottoman Sultan Selim I: Why was he called "the Grim"? - World History Edu Garrote - definition	1 hour

2.4.1 The establishment of Süleyman's authority				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)

• how Süleyman ruled his empire, including:
  • his personal attributes, his leadership, his use of delegation and his government, and the use of the Timar system and the feudal system
  • the role and significance of Hürrem Sultan.
	As a result of the way Süleyman became Sultan he was able to rule in a different way to his predecessors including his use of delegation and government.
	
	The use of slaves in Süleyman's rule.
	
	Süleyman's use of rewards for loyal subjects (Timar system).
	
	Süleyman's use of the feudal system.
	
	The role of the Hürrem Sultan and her significance in decision making during the period.
		Activity:
		Look at the images of Süleyman: What impressions do you have of him?
		
		Working in groups, look at some contemporary descriptions of Süleyman (see the book by Stiles).
		
		Discuss: which of the pictures do you think provides the most realistic likeness of Süleyman?
		
		Explain:
		• the harem system
		• the conflict between Mahidevran Hatun and Hürrem Sultan (Roxelana) and the outcome of that conflict.
		
		Carousel: Research and outline:
		• the devshirme
		• the timar system (including the sipahis)
		• the role of the Grand Vizier [Vezir]
		• the Divan.
		
		Outcome:
		Learners can demonstrate an understanding of the character of Süleyman and the influence of Hürrem
			Article(s):
			Suleiman the Magnificent - World History Encyclopaedia
			
			Hurrem Sultan as the first haseki of the Ottoman Empire – Women's History Network
			
			Administrative System of the Ottoman Empire
			
			Devshirme System | World History Commons
			
			Timar - Wikipedia
			
			Wikipedia - The Grand Vizier
			
			DİVAN-I HÜMAYUN | History of Istanbul
			
			Image(s):
			Melchior Lorck - engraving
			
			Kunst Historisches Museum Wien – painting
				2 hours

		Sultan. They can also demonstrate an understanding of a range of governmental offices and systems. **Advanced activity**: Discussion: apart from the Sultan, which person or institution was most significant to the Ottomans in the sixteenth century? **Advanced outcome:** Learners can evaluate the way in which the Empire was ruled during the reign of Süleyman.	**Book(s):** Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 3.3a, 4.1, 4.3–4.5 Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661,* Chapter 3.1–3.2	

• the development of the army under Süleyman, including:
  • the use of recruitment, the Janissaries and the importance of taxation
  • methods of training and promotion.
	How Süleyman built the Ottoman army through recruitment.
	
	The significance of the Janissaries.
	
	The use of the taxation system in aiding the building and maintenance of the army.
	
	How the soldiers were trained and promoted.
		Activity:
		Look at the images from the War History Online article and decide if each is a source or interpretation. Discuss why you think this.
		
		Review previous notes and complete a short quiz on some terminology (e.g. the devshirme, the divan).
		
		Explain (using the resources, inc. Stiles):
		• origins of the Janissaries
		• how individuals were trained
		• how individuals could rise to prominence
		• the problems with the Janissaries as a group
		• their influence on decision-making
		• how they could be a threat
			Book(s):
			Stiles, A. 1990. *The Ottoman Empire, 1450–1700* Chapter 4.2
			
			Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661* Chapter 3.3
			
			Article(s):
			The Janissaries - An Elite Ottoman Army Unit Who Became Public Enemy No1 - War History Online
			
			Ottoman Empire - Suleyman I, Expansion, Legacy - Britannica
				2 hours

		• the Sipahis of the Porte. Source activity: use the class-agreed source pictures and the contemporary accounts from Stiles and, in groups, summarise them and use them to explain the significance of the Janissaries. **Outcome:** Learners can demonstrate that they understand the structure of the Ottoman army and the role of the Janissaries. **Advanced activity:** Learners can answer a significance question on the topic. For example: How significant were the janissaries to the success of the Ottoman armed forces? **Advanced outcome:** Learners can demonstrate an understanding of the significance of the Janissaries.	**Video(s):** Who were the Janissaries? Elite Troops of the Ottoman Empire The Life of a Janissary	

2.4.2 The expansion of the Ottoman Empire in Europe in the 1520s				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)

• what Süleyman's aims were at the start of his reign, including:
  • the reasons for, and process and outcomes of the conquest of Belgrade, 1521
  • the reasons for, and process and outcomes of the conquest of Rhodes, 1522.
	Understand Süleyman's aims to expand the Ottoman Empire.
	
	The reasons for targeting Belgrade, the process of attacking Belgrade and the outcomes of the attack.
	
	The reasons for targeting Rhodes, the process of attacking Rhodes and the outcome of the attack.
		Activity:
		On a printout of the map of European cities, locate Belgrade and Rhodes (Rodhos). Circle them or add a sticky note.
		
		Spider diagram: what happened during the conquest of Belgrade, and why was the city important to the Ottomans? (see Stiles, 2.4d, Murphy et al. and the *Master of the World* video)
		
		Timeline: order the events of the siege/conquest of Rhodes chronologically. (see Stiles, 2.4a, Murphy et al. and the *Master of the World* video)
		
		Outcome:
		Learners can demonstrate their understanding of the reasons for, the process of, and the consequences of the conquests of Belgrade and Rhodes.
		
		Advanced activity:
		Using the range of resources, compare and contrast Süleyman's capturing of Belgrade and Rhodes.
			Video(s):
			Suleiman the Magnificent - Master of the World
			
			Conquest of Rhodes (1522): Suleiman the Magnificent #2
			
			Article(s):
			Süleyman the Magnificent - Origins
			
			Siege of Rhodes: Summary - Britannica
			
			The Bloody Siege of Rhodes: The Ottomans & Their Unstoppable Empire - War History Online
			
			Battles & Conquests Of The Ottoman Empire (1299-1683) - World History Encyclopaedia
			
			Map(s):
			
			Map of European cities and key places
				2 hours

		Advanced outcome: Learners can develop their skills of comparison and contrast focusing on the initial military success of Süleyman's reign.	Territorial changes of the Ottoman Empire 1566 - Wikimedia Commons **Book(s):** Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 2.4a and 2.4d (Belgrade) Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661,* Chapter 3.2	
• the development of Süleyman's activities in Europe, including: • the reasons for, and process and outcomes of the Battle of Mohács, 1526 • the reasons for, and process and outcomes of the Siege of Vienna, 1529.	Understand Süleyman's aims to continue to expand the Ottoman Empire. The reasons for targeting Mohács, the process of attacking Mohács and the outcomes of the attack. The reasons for targeting Vienna, the process of attacking Vienna and the outcome of the attack.	**Activity**: On the printout of the map of European cities, locate Zagreb and draw an arrow pointing to the bottom of the 'b' and label it Mohács. Then locate Vienna and circle it or add a sticky note. Note the river that links Belgrade, Mohács and Vienna. This is the River Danube, which flows from Donaueschingen in Germany to the Black Sea. Why do you think this may be significant. In groups, use the Britannica articles as a starting point develop an overview of the either the Battle of Mohács or the Siege of Vienna. Look for contemporary sources and historical	**Map(s):** Map of European cities and key places **Video(s):** Battle of Mohacs 1526 - Ottoman Wars Documentary Battle of Mohacs, 1526: How the Ottomans broke the Hungarian Kingdom - Documentary Siege of Vienna 1529: Ottoman Wars - Documentary	2 hours

		interpretations to support your ideas, and then present your findings to the other group/groups.	How did the Ottomans Lose the Battle of Vienna? (1683)	
		Outcome: Learners can demonstrate their understanding through identifying battles, explaining why the areas were targeted, the process of attack and the outcomes.	**Article(s):** Battle of Mohacs: Summary - Britannica Siege of Vienna (1529): Significance & Description - Britannica	
		Advanced activity: Research and discuss: To what extent did the Shah of Persia save Europe from further Ottoman expansion?	**Book(s):** Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 2.4d (Hungary and the Battle of Mohács, Vienna, and Hungary again)	
		Advanced outcome: Learners can consider the significance of the threat to Europe and whether it was European strength or the Ottomans' widespread territorial ambition that prevented further expansion.	Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661,* Chapter 3.2	

2.4.3 The maritime expansion of the Ottoman Empire

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)

• how Süleyman developed and expanded the Ottoman navy, including:
  • the role of Barbarossa
  • the significance of key military engagements, including: the Conquest of Tunis, 1534; the failure of the Algiers expedition, 1541; and the Siege of Malta, 1565.
	Why the navy was so important in the expansion of the Ottoman Empire.
	
	 The role of Barbarossa in leading the Navy and the impact of his death.
	
	 Why the identified naval engagements were so significant for the expansion of the Ottoman Empire.
		Activity:
		 On the printout of the map of European cities, locate Tunis, Algiers (noting neither are in Europe) and Malta. Circle them or add a sticky note.
		
		 Briefly recap the Conquest of Rhodes and its significance.
		
		 As a class, develop a diagram that outlines:
		 • what the Barbary Pirates/Corsairs were
		 • who Khair ad-Din (Heyreddin) was, and why he is known as Barbarossa
		 • how Barbarossa came to command the Ottoman fleet
		 • who was involved in, what happened during, and what the outcomes were of the Conquest of Tunis, the Algiers expedition and the siege of Malta.
		
		 Outcome:
		 Learners can demonstrate a chronological understanding of the key naval engagements of the period.
		
		 Advanced activity:
			Map(s):
			 Map of European cities and key places
			
			 Article(s):
			 From Pirate to Admiral: The Tale of Barbarossa - Britannica
			
			 Hayreddin Barbarossa: History & Accomplishments - World History Edu
			
			 Conquest of Tunis (1535) - Wikipedia
			
			 Algiers expedition (1541) - Wikipedia
			
			 Great Siege of Malta - Wikipedia
			
			 Siege of Malta: Summary - Britannica
			
			 The 1541 Algiers Expedition - Warfare History Network
				3 hours

| | | Evaluate the impact of the outcomes of naval engagements on the Ottoman Empire, including the impact of Barbarossa.

Advanced outcome:
Learners can understand the significance that the outcomes of naval engagements had on the aim to strengthen and expand the Ottoman Empire. | Ottoman rule in the Magrib

Video(s):
Great Siege of Malta 1565: Ottoman Wars Documentary

The King of Pirates: Hayreddin Barbarossa

Book(s):
Book(s):
Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 2.4b–c

Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661,* p.49 | |

• the political and economic impact of naval development, including:
  • Ottoman relations with France
  • trade routes and the Red Sea.
	The impact of an expanding and successful navy on Ottoman power and wealth.
	
	Alliance with France to fight against Spain, the enemy of both.
	
	The expanding trade routes through the Mediterranean Sea.
	
	The importance of the control of the Red Sea.
		Activity:
		Teacher-led explanation with the learner's map of European cities and handout of key points (Stiles is helpful with this):
		• definition and location of the Mamluks (region from Bengazi to Aleppo)
		• definition and location of Persia and the Safavids
		• the significance of Rusia and the Black Sea
		• why the Ottomans allied with France
		• how interactions in these areas were facilitated, and the economic and political benefits/problems they brought.
		
		Outcome:
		Learners can demonstrate an understanding of the impact of a successful navy on the Ottoman Empire.
		
		Advanced activity:
		Discussion: Was the Ottoman navy more significant to Ottoman military success than the Janissaries?
		
		Advanced outcome:
		Learners can evaluate the relative significance of the army and navy in Ottoman expansion.
			Map(s):
			Map of European cities and key places
			
			Article(s):
			The decline of the Ottoman Empire, 1566-1807 - Britannica
			
			The Barbary Coast, England and Ottomans in the Late 16th Century - Gale
			
			Mamluks under the Ottomans
			
			Ottoman–Safavid War (1532–1555) - Wikipedia
			
			Book(s):
			Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 2.4e and 4.6–7
				1 hour

2.4.4 The significance of religion in the sixteenth century				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)

• why religion was a cause of dispute in Europe, including:
  • Spain's attitude to Muslims
  • the political consequences of the religious reform movements in areas such as Germany and Switzerland.
	Awareness of the Christian divide in Europe for context.
	
	Spanish anti-Muslim actions and the Ottoman reaction.
	
	The impact of Christian reform in Europe on the Ottoman Empire.
		Activity:
		Create a mind map based on different religious factors that led to dispute in Europe – both Protestant and anti-Islamic.
		
		Outcome:
		Learners can demonstrate an understanding of the religious issues that existed in Europe.
		
		Advanced activity:
		Continuous text practice: Explain why religious problems in Europe were both a catalyst and an opportunity for Ottoman expansion into Europe and the Mediterranean.
		
		Advanced outcome:
		Learners can explain the impact religious disputes in Europe had on the Ottoman Empire and its aims.
			Video(s):
			History 101: The Protestant Reformation - National Geographic
			
			Spain's Forgotton Muslims - The Expulsion of the Moriscos
			
			Website(s):
			The Reformation
			
			The fate of the Moriscos: The last remnants of Islam in Spain after the Reconquista | Middle East Eye
			
			North Africa - Political Fragmentation, Islamic Culture, 1250-1500 | Britannica
			
			Book(s):
			Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661,* Chapter 5.2, 5.5, 6.3
				1 hour

			Stiles, A. 1989. *The Ottoman Empire,* Chapter 4.7 Lapidus, I. 2002. *A History of Islamic Societies 2nd ed.* (2002), pp.253–74	

• the reasons for religious tolerance within the Ottoman Empire, including:
  • Süleyman's upholding of Islam
  • the protection afforded to Jews and Christians.
	Awareness of Süleyman's religious tolerance towards Christians and Jews within his Empire.
	
	The upholding of Islam and reasons for religious tolerance towards others at a time when this was not being shown in Europe.
		Activity:
		Using the diagram from Stiles (p.78) as an example, develop a chart that indicates the social structure of the Ottoman Empire and the role of religious groups within that social structure. Noting the proscription of the Roman Catholic Church, discuss why the Empire was – to an extent – tolerant of different faiths.
		
		Outcome:
		Learners can demonstrate an understanding of the reasons for and nature of religious tolerance within the Ottoman Empire.
		
		Advanced activity:
		Compare and contrast the treatment of religion in the Ottoman Empire and the treatment of religion in Europe in the sixteenth century.
		
		Advanced outcome:
		Learners can analyse the significance and extent of religious tolerance within the Ottoman Empire.
			Article(s):
			How Did Religion Influence Law in the Ottoman Empire? - The Collector
			
			Suleyman (1494-1566) Jewish Virtual Library
			
			Sultan Suleiman The Magnificent: The Ottoman Empire's Greatest Ruler - Discovery
			
			Britannica.com - social organization
			
			Millet
				Religious community	Britannica
					Book(s):
					Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 4.4
						1 hour

2.4.5 The reign and legacy of Süleyman I				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)

• the domestic challenges confronting the Ottoman Empire, including:
  • the impact of demographic changes, food shortages and inflation
  • the costs of war, government and the royal court.
	Knowledge of change in populations of the empire, food shortages and economic issues including inflation and costs of wars, government and royal court.
	
	The extent to which Süleyman had a role in the decline of the Ottoman Empire.
		Activity:
		Discussion: think about the military conquests of the Ottoman Empire during the reign of Süleyman and consider the following:
		• how did conquest affect population size?
		• what were the economic effects of significant and ongoing military campaigns?
		
		In groups review the article *The decline of the Ottoman Empire* and find five reasons for the decline of the Ottoman Empire from the mid-sixteenth century. Rank these in order of significance and explain your decisions.
		
		Outcome:
		Learners can demonstrate that they understand the challenges facing the Ottoman Empire during and after the reign of Süleyman I.
		
		Advanced activity:
		Discussion: to what extent were the seeds of Ottoman decline sown during the reign of Süleyman I?
			Book(s):
			Stiles, A. 1990. *The Ottoman Empire, 1450–1700,* Chapter 4.5–4.6
			
			Murphy, D., Tillbrook, M. and Walsh-Atkins, P. 2000. *Europe 1450–1661,* Chapter 3.3
			
			Lapidus, I. 2002. *A History of Islamic Societies 2nd ed.* (2002), pp.253–74
			
			Article(s):
			
			Decline of the Ottoman Empire
				Reasons, Collapse, & Maps	Britannica	1 hour

		Advanced Outcome: Learners can evaluate the nature and causes of the decline of the Ottoman Empire and the extent to which this decline was Süleyman's legacy.		

• why Süleyman has been regarded as a significant ruler, including:
  • the reasons why he is known as Süleyman the lawgiver, and criticisms of that title
  • the reasons why he is known as Süleyman the Magnificent, and criticisms of that title.
	Opposing views on Süleyman as a lawgiver and as magnificent.	**Activity:**
		Divide learners into the following four sections (without knowing) and give supporting documents:
		  • information to show Süleyman as a lawgiver
		  • information that counteracts Süleyman as a lawgiver
		  • information to show Süleyman as magnificent
		  • information that counteracts Süleyman as magnificent.
		
		Learners will collate the information they have been given to make their own conclusions (these should be biased toward one view or the other). Learners will then debate what Süleyman's title should be. Learners will then go on to swap information with the opposing views to have an objective view of Süleyman.
		
		Outcome:
		Learners can demonstrate that they understand why Süleyman was known as the lawgiver and why he is known as magnificent.
		
		Advanced activity:
		Provide a written summary on the terms of lawgiver and magnificent, with a conclusion on the use of both titles.
			Article(s):
			Süleyman I - Encyclopedia.com
			
			Why we should remember the reign of Suleiman the Magnificent? - History Extra
			
			What Was So Magnificent About Suleiman the Magnificent? - The Collector
			
			3 Successes and 3 Failures of the Reign of Suleiman the Magnificent - History Collection
			
			Sultan Suleiman The Magnificent: The Ottoman Empire's Greatest Ruler - Discovery
			
			Video(s):
			How did Suleiman The Magnificent create a World Superpower?
				1 hour

| | | **Advanced outcome:**
Learners can make supported judgements about the titles given to Süleyman. | **Book(s):**
Stiles, A. 1989. *The Ottoman Empire* Chapter, 2.4, 3.3b–c | |

Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
Make appropriate use of digital technology when completing the qualification, for example through accessing historical source material digitally	Learners should have the opportunity to access online archives from around the world. This will enable them to access a range of historical source materials such as letters, diaries, or government documents. Learners may also make use of digital technology to research the topic of study and to further their understanding of the historical context. Learners will also have the opportunity to complete their historical enquiry digitally, as part of the assessment of this unit.
Participate in educational visits in person or digitally	Digital visit/video of mausoleum of Sultan Süleyman the Magnificent There are a number of videos available online that show this site.
Develop empathy, tolerance, compassion and curiosity through studying different historical contexts	In section 2.4.5 in particular gives a very good opportunity to emphasise the tolerance shown to other religions by Süleyman.
Engage in collaborative working	Suggestions of collaborative working opportunities can be found in the following sections of the Scheme of Learning: 2.4.1, 2.4.3 and 2.4.5

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	Studying Süleyman I and the Ottoman Empire provides a rich foundation for exploring international contexts, as it illuminates themes of global interaction, cross-cultural exchange, power dynamics, and the interconnectedness of societies. There are opportunities for learners to understand the geographical expansion of the Empire into key regions in Europe, the Middle East and North Africa.
Relationships and Sexuality Education	Option 2.4 Early Modern – Süleyman I, c.1520 – c.1566 allows centres and learners to explore relationship education through exploring the Ottoman relationships within the Empire and with others.
Human Rights Education and Diversity	Experiences in this Area can help learners develop an understanding of how others' rights have been protected in History even when this hasn't happened consistently all over the world. The theme of Empire is explored through the developing Ottoman Empire and the impact this had on those involved. Discussions about religious wars and suppression of dissent during these disputes help learners relate historical events to modern human rights principles such as freedom of belief, expression, and protection from persecution.

	Cross-curricular Skills - Literacy
	There are many opportunities to include literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.
	Below are some examples of how literacy can be embedded into teaching and learning for GCSE History.

Listening	Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.
	Examples
	• Learners are encouraged to debate and respond to the views of others. • Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. • Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. • Learners have the opportunity to share and respond to peer presentations.

Reading	Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.
	Examples
	• Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. • Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. • Comparing and contrasting the content of historical sources. • Assessing the reliability and accuracy of the text to develop the skill of critical reading.

Speaking	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.	
	Examples	
	• Debating the most important reason why an event happened • Asking questions for clarification and development of understanding. • Learners can develop speaking skills through group and pair work.	
Writing	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.	
	Examples	
	• Role modelling of answers through teacher, peer and self-assessment activities. • Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.	

Cross-curricular Skills - Numeracy

There are many opportunities to include numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how numeracy can be embedded into teaching and learning for GCSE History.

Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.
	Examples
	• Learners can analyse maps, structures and artifacts. • Learners can then analyse land division and urban planning. • There are opportunities to analyse military strategies and fortifications.

Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	Learners will have the opportunities to examine or interpret data and graphs through source analysis.
	Examples
	• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion. • Secondary material such as graphs and charts can be interpreted. • There are opportunities for learners to create their own numerical representations of data gathered.

Cross-curricular Skills - Digital Competence		
There are many opportunities to include digital competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness. Below are some examples of how digital competence can be embedded into teaching and learning for GCSE History.		
Citizenship	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.	
	Example	
	Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.	
Interacting and Collaborating	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.	
	Example	
	In groups, learners could research and present a topic to introduce an area of study.	
Producing	Learners will have opportunities to research a variety of sources digitally and will develop digital skills when producing non-examinations assessments in a digital format.	
	Examples	
	- Use of national and international archives to find source materials that link to the area of study. - Complete the assessment using digital technology.	

Integral Skills		
Creativity and Innovation	There are many opportunities to include creativity and innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.	
	Examples	
	• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.	
Critical Thinking and Problem Solving	There are many opportunities to include critical thinking and problem solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.	
	Examples	
	• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.	

Planning and Organisation	There are many opportunities to include planning and organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts. Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.
	Example
	• Learners will have opportunities to plan and then complete their response to an enquiry question.

Personal Effectiveness	There are many opportunities to include personal effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.
	Examples
	• Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness. • Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work. • Collaborating on a research task or presentation. • Developing resilience through the revision and remodelling of answers. • There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 2.4
Early Modern: Süleyman I c.1520 – c.1566

Term	Definition
Fratricide	The killing of one's brother in order to become the next in line to the throne
Janissaries	A member of the sultan's guard
Timar System	A grant of lands or revenue given by the Sultan in payment for loyal service

Glossary for Option 2.4
Early Modern: Süleyman I c.1520 – c.1566