



MANCHESTER ISLAMIC  
HIGH SCHOOL  
FOR GIRLS

**AUTUMN 2016**

**Year 10**

**COURSE CONTENT BOOKLET**

*Information for parents and guardians on the topics your daughter will study  
in each subject over the Autumn term*

# INTRODUCTION

Asslamualaikum,

This booklet has been designed to assist parents and guardians in supporting their daughter during her time at MIHSG.

Throughout this booklet you will find information about:

- The subjects your daughter is studying
- Each of the topics that are covered during the Autumn term
- Additional information about the topic and what she is expected to have achieved by the end of the term

Please do not hesitate to contact the school should you have any further queries regarding your daughter's progress or the topics she is studying.

A progress report will be sent out at the end of term.

Insha'Allah, you will find this booklet beneficial and it will help as a reference point in supporting your daughter to fulfil her potential.

Walaikumsalam,

Mrs E Smart

Assessment Co-ordinator

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# ARABIC

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Teachers:</b>                   | Mrs A Hussein<br>Mrs K Khaffaf |
| <b>Number of lessons per week:</b> | Three                          |

| Topics                             | Key Content   |
|------------------------------------|---|
| <b>HOUSE</b>                       | Types of room & furniture and gardens.<br>House chores and responsibilities<br>Places to eat and drink                    |
| <b>SHOPPING</b>                    | Types of meals<br>Menus and Prices<br>Local specialties   |
| <b>SCHOOL LIFE<br/>AND ROUTINE</b> | Write about yourself, hobbies, school, travel and culture<br>Types of school<br>School life and daily routine             |
| <b>PERSONAL INFORMATION</b>        |   |
| <b>HOBBIES</b>                     | Pupils to practise reading and understanding past exam papers.  |
| <b>WRITING</b>                     |   |
| <b>RELEVANT GRAMMAR</b>            | Pupils to practise short writing , to write about a summer camp<br>Pupils to finish grammar book no 2 (Gateway to Arabic) |

# ART

**Teacher:** Ms B Hockwart

**Number of lessons per week:** Three

| Topics   | Key Content  |
|--|--|
| <b>ANALYTICAL DRAWING<br/>CUBISM/CAULFIELD</b> | Still life - draw a group of chosen objects and arrange them in an interesting manner. Accurate drawing and tonal variations.            |
| <b>2D INTO 3D SHOE/HAT<br/>DESIGN</b>          | Research the history of shoes and bag designs. Drawings, paintings, collage, photos of chosen area of study. Produce a 3D piece of work. |
| <b>GRAPHIC DESIGN</b>                          | Poster designs chosen from a list of topics and themes.  |
| <b>PERSONAL STUDY</b>                          | Own chosen area of study. Drawing, paintings 2D and 3D work.   |

|                                    |            |
|------------------------------------|------------|
| <b>Teacher:</b>                    | Ms R Begum |
| <b>Number of lessons per week:</b> | Three      |

| Topics   | Key Content   |
|--|---|
| <b>UNIT 8: ICT SYSTEMS IN BUSINESS</b>         | Pupils will gain knowledge and understanding of the structure of a business environment. For example they will recognise the difference between the aims and objectives of a business and what a stakeholder is. Furthermore they will look into how a business or an organisation is managed through administrations and how the different business functions are managed. |
| <b>THE BUSINESS ENVIRONMENT</b>                |   |
| <b>BUSINESS ADMINISTRATION</b>                 | This will lead on to the hierarchy structure for roles and responsibility in an organisation.   |
| <b>THE WORKPLACE (THE WORKING ENVIRONMENT)</b> | In addition they will consider how a work place operates and how the office space is designed to meet the requirements of its user. They will then research and understand the legislations that have been put in place in order to protect an employee and an employer.  |

# CITIZENSHIP

**Teachers:**

Mrs N Hafezi

**Number of lessons per week:**

Three

| Topics  | Key Content   |
|---|---|
| <b>INTRODUCTION TO THE COURSE</b><br><b>WHAT IS A COMMUNITY?</b><br><b>A MELTING POT?</b><br><b>RELIGIOUS DIVERSITY</b>   | Belonging to different communities<br>Diversity /Where are your roots?<br>Diverse religions and tolerance   |
| <b>CHANGING PATTERNS</b><br><b>CHANGING PATTERNS LOCALLY</b><br><b>MIGRATION – WHY DOES IT HAPPEN? (ECONOMIC REFUGEES/ASYLUM SEEKERS)</b><br><b>MIGRATION</b>                                 | What’s happening to the UK population<br>Local changes<br>Why does it happen? (Economic refugees/asylum seekers)<br>Migration/ advantages/disadvantages |
| <b>WHAT IS IDENTITY? IDENTITY IN THE UK</b><br><b>INTRODUCTION TO HUMAN RIGHTS</b><br><b>HOW DID HUMAN RIGHTS BEGIN?</b><br><b>HUMAN RIGHTS IN THE COMMUNITY/ EQUALITY AND DISCRIMINATION</b> | Factors that determine identity<br>What are human rights<br>The declaration of human rights<br>How human rights have developed in the UK                |

# CITIZENSHIP

Teachers:

Mrs N Hafezi

Number of lessons per week:

Three

## Topics

## Key Content

**HOW CAN WE DEVELOP COMMUNITY COHESION?**

**HALF-TERM**

**THE DIFFERENCE BETWEEN LEGAL AND MORAL RIGHTS AND POLITICAL RIGHTS**

Can human rights conflict with each other?

Discussing the different rights and explaining each right

**SHOULD WE SCRAP THE HUMAN RIGHTS ACT?**

**RIGHTS IN THE WORKPLACE**

**RIGHTS AND DUTIES OF CITIZENS/RULE OF LAW**

**WHO REPRESENTS US?**

Discussion and debate

Responsibilities

How decisions are made about the local area

**HOW DOES THE COUNCIL WORK?**

**WHAT DOES THE COUNCIL DO?**

**IDENTIFYING LOCAL PROBLEMS/ SOLUTIONS**

**PRESENTATIONS AND Q&A WITH LOCAL COUNCILLOR**

**END-OF-MODULE INTERNAL**

Describing the work of the local council

Discover local services provided by local government and how money is raised for them



# COMBINED SCIENCE (AQA)

## BIOLOGY

**Teachers:**

Mrs S Tahir

Miss M Rashid

Ms A Osman

Ms M Ashworth

**Number of lessons per week:**

Two

| Topics                                       | Key Content  |
|--|--|
| <b>CELL STRUCTURE AND TRANSPORT</b>          | The world of the microscope<br>Animal and plant cells<br>Eukaryotic and prokaryotic cells<br>Specialisation in animal cells<br>Specialisation in plant cells<br>Diffusion<br>Osmosis<br>Osmosis in plants<br>Active transport<br>Exchanging materials<br>Cell biology revision/ summary and assessment |
| <b>CELL DIVISION</b>                         | Cell division<br>Growth and differentiation<br>Stem cells<br>Stem cell dilemmas<br>Cell division revision/ summary and assessment  |
| <b>ORGANISATION AND THE DIGESTIVE SYSTEM</b> | Tissues and organs<br>The human digestive system<br>The chemistry of food<br>Catalysts and enzymes<br>Factors affecting enzyme action<br>How the digestive system works<br>Organisation and the digestive system revision/ summary and assessment  |

# COMBINED SCIENCE (AQA)

## CHEMISTRY

|                                    |   |
|------------------------------------|---|
| <b>Teachers:</b>                   | Mrs S Tahir<br>Miss M Rashid<br>Ms A Osman<br>Ms M Ashworth |
| <b>Number of lessons per week:</b> | Two   |

| Topics  | Key Content   |
|---|---|
| <b>ATOMS, BONDING AND MOLES</b><br><b>C1 ATOMIC STRUCTURE</b> | Atoms<br>Chemical Equations<br>Separating Mixtures<br>History of Atom<br>Structure of Atom<br>Ions, atoms and Isotopes<br>Electronic Structures   |
| <b>C2 THE PERIODIC TABLE</b>                                  | Development of Periodic Table<br>Electronic structures and periodic table<br>Group 1<br>Group 7<br>Explaining Trends  |
| <b>C3 STRUCTURE AND BONDING</b>                               | States of Matter<br>Atoms into ions<br>Ionic Bonding<br>Giant ionic structures<br>Covalent bonding<br>Structure of simple molecules<br>Giant covalent structures<br>Fullerenes and graphite<br>Bonding in metals<br>Giant metallic structures |

# COMBINED SCIENCE (AQA)

## PHYSICS

|                                    |   |
|------------------------------------|---|
| <b>Teachers:</b>                   | Mrs S Tahir<br>Miss M Rashid<br>Ms A Osman<br>Ms M Ashworth |
| <b>Number of lessons per week:</b> | Two   |

| Topics                             | Key Content  |
|------------------------------------|--|
| <b>ENERGY AND ENERGY RESOURCES</b> | Changes in energy stores<br>Conservation of energy<br>Energy and work<br>Gravitational potential energy stores<br>Kinetic energy and elastic energy stores<br>Energy dissipation<br>Energy and efficiency<br>Electrical appliances<br>Energy and power |
| <b>ENERGY TRANSFER BY HEATING</b>  | Energy transfer by conduction<br>Infrared radiation<br>More about infrared radiation<br>Specific heat capacity<br>Heating and insulating buildings   |
| <b>ENERGY RESOURCES</b>            | Energy demands<br>Energy from wind and water<br>Power from the Sun and the Earth<br>Energy and the environment<br>Big energy issues  |

# ENGLISH

**Teachers:**

Mrs M Ahmad

Miss R Warner

Ms H Appleton

**Number of lessons per week:**

Five

| Topics  | Key Content   |
|---|---|
| <b>POETRY</b><br><b>AQA ANTHOLOGY: POWER AND CONFLICT</b> | <p>To explain and begin to analyse poetic language techniques.</p> <p>To confidently make comparisons within and across texts.</p> <p>To practice PEEA structure of writing responses to poetry.</p> <p>To explain how texts link to their social and historical context and begin to think about their contemporary relevance.</p> <p>To compare texts using the closed-book method of assessment.</p> |
| <b>UNSEEN POETRY</b>                                      | <p>Comparison skills</p> <p>Writing essays under time conditions</p> <p>Genre, social contexts.</p> <p>Analysis skills</p>  |

# FRENCH

|                                    |             |
|------------------------------------|-------------|
| <b>Teacher:</b>                    | Mrs E Smart |
| <b>Number of lessons per week:</b> | Three       |

| Topics                          | Key Content  |
|---------------------------------|--|
| <b>SELF, FAMILY AND FRIENDS</b> | Describe yourself and others<br>Discuss family relationships<br>Talk about friends and what makes a good friend<br>Discuss attitudes to marriage<br>Discuss role models  |
| <b>LEISURE</b>                  | Revise leisure activities<br>Describe an outing with friends<br>Talk about media – film, television, books, music  |
| <b>GRAMMAR</b>                  | Adjectives<br>Comparative of adjectives<br>Relative pronouns – qui and que<br>Present tense – regular, irregular and reflexive verbs<br>Possessive adjectives<br>Emphatic pronouns<br>Direct object pronouns<br>Perfect tense<br>Time phrases<br>Imperfect tense |

# GEOGRAPHY

**Teacher:**

Mrs C Pennington

**Number of lessons per week:**

Three

| Topics                           | Key Content   |
|----------------------------------|---|
| <b>INVESTIGATING GEOGRAPHY</b>   | <p>Field work in Blackpool</p> <p>To develop an understanding of the type of question that can be investigated through field work.</p> <p>To study different data collection and presentation techniques, both primary and secondary.</p> <p>To be able to analyse data and evaluate investigation</p>  |
| <b>CHANGING LANDSCAPES OF UK</b> | <p>Coastal Landscapes</p> <p>To understand the impact of coastal erosion and deposition on landscapes</p> <p>To be able to explain Longshore Drift</p> <p>To be able to identify concordant and discordant coastlines</p> <p>To know the characteristics of destructive and constructive waves.</p> <p>To understand how coastal landscapes affect people and how people affect coastal landscapes.</p> |

# HISTORY

**Teachers:** Miss E Jeremy

**Number of lessons per week:** Three

| Topics  | Key Content  |
|---|--|
| <b>RUSSIA 1894 – 1945 :</b><br><b>FROM CZARISM TO</b><br><b>COMMUNISM</b> | The end of Czardom and Communism<br>Lenin's new society<br>Stalin's USSR |

# ICT

## (CAMBRIDGE NATIONAL DIPLOMA)

Teacher: Ms R Begum

Number of lessons per week: Three

| Topics   | Key Content   |
|--|---|
| <b>R001: UNDERSTANDING<br/>COMPUTER SYSTEMS</b><br><br><b>UNDERSTAND HOW ICT CAN<br/>BE USED TO MEET BUSINESS<br/>NEEDS.</b> | <p>The students are currently studying the R001 module – Understanding computer systems. This year the group will be sitting their one hour exam for the OCR Nationals in May 2017. The pupils will be entered for a one hour exam in May and then they will be practically assessed using a series of tasks given by the examining board in order to achieve their level 1 qualification (1/2 GCSE).</p> <p>They are currently learning about computer devices and their features; this consists of aspects such as the operating system and the different storage devices that are available to back up data, graphics and how data is captured. They will also learn about viruses, legal and ethical rights of a user as well as how ICT can be used to support a business.</p> |



# LIVING ISLAM

|                                    |  |
|------------------------------------|--|
| <b>Teachers:</b>                   | Dr. M Seddon<br>Mrs S Malek<br>Miss J Kossar |
| <b>Number of lessons per week:</b> | Two  |

| Topics   | Key Content  |
|--|--|
| <b>THE IMPORTANCE OF MUSLIMS LIVING AS ACTIVE BRITISH MUSLIMS</b>    | Living Islam is a subject where pupils put into practice what they have learnt about Islam and become active Muslim citizens. Throughout the year pupils take part in various chosen projects to help different services from the elderly to the homeless and animal shelters. Pupils are expected to carry out activities outside of school and later on in life. |
| <b>ROLE OF MUSLIMS IN THE COMMUNITY</b>                              |  |
| <b>ANIMAL SHELTER</b>  |  |
| <b>ELDERLY HOME</b>  |  |
| <b>SOUP AND SMILES – FEEDING THE HOMELESS</b>                        |  |
| <b>HOMELESS SHELTER (CORNER STONE/ SALVATION ARMY )</b>              |  |
| <b>ST ANNES HOSPICE</b>  |  |
| <b>TREES 4 MANCHESTER</b>  |  |
| <b>INTRODUCTION TO ISLAM WORKSHOPS (HIGH SCHOOL/PRIMARY SCHOOLS)</b> |  |
| <b>PRIMARY SCHOOL VISIT SESSIONS</b>                                 |  |
| <b>TREES FOR CITIES</b>  |  |
| <b>PROJECTS FOR THE NEIGHBOURS</b>                                   |  |

# MATHEMATICS

**Teachers:**

Mrs T Anani

Mrs T Vadiya

Mrs M Vorajee

**Number of lessons per week:**

Five

| Topics  | Key Content  |
|---|--|
| <b>UNIT 8:<br/>TRANSFORMATION AND<br/>CONSTRUCTIONS</b> | To be able to understand all the types of transformations; 3-D solids; constructions: triangles, nets, plan and elevation, loci, scale drawings and bearings; problem solving. |
| <b>UNIT 9:<br/>ALGEBRA</b>                              | To be able to solve quadratic equations and inequalities; completing the square; solve simultaneous equations algebraically; problem solving.                                  |
| <b>UNIT 10:<br/>PROBABILITY</b>                         | Involves combined, independent events, tree diagram, mutually exclusive, experimental and conditional probability, venn diagram, set notation, problem solving.                |

# PHYSICAL EDUCATION

**Teacher:** Miss S Hughes

**Number of lessons per week:** One

| Topics                               | Key Content   |
|--------------------------------------|---|
| <b>GAMES:<br/>INVASION &amp; NET</b> | Tactical skills in Netball and Football<br>Umpiring and Refereeing work<br>Complex skills and drills to develop their understanding of the games further.   |
| <b>HEALTH AND FITNESS</b>            | Skill related and health related fitness tests / Sustained running – Cooper Test / Measuring resting and working pulse rates / Basic circuit training / Skill related circuits / Components of health related fitness / Fitness taster sessions / Methods of training – interval training |

# QUR'AN

|                                    |   |
|------------------------------------|---|
| <b>Teachers:</b>                   | Mrs M Mahmood<br>Mrs N Malek<br>Mrs A Hussein |
| <b>Number of lessons per week:</b> | One   |

| Topics   | Key Content  |
|--|--|
| <b>HIGHER</b><br><b>RECITATION JUZ 29</b><br><b>TAFSEER</b><br><b>TAJWEED</b>  | With only one lesson a week there is no memorisation for the higher group<br>Pupils continue their recitation in higher group, applying correct tajweed rules  |
| <b>FOUNDATION</b><br><br><b>RECITATION</b><br><b>AL-BAQARA FROM</b><br><b>AYAH 1-61</b><br><b>TAFSEER</b><br><b>PERFECTION OF</b><br><b>PRONUNCIATION</b><br><b>WRITING SKILLS</b> | The girls continue to study Tafseer (meaning) of the surah, they discuss the meaning, the lessons learnt and have the opportunity to present their own understanding.<br>Pupils by now have learnt tajweed rules and must apply them in all parts of their recitation. |

# RELIGIOUS STUDIES

|                                    |              |               |
|------------------------------------|--------------|---------------|
| <b>Teachers:</b>                   | Dr. M Seddon | Mrs S Malek   |
|                                    | Mrs N Hafezi | Miss J Kossar |
| <b>Number of lessons per week:</b> | Two          |               |

| Topics  | Key Content   |
|---|---|
| <b>INTRODUCTION TO THE COURSE CONTENT INCLUDING NEW GCSE SPECIFICATION</b>      | AQA specification 2016  |
| <b>KEY BELIEFS:<br/>THE SIX ARTICLES OF FAITH<br/>FIVE ROOTS OF USUL AD DIN</b> | Key similarities between the six articles and the five roots of usul ad din   |
| <b>THE ONENESS OF ALLAH [TAWHID]<br/>QURAN SURAH 112<br/>THE NATURE OF GOD</b>  | Key definitions<br>Description of Tawhid<br>Omnipotence , beneficence, mercy, fairness and justice (Adalat in Shi'a Islam),<br>Different ideas about God's relationship with the world: immanence and transcendence.                    |
| <b>BELIEF IN ANGELS<br/>PREDESTINATION</b>                                      | Nature and role, including Jibril and Mika'il.<br>Predestination and human freedom and its relationship to the Day of Judgement.  |
| <b>LIFE AFTER DEATH</b>   | Human responsibility and accountability, resurrection, heaven and hell.   |
| <b>PROPHETHOOD<br/>THE HOLY BOOKS<br/>THE IMAMATE IN SHI'A ISLAM</b>            | Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad<br>Qur'an: revelation and authority<br>The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority<br>Its role and significance |

# SEPARATE SCIENCES

## BIOLOGY

**Teachers:** Miss M Rashid

**Number of lessons per week:** Three

| Topics                                       | Key Content  |
|--|--|
| <b>CELL STRUCTURE AND TRANSPORT</b>          | The world of the microscope<br>Animal and plant cells<br>Eukaryotic and prokaryotic cells<br>Specialisation in animal cells<br>Specialisation in plant cells<br>Diffusion<br>Osmosis<br>Osmosis in plants<br>Active transport<br>Exchanging materials<br>Cell biology revision/ summary and assessment |
| <b>CELL DIVISION</b>                         | Cell division<br>Growth and differentiation<br>Stem cells<br>Stem cell dilemmas<br>Cell division revision/ summary and assessment  |
| <b>ORGANISATION AND THE DIGESTIVE SYSTEM</b> | Tissues and organs<br>The human digestive system<br>The chemistry of food<br>Catalysts and enzymes<br>Factors affecting enzyme action<br>How the digestive system works<br>Organisation and the digestive system revision/ summary and assessment  |
| <b>ORGANISING ANIMALS AND PLANTS</b>         | The blood<br>The blood vessels<br>The heart<br>Helping the heart<br>Breathing and gas exchange<br>Tissues and organs in plants<br>Transport systems in plants<br>Evaporation and transpiration<br>Factors affecting transpiration<br>Organising animals and plants revision/ summary and assessment    |

# SEPARATE SCIENCES

## CHEMISTRY

**Teachers:**

Mrs S Tahir

Ms M Ashworth

**Number of lessons per week:**

Three

| Topics  | Key Content  |
|---|--|
| <b>ATOMS, BONDING AND MOLES</b><br><b>C1 ATOMIC STRUCTURE</b> | Atoms<br>Chemical Equations<br>Separating Mixtures<br>History of Atom<br>Structure of Atom<br>Ions, atoms and Isotopes<br>Electronic Structures  |
| <b>C2 THE PERIODIC TABLE</b>                                  | Development of Periodic Table<br>Group 1<br>Group 7<br>Explaining Trends<br>The Transition Metals  |
| <b>C3 STRUCTURE AND BONDING</b>                               | States of Matter<br>Atoms into ions<br>Ionic Bonding<br>Giant ionic structures<br>Covalent bonding<br>Structure of simple molecules<br>Giant covalent structures<br>Fullerenes and graphite<br>Bonding in metals<br>Giant metallic structures<br>Nanoparticles<br>Application of nanoparticles |

# SEPARATE SCIENCES

## PHYSICS

**Teachers:** Ms A Osman

**Number of lessons per week:** Three

| Topics                             | Key Content  |
|------------------------------------|--|
| <b>ENERGY AND ENERGY RESOURCES</b> | Changes in energy stores<br>Conservation of energy<br>Energy and work<br>Gravitational potential energy stores<br>Kinetic energy and elastic energy stores<br>Energy dissipation<br>Energy and efficiency<br>Electrical appliances<br>Energy and power |
| <b>ENERGY TRANSFER BY HEATING</b>  | Energy transfer by conduction<br>Infrared radiation<br>More about infrared radiation<br>Specific heat capacity<br>Heating and insulating buildings   |
| <b>ENERGY RESOURCES</b>            | Energy demands<br>Energy from wind and water<br>Power from the Sun and the Earth<br>Energy and the environment<br>Big energy issues  |



# AREAS FOR REVISION

USE THE SPACE BELOW TO MAKE A LIST OF THE TOPICS YOU  
NEED TO REVISE THROUGH.

# MANCHESTER ISLAMIC HIGH SCHOOL FOR GIRLS

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