



MANCHESTER ISLAMIC  
HIGH SCHOOL  
FOR GIRLS

**AUTUMN 2017**

**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

Assalamu'Alaikum,

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 Mrs K Khaffaf
<b>Number of lessons per week:</b>	Three

Topics	Key Content
<b>HOUSE</b>	Types of room & furniture and gardens. House chores and responsibilities
<b>SHOPPING</b>	Places to eat and drink Types of meals Menus and Prices Local specialties
<b>SCHOOL LIFE AND ROUTINE</b>	Write about yourself, hobbies, school, travel and culture Types of school School life and daily routine
<b>PERSONAL INFORMATION</b>	
<b>HOBBIES</b>	Pupils to practise reading and understanding past exam papers.
<b>WRITING</b>	Pupils to practise short writing , to write about a summer camp
<b>RELEVANT GRAMMAR</b>	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 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 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.

# BUSINESS

**Teacher:**

Mrs K Farakh

**Number of lessons per week:**

Three

Topics	Key Content
<b>TOPIC 1 - BUSINESS IN THE REAL WORLD</b>	<b>1.1 The purpose and nature of businesses</b>  Purpose of business Reasons for starting a business Basic functions and types of business Business enterprise and entrepreneurship Dynamic nature of business
	<b>1.2 Business ownership</b>  Sole traders Partnerships Private limited companies (Ltd) Public limited companies (Plc) Not-for-profit organisations
	<b>1.3 Setting business aims and objectives</b>  What are business aims and objectives Purpose of setting objectives Role of objectives in running a business Changing objectives Use of objectives in judging success

# BUSINESS

**Teacher:** Mrs K Farakh

**Number of lessons per week:** Three

Topics	Key Content
<b>TOPIC 1 - BUSINESS IN THE REAL WORLD</b>	<b>1.4 Stakeholders</b>
	Main stakeholders of businesses
	Objectives of stakeholders
	Impact of business activity on stakeholders
	Impact and influence stakeholders have on businesses
	<b>1.5 Business location</b>
	Factors influencing the location decision of a business
	<b>1.6 Business planning</b>
	The purpose of business planning
	The main sections within a business plan
Basic financial terms	
Basic financial calculations	
<b>1.7 Expanding a business</b>	
Methods of expansion	
Benefits and drawbacks of expansion	
Economies of scale	
Diseconomies of scale	

# COMPUTER SCIENCE

**Teacher:**

Mrs K Farakh

**Number of lessons per week:**

Three

Topics	Key Content
<b>TOPIC 1: COMPUTERS</b>	<p>This topic is concerned with the hardware and software components of a computer system. Students are expected to recognise that computers take many forms from embedded microprocessors to distributed clouds.</p> <p>This unit will cover:</p> <p>The computer system Architecture focuses on the input-process-output model of computation.</p> <p>Memory</p> <p>Secondary Storage</p> <p>Cloud computing</p> <p>Hardware components of a computer system, the role of the components of the CPU in the fetch-decode-execute cycle and contemporary secondary storage, including the 'cloud'.</p> <p>Operating systems and utility software.</p>



# CITIZENSHIP

**Teachers:**

Mrs N Imtiaz

**Number of lessons per week:**

Three

Topics	Key Content
<b>INTRODUCTION TO THE COURSE</b>	What is a community? <i>Theme A3</i>
<b>A MELTING POT?</b> <i>THEME A1</i>	Religious understanding <i>Theme A3</i>
<b>CHANGING PATTERNS</b> <i>THEME A1</i>	Study changing patterns locally <i>Theme A1</i>
<b>MIGRATION – WHY DOES IT HAPPEN? (ECONOMIC REFUGEES/ASYLUM SEEKERS)</b> <i>THEME A2</i>	Migration – why does it happen? (Economic refugees/asylum seekers) <i>Theme A2</i>
<b>WHAT IS IDENTITY? IDENTITY IN THE UK</b> <i>THEME A4</i>	What is respect? Introduction to human rights <i>Themes A3, A5</i>
<b>HOW DID HUMAN RIGHTS BEGIN?</b> <i>THEME A6</i>	Human rights in the community/equality and discrimination <i>Theme A3</i>
<b>HOW CAN WE DEVELOP COMMUNITY COHESION?</b> <i>THEME A3</i>	Can human rights conflict with each other? <i>Theme A5</i>

# CITIZENSHIP

Teachers:

Mrs N Imtiaz

Number of lessons per week:

Three

Topics	Key Content
<b>THE DIFFERENCE BETWEEN LEGAL AND MORAL RIGHTS</b> <b><i>THEME A5</i></b>	Political rights <i>Theme A5</i>
<b>SHOULD WE SCRAP THE HUMAN RIGHTS ACT?</b> <b><i>THEME A6</i></b>	Rights in the workplace <i>Theme A5, D2</i>
<b>RIGHTS AND DUTIES OF CITIZENS/ RULE OF LAW</b> <b><i>THEME A5, C2</i></b>	Who represents us? <i>Theme A7</i>
<b>EXAM TECHNIQUE PRACTICE</b>	How does the council work? <i>Theme A7</i>

# COMBINED SCIENCE (AQA)

## BIOLOGY

**Teachers:**

Mrs K Griffin

Miss M Ashraf

Mrs A Suleiman

Ms A Osman

**Number of lessons per week:**

Two

Topics	Key Content
<b>B5 COMMUNICABLE DISEASES</b>	Health and disease Pathogens and disease Preventing infections Viral diseases Bacterial diseases Diseases caused by fungi and protists Human defence responses  Revision/ summary and assessment
<b>B6 PREVENTING AND TREATING DISEASE</b>	Vaccination Antibiotics and painkillers Discovering drugs Developing drugs  Revision/ summary and assessment

# COMBINED SCIENCE (AQA)

## CHEMISTRY

**Teachers:**

Mrs K Griffin

Miss M Ashraf

Mrs A Suleiman

Ms A Osman

**Number of lessons per week:**

Two

Topics	Key Content
<b>C3 STRUCTURE AND BONDING</b>	States of matter Atoms into ions Ionic bonding Giant ionic structures Covalent bonding Structure of simple molecules Giant covalent structures Fullerenes and graphene Bonding in metals Giant metallic structures  Revision/ summary and assessment
<b>C4 CHEMICAL CALCULATIONS</b>	Relative masses and moles Equations and calculations From masses to balanced equations Expressing concentrations  Revision/ summary and assessment
<b>C5 CHEMICAL CHANGES</b>	The reactivity series Displacement reactions Extracting metals

# COMBINED SCIENCE (AQA)

## PHYSICS

<b>Teachers:</b>	Mrs K Griffin Miss M Ashraf Mrs A Suleiman Ms A Osman
<b>Number of lessons per week:</b>	Two

Topics	Key Content
<b>P7 RADIOACTIVITY</b>	Atoms and radiation The discovery of the nucleus Changes in the nucleus Alpha, Beta and Gamma radiation Activity and half life Revision/ summary and assessment
<b>P2 ENERGY TRANSFER BY HEATING</b>	Energy transfer by conduction Specific Heat Capacity Heating and Insulating buildings Revision/ summary and assessment
<b>P6 MOLECULES AND MATTER</b>	Density States of matter Changes of state Internal energy Specific latent heat Gas pressure and temperature Revision/ summary and assessment

# ENGLISH

**Teachers:**

Mrs J Heathcote

Mrs S Campbell

Ms H Appleton

Mrs C Drinkwater

**Number of lessons per week:**

Five

Topics	Key Content
<b>POETRY</b> <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 practise 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

**Teacher:** Mrs E Smart  
**Number of lessons per week:** Three

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

# GEOGRAPHY

**Teacher:** Mrs C Pennington  
**Number of lessons per week:** Three

Topics	Key Content
<b>WEATHER HAZARDS AND CLIMATE CHANGE</b>	<p>To know the features of the global atmospheric circulation.</p> <p>To understand how circulation cells and ocean currents transfer and redistribute heat energy across the earth.</p> <p>To describe the climate of the UK today and to know how that has changed over the past 1000 years.</p> <p>To understand the spatial variations in temperate prevailing wind and rainfall within the UK</p> <p>To recognise the significance of the UK's demographic location in relation to its climate.</p> <p>To understand how global circulation in the atmosphere leads to tropical cyclones in source areas and the sequence of their formation</p> <p>To know the characteristics, frequency and geographical distribution of tropical cyclones and how they change over time.</p> <p>To know the reasons why tropical cyclones are hazards, high winds, intense rainfall, storm surges, coastal flooding and landslides.</p> <p>To understand the different social economic and environmental impacts that Hurricane Sandy had on the USA and Cuba.</p> <p>To recognise the different responses to Hurricane Sandy by individuals, organisations and governments in the USA and Cuba.</p>
<b>INVESTIGATING GEOGRAPHY</b>	<p>Field work</p> <p>To develop an understanding of 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 be able 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>PAPER ONE: UNDERSTANDING THE MODERN WORLD</b>	The end of Tsardom The problems of Russia at the beginning of 20th Century The 1902 Revolution Effects of First War
<b>SECTION A: A PERIOD STUDY:</b>	1918 Revolutions
<b>RUSSIA, 1894 – 1945: TSARDOM AND COMMUNISM</b>	Lenin’s New Society The Civil War War Communism

# LIVING ISLAM

**Teachers:**

Dr. M Seddon

Miss J Kossar

**Number of lessons per week:**

Two

Topics	Key Content
<b>THE IMPORTANCE OF MUSLIMS LIVING AS ACTIVE BRITISH MUSLIMS</b>	<p>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.</p>
<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 ANN’S HOSPICE</b>	
<b>TREES 4 MANCHESTER</b>	
<b>INTRODUCTION TO ISLAM WORK- SHOPS (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 Vadiya Mrs M Vorajee

Mr M Elbey

**Number of lessons per week:** Five

Topics	Key Content
<b>10 FOUNDATION</b>	Coordinates Linear graphs Gradient $y = mx + c$ Real-life graphs Distance-time graphs More real-life graphs
<b>GRAPHS</b>	Translation Reflection Rotation Enlargement Describing enlargements Combining transformations
<b>TRANSFORMATIONS</b>	
<b>RATIO AND PROPORTION</b>	Writing ratios Using ratios 1 Ratios and measures Using ratios 2 Comparing using ratios Using proportion Proportion and graphs Proportion problems

# MATHEMATICS

**Teachers:** Mrs T Vadiya Mrs M Vorajee

Mr M Elbey

**Number of lessons per week:** Five

Topics	Key Content
<b>10 HIGHER GRAPHS</b>	Linear graphs Real life graphs Line segments Quadratic graphs Cubic and reciprocal graphs
<b>AREA AND VOLUME</b>	Perimeter Area and volume Plane, shapes and prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones Accuracy and bounds

# PHYSICAL EDUCATION

**Teacher:**

Miss S Hughes

**Number of lessons per week:**

2 x 50 mins per fortnight

Topics	Key Content
<b>TEAM ACTIVITIES</b>	<p>Netball: Refinement of more complex physical skills required in order to play in a full 7 v 7 game of netball with a full application of the rules of the game, officiating and positional play.</p> <p>Football: Development of enhanced skills required in order to play in small sided games with more complex tactics, set plays and rules.</p> <p>Volleyball: Introduction to the basic skills required to play a simple game of 3 v 3 volleyball.</p>
<b>INDIVIDUAL ACTIVITIES</b>	<p>Fitness assessments: Cooper 12 minute run</p> <p>Badminton: Consolidation of effective badminton skills required in singles play.</p>

# QUR'AN

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

Topics	Key Content
<b>HIGHER</b>	
<b>RECITATION JUZ 29</b>	With only one lesson a week there is no memorisation for the higher group
<b>TAFSEER</b>	Pupils continue their recitation in higher group, applying correct tajweed rules
<b>TAJWEED</b>	
<b>FOUNDATION</b>	
<b>RECITATION</b>	
<b>AL-BAQARA FROM AYAHAH 1-61</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.
<b>TAFSEER</b>	
<b>PERFECTION OF PRONUNCIATION</b>	Pupils by now have learnt tajweed rules and must apply them in all parts of their recitation.
<b>WRITING SKILLS</b>	

# RELIGIOUS STUDIES

**Teachers:** Mrs S Malek

**Number of lessons per week:** Two

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

# SEPARATE SCIENCES

## BIOLOGY

**Teachers:** Mrs K Griffin

**Number of lessons per week:** Three

Topics	Key Content
<b>B5 COMMUNICABLE DISEASES</b>	Health and disease Pathogens and disease Growing bacteria in the lab Preventing bacterial growth Preventing infections Viral diseases Bacterial diseases Diseases caused by fungi and protists Human defence responses More about plant diseases Plant defence responses  Revision/ summary and assessment
<b>B6 PREVENTING AND TREATING DISEASE</b>	Vaccination Antibiotics and painkillers Discovering drugs Developing drugs Making monoclonal antibodies Uses of monoclonal antibodies  Revision/ summary and assessment



# SEPARATE SCIENCES

## CHEMISTRY

Teachers:	Ms M ashraf
Number of lessons per week:	Three

Topics	Key Content
<b>C3 STRUCTURE AND BONDING</b>	States of matter Atoms into ions Ionic bonding Giant ionic structures Covalent bonding Structure of simple molecules Giant covalent structures Fullerenes and graphene Bonding in metals Giant metallic structures Nanoparticles Applications of nanoparticles  Revision/ summary and assessment
<b>C4 CHEMICAL CALCULATIONS</b>	Relative masses and moles Equations and calculations From masses to balanced equations The yield of a chemical reaction Atom economy Expressing concentrations Titrations Titration calculations Volume of gases  Revision/ summary and assessment
<b>C5 CHEMICAL CHANGES</b>	The reactivity series Displacement reactions Extracting metals Salts from metals Salts from Insoluble bases  Revision/ summary and assessment

# SEPARATE SCIENCES

## PHYSICS

Teachers: Ms A Osman

Number of lessons per week: Three

Topics	Key Content
<b>P7 RADIOACTIVITY</b>	Atoms and radiation The discovery of the nucleus Changes in the nucleus Alpha, Beta and Gamma radiation Activity and half life Revision/ summary and assessment
<b>P2 ENERGY TRANSFER BY HEATING</b>	Energy transfer by conduction Infrared radiation More about infrared radiation Specific Heat Capacity Heating and Insulating buildings Revision/ summary and assessment
<b>P6 MOLECULES AND MATTER</b>	Density States of matter Changes of state Internal energy Specific latent heat Gas pressure and temperature Gas pressure and volume Revision/ summary and assessment

# URDU

Teachers:

Mrs S Noreen

Number of lessons per week:

Three

Topics	Key Content
<b>IDENTITY AND CULTURE</b>	Me, my family and friends Relationships with family and friends. GRAMMAR: ہونا/ہوتی/ہوتے In present tense; + ہونا accusative; weak verbs in present tense; revision of word order for separable verbs Possessive adjectives Personal pronouns – nominative, accusative and dative
<b>LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST</b>	Home, town, neighbourhood and region GRAMMAR: Definite and indefinite articles + وہاں/یہاں Accusative; common prepositions and cases Expressions of quantity and endings including . نہیں
<b>CURRENT AND FUTURE STUDY AND EMPLOYMENT</b>	My studies GRAMMAR: کیونکہ word order rule Comparative with . جیسا کہ
<b>IDENTITY AND CULTURE</b>	Free-time activities: Music, Cinema and TV, Food and eating out, Sport. GRAMMAR: Appropriate strong verbs in present tense Future tense introduced e.g. weekend plans

# 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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