



MANCHESTER ISLAMIC  
HIGH SCHOOL  
FOR GIRLS

**AUTUMN 2017**

**Year 11**

**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>Teacher:</b>	Mrs A Hussain Mrs K Habbal
<b>Number of lessons per week:</b>	Three

Topics	Key Content
<b>IDENTITY AND CULTURE</b> <b>LOCAL AREA , HOLIDAYS</b> <b>TRAVEL</b> <b>SCHOO,WORKL</b> <b>FUTURE ASPIRATION</b> <b>MAIDA AND GLOBAL DIMENSION.</b>	<p>Writing: Produces essays of 120 words on each of the following:</p> <ul style="list-style-type: none"><li>- Advantages and disadvantages of the internet</li><li>- Holidays</li><li>- School and future plans</li><li>- Work experience</li><li>- Special occasions</li><li>- Free time , sport ,health</li></ul> <p>Speaking: Students will practise speaking in Arabic about themselves, school, holidays, birthday and special occasions</p> <p>Students will practise reading, listening and writing past exam papers.</p>
<b>GRAMMAR</b>	<p>Present tense</p> <p>Past tense</p> <p>Light and heavy Lam</p> <p>Light and heavy Raa</p> <p>Adjectives</p> <p>Prepositions</p>

# ART

**Teacher:** Ms B Hockwart

**Number of lessons per week:** Three

Topics	Key Content
<b>MOCK EXAM</b> <b>PERSONAL STUDY</b>	Students choose their own topic/theme or choose from past paper or teacher's list.

# BUSINESS COMMUNICATION SYSTEMS

**Teacher:**

Mrs K Farakh

**Number of lessons per week:**

Three

Topics	Key Content
<b>UNIT 10: INVESTIGATING ICT IN BUSINESS (CONTROLLED ASSESSMENT)</b>	<p>Students will be completing controlled assessment set by the exam board. The students will have 8 hours of research and planning time. They will have 4 hours to write up.</p> <p>The students will:</p> <ul style="list-style-type: none"><li>Format and edit a house style and images for a business</li><li>Creating business documents</li><li>Evidence and annotate all the work produced for the business</li><li>Create several products.</li><li>Create a reference list for the sources used.</li><li>Make sure work is proofread and annotated appropriately.</li><li>Print off all the work in colour ready for submission.</li></ul>

# OCR CAMBRIDGE NATIONALS

**Teacher:**

Mrs K Farakh

**Number of lessons per week:**

Three

## Topics

## Key Content

### UNIT 6: DIGITAL GRAPHICS

On completion of this unit students will be able to create a digital image that communicates the intended message effectively, meeting the client's needs, and they will have extended their capability within the use of digital editing software packages.

The students need to be aware of:

Digital image solution for a client's needs

Research methods, i.e. image/thought showers/spider diagrams; interviews/focus groups, questionnaires/surveys, competitor/market research/stakeholder perceptions

Creative design plans, i.e. mood boards/storyboards, roughs/sketches, design concepts/layouts

Selecting and using component sources, i.e. image capture (e.g. camera, scanner); hand-drawn design; client-provided images; stock images; internet; effect of sourced components on final image quality, i.e. file size, resolution, scalability, noise

Research and analysis of images for different purpose

Creating digital Images

Storage, retrieval and presentation of digital images.

# CITIZENSHIP

**Teacher:**

Mrs N Imtiaz

**Number of lessons per week:**

Three

Topics	Key Content
<b>WHAT IS THE MEDIA AND WHAT IS ITS ROLE IN SOCIETY?</b>	Why should the press be free?
<b>SAMPLING MEDIA, TELLING FACT FROM OPINION EXERCISE</b>	Is the media honest and truthful, and how is it regulated? Does the media just report or shape public opinion?
<b>WHAT DOES THE EU DO (AND HOW IS IT DIFFERENT FROM THE COUNCIL OF EUROPE)?</b>	Benefits of EU membership and what its critics say
<b>EU SIMULATION EXERCISE - TO SHOW DIFFERENT EU INSTITUTIONS</b>	Case studies Group work Presentaton
<b>Q&amp;A WITH AN MEP</b>	The UK's membership of the UN – is it an effective tool to end disagreements and conflicts?



# 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>B12 REPRODUCTION</b>	Types of reproduction Cell division in sexual reproduction DNA and the genome Inheritance in action More about genetics Inherited disorders Screening for inherited disorders  Revision/ summary and assessment
<b>B13 VARIATION AND EVOLUTION</b>	Variation Evolution by natural selection Selective breeding Genetic engineering Ethics of genetic technologies  Revision/ summary and assessment
<b>B14 GENETICS AND EVOLUTION</b>	Evidence for evolution Fossils and extinction More about extinction Antibiotic resistant bacteria Classifications New systems of classification  Revision/ summary and assessment

# COMBINED SCIENCE (AQA)

## CHEMISTRY

<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>C6 ELECTROLYSIS</b>	Introduction to electrolysis Changes at the electrodes The extraction of aluminium Electrolysis of aqueous solutions  Revision/ summary and assessment
<b>C7 ENERGY CHANGES</b>	Exothermic and endothermic reactions Using energy transfers from reactions Reaction profiles Bond energy calculations  Revision/ summary and assessment
<b>C8 RATES, EQUILIBRIUM, AND ORGANIC CHEMISTRY</b>	Rate of reaction Collision theory and surface area The effect of temperature The effect of concentration and pressure The effect of catalysts Reversible reactions Energy and reversible reactions Dynamic equilibrium Altering conditions  Revision/ summary and assessment

# 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>P8 FORCES IN BALANCE</b>	Vectors and scalars Forces between objects Resultant forces Centre of mass The parallelogram of forces Resolution of forces  Revision/ summary and assessment
<b>P9 MOTION</b>	Speed and distance-time graphs Velocity and acceleration More about velocity-time graphs Analysing motion graphs  Revision/ summary and assessment
<b>P10 FORCE AND MOTION</b>	Force and acceleration Weight and terminal velocity Forces and braking Momentum Forces and elasticity  Revision/ summary and assessment
<b>P13 ELECTROMAGNETISM</b>	Magnetic fields Magnetic fields of electric currents The motor effect  Revision/ summary and assessment

# ENGLISH

**Teachers:**

Mrs J Heathcote

Mrs S Campbell

Ms H Appleton

Mrs C Drinkwater

**Number of lessons per week:**

Four

Topics	Key Content
<b>MEDIA AND NON-FICTION</b>	Reading skills including: Language/ structure and form Evaluative skills Writing skills : Purpose and audience Text features Literacy
<b>LITERATURE REVISIONS:</b> <b>POETRY</b> <b>UNSEEN POETRY</b> <b>MODERN PLAY</b> <b>PRE 1914 NOVEL</b>	Skills including: Identify/ explain/ analyse/explore Writing about themes/characters/forms/language and structure. Explaining the writer's motivations Social and historical context Genre

# FRENCH

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

Topics	Key Content
<b>HOLIDAYS</b>	<p>Describe how you spend your time during the holidays when you don't go away.</p> <p>Describe holidays (past, present, future, ideal and disastrous)</p> <p>Booking at a hotel</p> <p>Discuss advantages and disadvantages of different means of travel</p> <p>Buying souvenirs</p>
<b>TOWN AND LOCAL AREA</b>	<p>Describe your town and region</p> <p>Advantages and disadvantages of your local area</p> <p>Asking for information at the Tourist Office</p> <p>Weather</p> <p>Discuss local issues and what can be done to improve them</p>
<b>GRAMMAR</b>	<p>Revision of tenses – present, perfect, imperfect, future, conditional</p> <p>Avant de + infinitive</p> <p>En + present participle</p> <p>Question forms</p> <p>Relative pronouns – qui, ce qui, que, ce que</p> <p>Demonstrative adjectives and pronouns (e.g. this, this one)</p> <p>Pendant que + imperfect tense</p> <p>Quand + future tens</p>

# GEOGRAPHY

**Teacher:** Mrs C Pennington

**Number of lessons per week:** Three

Topics	Key Content
<b>RESOURCE MANAGEMENT</b>	<p>A natural resource is any feature or part of the environment that can be used to meet human needs</p> <p>The patterns of the distribution and consumption of natural resources varies on a global and a national scale</p> <p>Renewable and non-renewable energy resources can be developed</p> <p>To meet demand, countries use energy resources in different proportions. This is called the energy mix</p> <p>There is increasing demand for energy that is being met by renewable</p> <p>Meeting the demands for energy resources can involve interventions by different interest groups</p>

# GEOGRAPHY

**Teacher:** Mrs C Pennington

**Number of lessons per week:** Three

Topics	Key Content
<b>CHANGING CITIES</b>	<p>Urbanisation is a global process</p> <p>The degree of urbanisation varies across the UK</p> <p>The context of the chosen UK city, Bristol, influences its functions and structure</p> <p>The chosen UK city is being changed by movements of people, employment and services</p> <p>Globalisation and economic change create challenges for the chosen UK city that require long-term solutions</p> <p>The context of the chosen developing country, Brazil, or emerging country city, (San Paolo), influences its functions and structure</p> <p>The character of the chosen developing country or emerging country city is influenced by its fast rate of growth</p> <p>Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed</p>
<p><b>REVISION</b></p> <p><b>INVESTIGATING HUMAN LAND-SCAPES (CENTRAL/ INNER URBAN AREA OR RURAL SETTLEMENTS)</b></p>	<p>Rivers, coasts, factors effecting climate</p> <p>Field work</p> <p>To develop an understanding of types 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>

# HISTORY

**Teachers:** Miss E Jeremy

**Number of lessons per week:** Three

Topics	Key Content
	<u>Conquered and Conquerors</u>
	Vikings invaders
	Normans
	Birth of an English identity
	<u>Looking West</u>
<b>PAPER TWO SHAPING THE NATION</b>	The Caribbean
	North America
<b>SECTION A: THEMATIC STUDIES</b>	Migrants to and from Britain
<b>BRITAIN: MIGRATION, EMPIRES AND THE PEOPLE: C 790 TO THE PRESENT DAY</b>	<u>Expansion and Empire</u>
	India
	Africa
	Migrants to, from and within Britain
	<u>Britain in the 20th Century</u>
	End of the British Empire
	The Legacy of the British Empire
	Britain's relationship with Europe



# LIVING ISLAM

**Teachers:**

Dr. M Seddon

Mrs S Malek

Miss J Kossar

**Number of lessons per week:**

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 homeless and animal shelters.
<b>ROLE OF MUSLIMS IN THE COMMUNITY</b>	
<b>ANIMAL SHELTER</b>	Pupils are expected to carry out activities outside of school and later on in life.
<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 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 Vadiya Mrs M Vorajee

Mr M Elbey

**Number of lessons per week:** Five

Topics	Key Content
<b>11 FOUNDATION</b>	Multiplying and dividing fractions The laws of indices Writing large numbers in standard form Writing small numbers in standard form Calculating with standard form
<b>FRACTIONS, INDICES AND STANDARD FORM</b>	Similarity and enlargement More similarity Using similarity Congruence 1 Congruence 2 Vectors 1 Vectors 2
<b>CONGRUENCE, SIMILARITY AND VECTORS</b>	Graphs of cubic and reciprocal functions Non-linear graphs
<b>MORE ALGEBRA</b>	Solving simultaneous equations graphically Solving simultaneous equations algebraically Rearranging formulae Proof

# MATHEMATICS

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

Mr M Elbey

**Number of lessons per week:** Five

Topics	Key Content
<b>11 HIGHER FURTHER TRIGONOMETRY</b>	Sine, cosine and tangent functions Area of triangle Sine rule Cosine rule 3D trigonometry Transformation of graphs
<b>STATISTICS</b>	Sampling Cumulative frequency Box plots Drawing and interpreting histograms
<b>CIRCLE THEOREMS</b>	Radii and chords Tangents Angles in circles Circle theorems

# 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: Consolidation 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 competitive match 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: Development of the basic skills required to play a simple game of 6 v 6 volleyball.</p>
<b>INDIVIDUAL ACTIVITIES</b>	<p>Fitness assessments: Cooper 12 minute run</p> <p>Badminton: Competitive badminton singles matches and consolidation of more advanced skills.</p>

# QUR'AN

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

Topics	Key Content
<b>HIGHER</b>	
<b>RECITATION JUZ 29</b>	
<b>TAFSEER</b>	Pupils continue their recitation in the higher group applying, correct tajweed rules
<b>TAJWEED</b>	
<b>FOUNDATION</b>	
<b>RECITATION</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>AL-BAQARA FROM AYAH 1-61</b>	
<b>TAFSEER</b>	Pupils by now have learnt tajweed rules and must apply them in all parts of their recitation.
<b>PERFECTION OF PRONUNCIATION</b>	
<b>WRITING SKILLS</b>	

# RELIGIOUS STUDIES

Teachers: Mrs N Imtiaz

Number of lessons per week: Two

Topics	Key Content
<b>INTRODUCTION TO THEMES</b>	AQA specification 2016
<b>RELATIONSHIPS AND FAMILIES</b>	
<b>HUMAN SEXUALITY INCLUDING: HETEROSEXUAL AND HOMOSEXUAL RELATIONSHIPS.</b>	Understand that there is variety in human sexuality Understand religious teaching and attitudes to human sexuality and sexual relationships Consider what 'makes and breaks' relationships.
<b>SEXUAL RELATIONSHIPS BEFORE AND OUTSIDE OF MARRIAGE.</b>	Explain religious attitudes towards sexual relationships before marriage and outside of marriage.
<b>CONTRACEPTION AND FAMILY PLANNING.</b>	Attitudes to contraception and family planning of the religions being studied.
<b>THE NATURE AND PURPOSE OF MARRIAGE</b>	Understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc. Understand that there is a variety of attitudes towards marriage depending on religions studied, for example many Christians marry 'for love' whilst many other religious believers may have an arranged marriage
<b>SAME-SEX MARRIAGE AND COHABITATION.</b>	How is cohabitation different to marriage? How do religions respond to cohabitation? What are religious attitudes towards same-sex marriage?
<b>DIVORCE, INCLUDING REASONS FOR DIVORCE, AND REMARRYING.</b>	Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage

# RELIGIOUS STUDIES

Teachers:

Mrs N Imtiaz

Number of lessons per week:

Two

Topics	Key Content
<b>ETHICAL ARGUMENTS RELATED TO DIVORCE, INCLUDING THOSE BASED ON THE SANCTITY OF MARRIAGE VOWS AND COMPASSION.</b>	Students should consider arguments put forward against and in favour of divorce based upon ethical considerations
<b>THE NATURE OF FAMILIES INCLUDING: THE ROLE OF PARENTS AND CHILDREN, EXTENDED FAMILIES AND THE NUCLEAR FAMILY.</b>	Students should know and understand the key terms “extended family” and “nuclear family.” Students should understand how the nature of families have changed in society and should consider what counts as a family.
<b>THE PURPOSE OF FAMILIES, INCLUDING: PROCREATION, STABILITY AND THE PROTECTION OF CHILDREN, EDUCATING CHILDREN IN A FAITH.</b>	Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in.
<b>CONTEMPORARY FAMILY ISSUES INCLUDING: SAME -SEX PARENTS AND POLYGAMY.</b>	Students will need to know and understand contemporary family issues and how religions respond to them, in particular, same-sex parents and polygamy.
<b>THE ROLES OF MEN AND WOMEN GENDER EQUALITY GENDER PREJUDICE AND DISCRIMINATION INCLUDING EXAMPLES.</b>	This will include how those roles are changing over time as religions re-assess their views. They should also understand the reasons for these roles in the religion and consider the idea of being equal but having different roles, which is a traditional explanation for perceived inequality. Students should also know the meaning of the terms prejudice and discrimination and be able to apply the ideas to gender.
<b>REVISION AND ASSESSMENT</b>	Review the topic and the important areas to know, understand, evaluate and revise.

# SEPARATE SCIENCES

## BIOLOGY

**Teachers:** Mrs A Suleiman  
**Number of lessons per week:** Three

Topics	Key Content
<b>B13 REPRODUCTION</b>	<p>Types of reproduction            Cell division in sexual reproduction            The best of both worlds            DNA and the genome            DNA structure and protein synthesis            Gene expression and mutation            Inheritance in action            More about genetics            Inherited disorders            Screening for inherited disorders</p> <p>Revision/ summary and assessment</p>
<b>B14 VARIATION AND EVOLUTION</b>	<p>Variation            Evolution by natural selection            Selective breeding            Genetic engineering            Cloning            Adult cell cloning            Ethics of genetic technologies</p> <p>Revision/ summary and assessment</p>
<b>B15 GENETICS AND EVOLUTION</b>	<p>The history of genetics            Theories of evolution            Accepting Darwin's ideas            Evolution and speciation            Evidence for evolution            Fossils and extinction            More about extinction            Antibiotic resistant bacteria            Classifications            New systems of classification</p> <p>Revision/ summary and assessment</p>



# SEPARATE SCIENCES

## CHEMISTRY

**Teachers:**

Ms M Ashraf

**Number of lessons per week:**

Three

Topics	Key Content
<b>C10 ORGANIC REACTIONS</b>	Reactions of the alkenes Structures of alcohols, carboxylic acids and esters Reactions and used of alcohols Carboxylic acids and esters  Revision/ summary and assessment
<b>C11 POLYMERS</b>	Addition polymerisation Condensation polymerisation Natural polymers DNA  Revision/ summary and assessment
<b>C12 CHEMICAL ANALYSIS</b>	Pure substances and mixtures Analysing chromatograms Testing for gases Testing for positive ions Testing for negative ions Instrumental analysis  Revision/ summary and assessment

# SEPARATE SCIENCES – PHYSICS

**Teachers:**

Ms A Osman

**Number of lessons per week:**

Three

Topics	Key Content
<b>P8 FORCES IN BALANCE</b>	Vectors and scalars Forces between objects Resultant forces Moments at work More about levers and gears Centre of mass Moments and equilibrium The parallelogram of forces Resolution of forces Revision/ summary and assessment
<b>P9 MOTION</b>	Speed and distance-time graphs Velocity and acceleration More about velocity-time graphs Analysing motion graphs Revision/ summary and assessment
<b>P10 FORCE AND MOTION</b>	Force and acceleration Weight and terminal velocity Forces and braking Momentum Using conservation of momentum Impact forces Safety first Forces and elasticity Revision/ summary and assessment
<b>P12 WAVE PROPERTIES</b>	The nature of waves The properties of waves Reflection and refraction More about waves Sound waves The uses of ultrasound Seismic waves Revision/ summary and assessment
<b>P14 LIGHT</b>	Reflection of light Refraction of light Light and colour Lenses Using lenses Revision/ summary and assessment

# AREAS FOR REVISION

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

# MANCHESTER ISLAMIC HIGH SCHOOL FOR GIRLS

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