

Volume 9 | Issue 15

Autumn 2018 | Muharram 1440

al-qalam

Termly Newsletter

Duke of Edinburgh Award

Global Acts of Unity

In the Footsteps of Khulafa Ar-Rashideen

Also featuring:

Open Day

Maths Tips

Charity Fundraiser

Sunnah Foods

Iftaar Event

& much more...

More Great Articles:

Hifz Tips

Remembrance Through Art

Computer Science

Community Gardens Workshop

Sisterhood Day

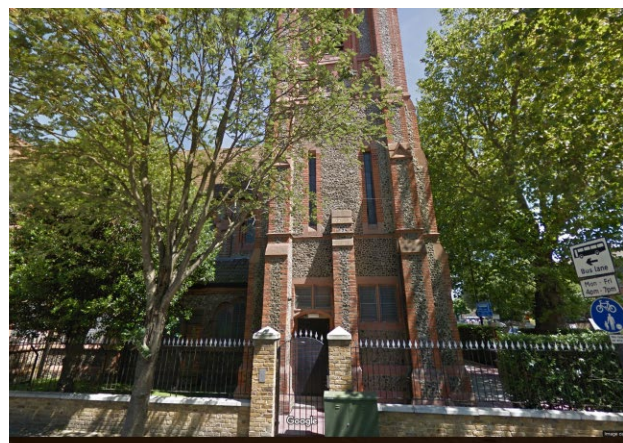
Azhar Academy Girls School
235a Romford Road, Forest Gate, London, E7 9HL
T: 020 8555 5959

www.aags.org.uk


Azhar Academy (عزہ اکادمی)
Girls School

Headteacher's Message - Mrs R.Adam

"In the Name of Allah ﷻ the Most Beneficent, the Most Merciful. All the praises and thanks be to Allah ﷻ, the Lord of the 'Alamin (mankind, jinns and all that exists). The Most Beneficent, the Most Merciful. The Only Owner of the Day of Recompense (i.e. the Day of Resurrection) You (Alone) we worship, and You (Alone) we ask for help. Guide us to the Straight Way. The Way of those on whom You have bestowed Your Grace, not (the way) of those who earned Your Anger, nor of those who went astray. (The Qur'an-Surah Al-Fatihah)"



Once again I am pleased to share with you our newsletter filled with articles from our talented students, MashaAllaah. As always students at Azhar Academy Girls School are actively involved in campaigns, school trips and events as well as activities to broaden their learning experiences.

I hope you enjoy reading about the opportunities presented to our students. We welcome feedback from you regarding our newsletter so please feel free to email me at radam@azharacademy.org.

As mentioned in our last newsletter we are extremely pleased with our GCSE results achieved by our students for the May/June 2018 examinations. Secondary league table results published in January 2019 published show Azhar Academy Girls School at the top of all rankings for Newham.

<https://www.compare-school-performance-service.gov.uk/schools-by-type?step=default&table=schools®ion=316&la-name=newham&geographic=la&for=secondary&basedon=Overall%20performance&show=All%20pupils&datasetfilter=provisional&searchtype=&la-name=newham>

School name	Type of school	Number of pupils at end of key stage 4	Progress 8 score & description	Entering EBacc	Staying in education or entering employment (2016 leavers)	Grade 5 or above in English & maths GCSEs	Attainment 8 score	EBacc average point score
Azhar Academy Girls School	Independent School	37	NP	97%	-	73%	61.1	6.25
.....	Academy	198	Well above average 1.01	49%	94% (181 of 193 pupils)	64%	55.3	4.82
.....	Academy	283	Well above average 1.13	86%	95% (242 of 256 pupils)	63%	59.2	5.25
.....	Maintained School	268	Well above average 0.79	74%	96% (257 of 269 pupils)	57%	55.8	5.2

Progress 8 for independent schools is not reported but by 4matrix calculations, it is 0.83- mashaAllaah third place in the borough.

Congratulations to everyone involved in supporting our learners through their studies. May Allaah continue to bless the school with success in all aspects, ameen.

Mrs Rookshana Adam, Headteacher

My Experience Volunteering for the Azhar Academy Girls School Open Day

I volunteered my time in order to help organise the school's open day by helping in the Art Department. We assisted the future Year 7s in creating beautiful marbled bookmarks as a fun introductory activity.

From this once in a lifetime experience, I have learnt many new skills. One of these skills include my communication and patience with the younger generation. This is because my fellow classmates and I needed to explain to the girls the whole process of marbling technique, as well as answer any enquiries they may have about secondary school life.

It was so lovely to see how interested they were in taking Art as a GCSE and also furthering their Art studies. Throughout my volunteering, I gained some understanding of what teachers have to go through; the stress of making sure all the children knew what they were doing and ensuring they did it correctly to the best of their ability.

At first I had some difficulty in organising the activity, however as time progressed, I became more comfortable and at the end of the session, all the future students left with a beautifully designed bookmark made by themselves.

By the end of the evening, I had developed some well needed organisational and time management skills which will continue to benefit me throughout my life.

Overall, this open day has given an insight of what life at Azhar is like; the lessons, studies and just general aspects of the school. Most importantly it helped widen the volunteers' skills and boost our self-confidence!

By Maryam Dedat Year 10



Charity Fundraiser



My name is Umara and I have taken the role of Head Prefect this academic year. Alhamdulillah I been a prefect for two years now and I am able to say that the roles and responsibilities of prefects have increased.

During the course of this academic year, the prefects have come together to raise money for various charities. For example we carried out a bake sale in which we raised over £100 for the Indonesia campaign, which helped to provide food and shelter for those in need.

Furthermore, we wanted to raise money for the Ali Banat charity, so we held another bake sale and non-uniform day. This non-uniform day was held during anti-bullying week, which helped raise awareness of anti-bullying. In these events we managed to raise an amazing amount of £345.

These activities are a great way of increasing a sense of confidence and awareness of what's happening around us and enable us as prefects to take control of certain events. They require organisation as well as great planning skills. Inshallah, in the future the prefects intend to engage more with the students and organise other fun and interactive activities.



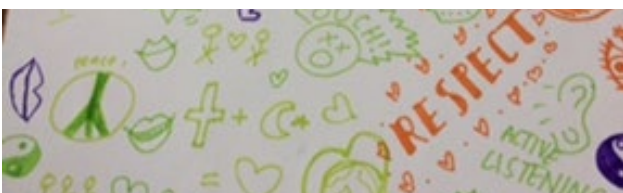
When students of Azhar Academy Girls School come to Year 9, they have a spectacular opportunity to join The Three Faith Forum programme (now known as the Faith & Belief Forum). Last year, I had the amazing privilege of being selected to join the F&BF group. In order to be chosen we all had to write a paragraph (or more) about why we wanted to join and what we would want to achieve by the end of the year. For me, it was simple; I wanted to know and learn more about Catholic Christianity and be able to spread Islam at the same time. Not only was I able to achieve this goal Alhamdulillah, but it also gave me a great example of how to respect others' religions.

Our first linking day was held at The Museum of London, a beautiful environment perfect for first getting to know the pupils of St. Ursula's. I remember on the way there, most of us were excited and a little anxious. Our first impressions of the other students were that they were beautiful (mashaAllaah) and similarly to us, they were quite shy and a little awkward. When we first got there we learnt a few ground rules. They were:

'Conversation not Confrontation'- This meant that we should talk TO each other and not AT each other. Conversations are a two way thing, and we should not make the other person feel as if they are being interrogated.

'Dialogue not Debate' – We're here to get to know each other, not debate one another.

'I statements' - Using the words 'I believe...' or 'I think...' shows that these are statements that



are personal to you and that you do not represent everyone.

On the second linking day, St. Ursula's pupils were invited to Azhar where we gave them refreshments upon arrival and later a tour of our beautiful school and showed them how we pray. Their visit to our school was productive and beneficial for the both of us. We realised soon enough that our religions were in fact quite similar. We both had 'Tasbeehs' that we used to glorify God and we both say a prayer/duaa before we eat and afterwards.

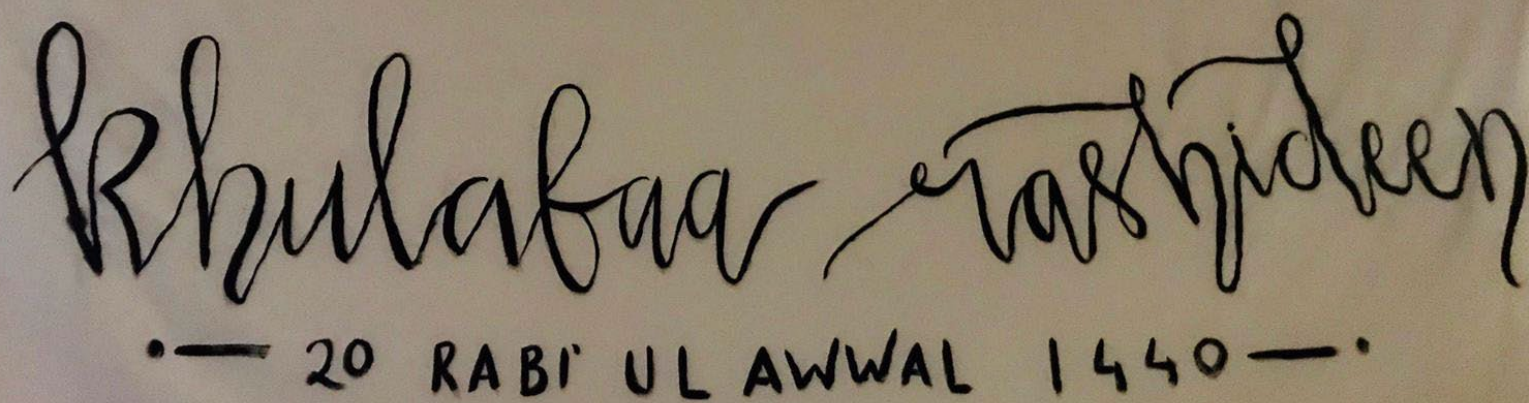
On our last visit we visited their school just like they had visited ours. They were just as (if not more) hospitable as we were and also gave us some tasty refreshments. We also had a meaningful conversation with Sister Alice who is what is known as a nun. She explained her story of becoming a nun and she informed us that she spent 7 years 'training' before she took her final vow to officially become a nun. Sounds a little familiar doesn't it? Again, we saw the similarities. For us to become Aalimahs and graduate we also need to go through 7 years of 'training' before the final lesson is taught. We also had a tour of their school and their local church which was just down the road and was actually a part of their school.

To conclude, we all had an extremely insightful experience into Catholicism and without 3FF we wouldn't have been able to have such enriching encounters and come to realise how similar both religions are. Our confidence has grown and we have all come out of our shells a little bit more. We've also made many great friends over the course of our 3FF journey.

Respect plays an important role when it comes to learning about others' faith and through 3FF we have learnt to respect other people's religions more.

Lastly I would like to thank Apa Shabana without whom, we wouldn't have been able to meet amazing people and learnt important morals that we will use in life. She gave us the opportunity to be able to be a part of 3FF and go on really fun trips. So a big Jazakillah to Apa.

Aziza Khanom Miah 10A



Khulafaa Raashideen
— 20 RABI' UL AWWAL 1440 —

In the Footsteps of the Khulafa ar-Raashideen

This year we were fortunate enough to partake in the Khulafa ar-Raashideen project and were able to produce presentations to teach the rest of the school about what we had researched.

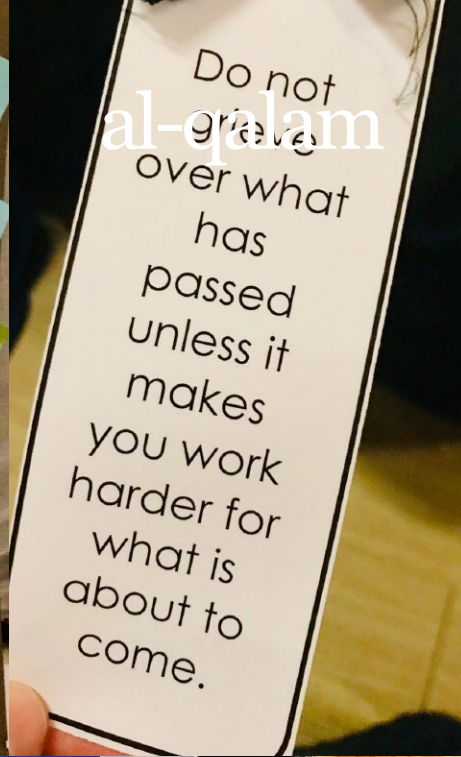
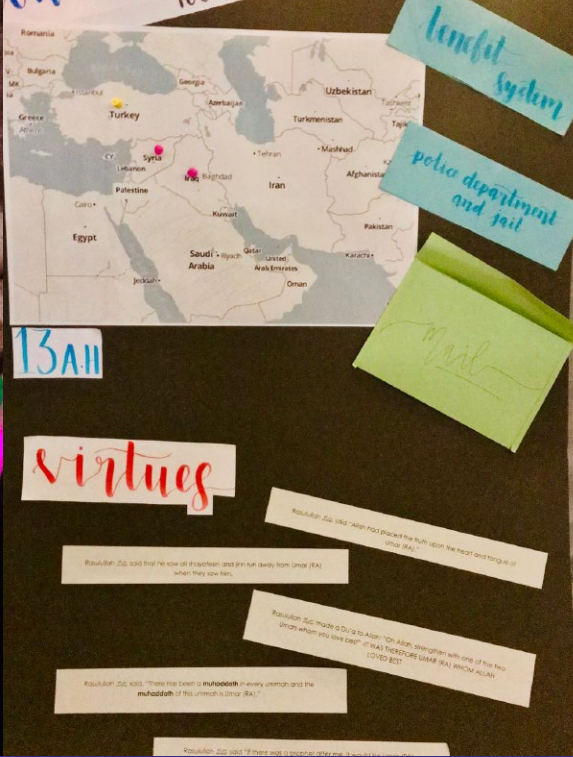
This task proved to be very beneficial to us as well as to the rest of the school I believe we did an effective job in educating them about the lives of the four-rightly-guided Caliphs. From this we gained leadership qualities, confidence, knowledge, experience, preparation skills, and teamwork.

To begin with, we were split into four groups, each allocated one of the four sahabah and were assigned a teacher to be our team leader. As a group we all divided tasks to each member and worked efficiently to fulfil and meet our deadlines.

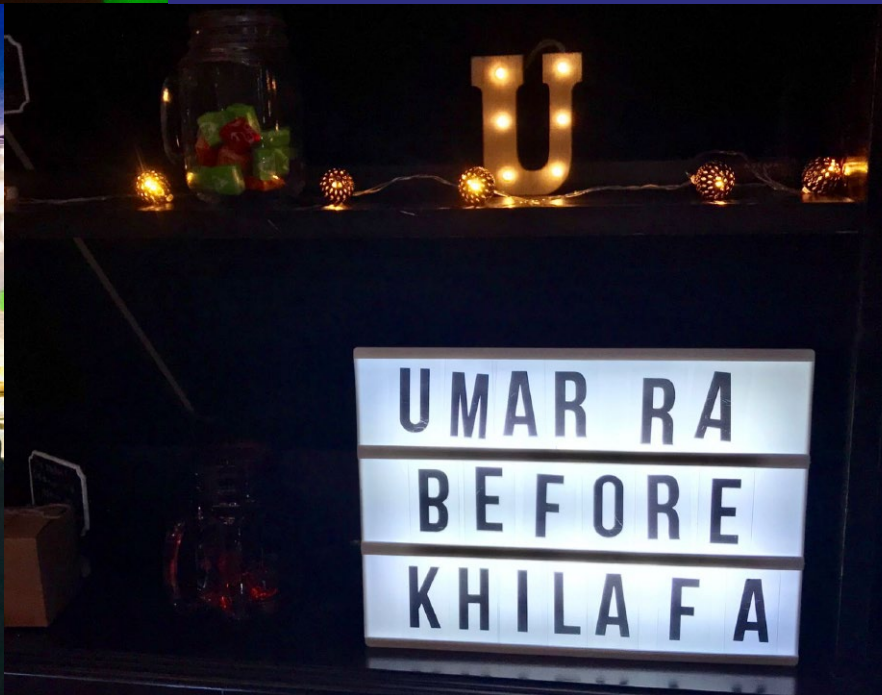
On the day of the event, we set up colourful decorations, creating an atmosphere of ambivalence, serenity and tranquillity. We were able to eloquently narrate stories and key events about the lives of our selected Sahaabi, including enjoyable activities to engage and interact with our audience, as well as handing out little gifts as favours.

After the event had come to a close, we were all proud of ourselves, and were left feeling like we had achieved something great. A lot of effort was put in from the 5th years, the year 11s, teachers and guests.

*By Maryam Ahmed
5th Year Aalimah*



In the Footsteps of the Khulafa ar-Raashideen





The Sunnah Foods of The Prophet SAW

The Prophet Muhammad SAW used to eat a variety of organic and beneficial foods. It is a direct Sunnah to use these items whilst also cooking food. Prophet Muhammad SAW believed in these items' benefits for the human body and loved eating them.

The Prophet Muhammad SAW was once reported to have said, "There are two kinds of knowledge: knowledge of religion and knowledge of the body." The Prophet SAW frequently commented upon the nature and value of various foods and spices. These comments were noted by his wives and companions RA and still remain available to us today.



Honey

ALLAH has said, "There comes forth, from within [the bee], a beverage of many colours in which there is a healing for you."

Mixed with warm water, and taken in several small doses, honey is considered the best remedy for diarrhoea. The Prophet SAW once said, "By HIM in whose hand is my soul, eat honey. For there is no house in which honey is kept for the angels will not ask for mercy. If a person eats honey, a thousand remedies enter his stomach and a million diseases will come out. If a man dies and honey is found within him, fire [burning of hell] will not touch his body." The prophet SAW himself used to drink a glass of honey and water each morning on an empty stomach.



Fenugreek

It is reported that Prophet Muhammad SAW once said "If my people knew what there is in fenugreek, they would have bought and paid its weight in gold."

Fenugreek seeds are also known for their anti-diabetic property. They are also considered excellent to treat arthritis and to reduce blood cholesterol. They also increase breast milk production in breastfeeding mothers. Fenugreek contains natural expectorant properties and is considered ideal for treating sinus and lung congestion. It also helps in loosening and removing excess mucus and phlegm. The mucilage content of the seeds helps to cure external boils, burns and ulcers. (IBN QAYYIM)



Thyme

In the time of the Prophet SAW it was customary to fumigate houses by burning frankincense and thyme. Thyme is cold and dry in the third degree. An excellent digestive aid to heavy foods, thyme beautifies the complexion, annuls intestinal gas, and benefits coldness of the stomach and liver. When drunk as an infusion, it is said to kill tapeworms.



Quince

It is said that to eat quince on an empty stomach is good for the soul. Cold and dry, quince is astringent to the stomach. A few seeds placed in water will, after a few minutes, form a mucilage which is an excellent remedy for cough and sore throat, especially in the young. Quince is also excellent for pregnant woman, gladdening their heart.

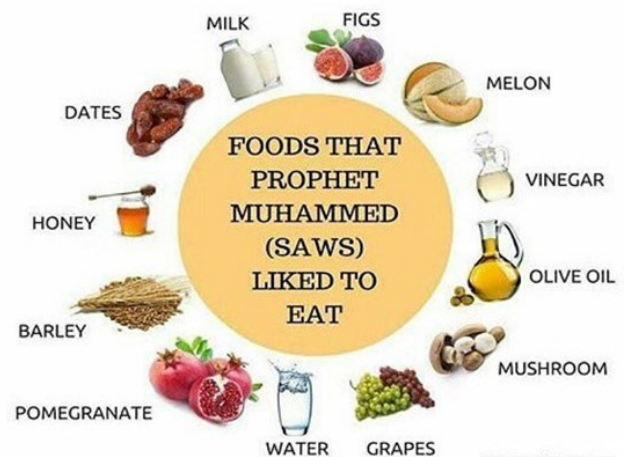
The Prophet SAW said, "Eat quince, for it sweetens the heart. For ALLAH has sent no Prophet as his messenger without feeding him on the quince of Paradise. For quince increases the strength up to that of forty men."



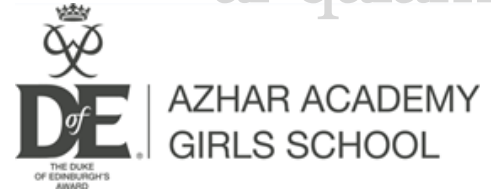
Pistachio

It is said that to eat the heart of a pistachio nut with egg yolk will make the heart grow strong. The reddish skin stems diarrhoea and vomiting.

Some other Sunnah foods include:



Duke of Edinburgh Award



The Duke of Edinburgh's Award is the world's best-known and most respected kite-mark of youth achievement. No other activity offers such a rounded programme of personal development, which is why large businesses such as Amey, British Gas, DFS, Heathrow and Royal Mail offer the DofE Award to their colleagues under 25.

The DofE is all about going the extra mile – gaining new skills, pushing yourself physically, helping others and exploring new territories. At the same time, you'll gather friendships, experiences and memories that will last a lifetime.

It doesn't matter who you are or where you're from, as long as you're 14 to 24, you can choose the activities that motivate you and go on your own personal journey. We know from other participants that the DofE helps you stand out from the crowd when you apply for college, university or jobs.

There are three levels of programme you can do which, when successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. The main differences between them are the minimum length of time they take to complete, how challenging they are and the minimum age you can start.

Duke of Edinburgh 2018 - Azhar Academy Girls School

Masha'Allah 27 AAGS students have enrolled on the BRONZE DofE in 2018. We pray for their success for the whole programme. Most of these students completed the expedition section of the DofE in October 2018 over two exhilarating weekends. As part of a small team, students planned and completed a practice and final expedition that will truly stretch their horizons. As a result, they have improved communication and leadership skills and take a rucksack full of memories home with them. Please have a look at a few snippets of the adventurous weekends below.

Duke of Edinburgh 2019 - Azhar Academy Girls School

Meanwhile we are recruiting for more fun and adventure 2019, please see Miss Aslam for more information.

Bronze timescales:

- Volunteering section: 3 months
- Physical section: 3 months
- Skills section: 3 months
- Expedition section: 2 days/1 night
- You also have to do 3 more months in one of the Volunteering, Physical or Skills sections.

Silver timescales:

- Volunteering section: 6 months
- Physical and Skills sections: One section for 6 months and the other section for 3 months
- Expedition section: 3 days/2 nights
- If you didn't do Bronze, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.

Gold timescales:

- Volunteering section: 12 months
- Physical and Skills sections: One section for 12 months and the other section for 6 months
- Expedition section: 4 days/3 nights
- Residential section: Undertake a shared activity in a residential setting away from home for 5 days and 4 nights.
- If you didn't do Silver, you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.





Year 7 Mathematics Trip

On Thursday, 10th October, both year 7A and 7G went on a trip to the Science Museum. We explored the Wonderlab: The Equinor gallery by going on friction slides, experimenting how sound waves look like, racing on pullies, playing with tangrams puzzles and much more. Inspired by power of wondering, Wonderlab: The Equinor Gallery enriches learning across the curriculum themes of Forces, Electricity, Light, Sound, Matter, Space and Maths.

Thereafter, we went to 'The Winton Gallery' which told powerful stories about the work of mathematicians in the broadest sense, from salespeople to sailors, aircraft engineers to bankers, and gamblers to garden designers.

These stories span 400 years of human ingenuity from the renaissance to the present day, with objects ranging from intriguing hand-held mathematical instruments to a 1929 experimental aircraft.

The bold and thought-provoking gallery, designed by Zaha Hadid Architects, examines the fundamental role mathematicians, their tools and ideas have played in building the world we live in.

From war and peace to life, death, money, trade and beauty, the objects in Mathematics: The Winton Gallery reveal how mathematics connects to every aspect of our lives.

What did students learn...

'We learnt that Maths can be found in many different aspects: Channel crossing, Telegraph messaging system, Maths helped in trading for centuries and much more.. We further looked at Book-settling machine which was used by shopping assistants to simplify arithmetic and is a modern-day calculator' – **Halima Yunus Jasat 7A and Fawziyah Islam 7A.**

'We looked at an Arithmometer, a mechanical desktop calculating machine, custom-designed for companies in the 1880's' - **Fatima Zahra 7A.**

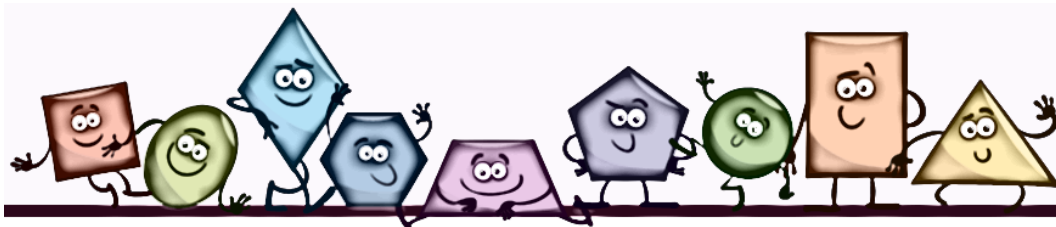
'We learnt about "Thames Barrier pier"- a flood hit London in January 1953; the water levels were very high and were all over London. So, mathematical plans made a huge barrier across river Thames to protect it. It was completed in 1982' – **Aisha Bhorania 7G.**

'The most interesting thing I found in Maths Gallery was about Florence Nightingale. I learnt many facts about Florence Nightingale such as 'she loved maths when she was a kid'- **Zainab Faisal 7G.**

Below are the names of different 2D and 3D shapes. However, the vowels from each word are missing!

CAN Y WRK T WHT THY R?

hxgn	sqr	blng	ctgn
trngl	crcl	hptgn	rctngl
pntgn	qdrltrl	plygn	vl
cylnr	cb	sphr	ttrhdrn
cbd	pyrmd	cthdrn	cn



Maths Tips for Parents

We all know that reading with a child helps literacy skills, and that playing sports in the backyard teaches the value of teamwork and being physically active. But where are the life lessons for mathematics?

The truth is that we all use mathematics many times each day, but often don't realize it. From trips to the grocery store to swinging in a hammock, math is part of our daily lives. Don't underestimate your own math skills. You can help your child learn math!

"You are their idol. They look up to you. They don't do a good job listening to you, but they do a fantastic job imitating you." – Karl Subban, retired Toronto school principal and father of three NHL hockey players (P.K., Malcolm and Justin)

Math in everyday life

It is important to help children recognize that everyone uses math all the time. Here are tips to help your child have a positive attitude about mathematics.

Make learning math a positive experience. Don't talk negatively about math to your child—it can lead to "math anxiety" (a proven cause of low achievement). Schedule maths homework at the same time in a quiet location every day. Be available during this period to talk with your child. Create a math homework toolkit with pencils, erasers, ruler, protractor, graph paper and a calculator.

Be relaxed and positive. You are not expected to be an expert. You are there to encourage learning.

If you're struggling with the mathematics yourself, and finding it difficult to support your child, there are options such as free online courses like BBC Bitesize, Maths Genie and Corbett Maths which can provide an in-depth understanding to specific parts of maths and provide test papers for students to revise from.

Be a maths role model

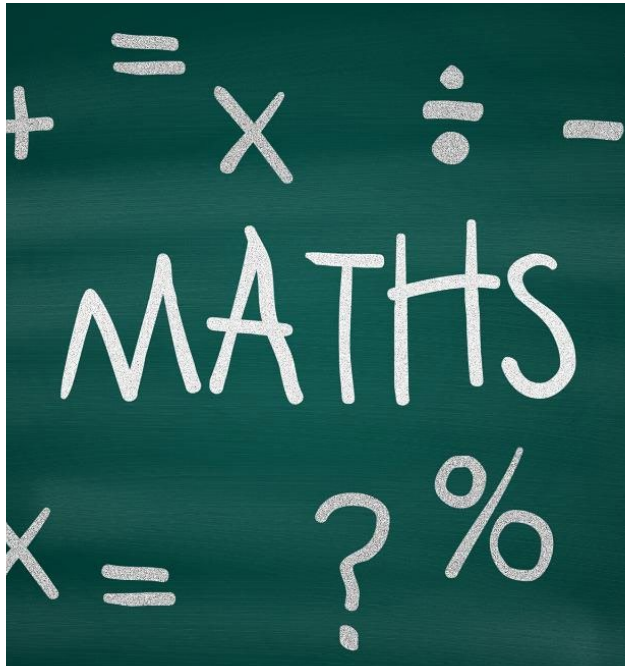
Children learn by imitating the people around them. Imitating a parent's positive attitude about education helps children develop healthy academic skills.

Talk out loud as you do everyday tasks. Talking out loud allows children to hear how you think and helps them develop important skills for "thinking things out" and solving problems.

Grocery stores are a great source of math lessons. For example, you can talk aloud about how to weigh fruit on a scale or how to estimate the total cost of groceries as you fill your shopping trolley.

This edition of "Math Tips for Parents" was written by Lynda Colgan, Associate Professor and Director, Queen's Community Outreach Centre, Faculty of Education, Queen's University





Why I Like Maths?

Maths for me is fun. I like numbers and applying mental maths to work out equations. When people say maths is hard I try my best to show them my view on maths. I like working out equations and finally working out the right answer. The feeling of working out an impossible equation is overwhelming.

The atmosphere in our maths lessons is very animated. We like to work out equations and help each other out and once our peers have understood, we beam with joy.

Everything requires maths, for example, when you go shopping and require change. Maths is also commonly used in other subjects, such as science, computer science, history and many more. Our daily life is evolved around maths. Without maths you would literally be confused in life.

Nahida Ali 10G

How do I revise?

Grades are very important but not more important than your health. Grades are only temporary; you leave them behind but something you continuously have throughout your life is your health and it's important to maintain it.

Sleeping on time is extremely important. A teenager usually needs an average of 8 hours of sleep and it is very vital to ensure you're full of energy and ready for the exam.

Also, having your meals on time especially breakfast is vital. Ensuring you have breakfast will fuel you up for the day ahead and keep you energized for the exam. Not only eating your meals is important but eating healthy food packed with nutrients is also important to provide you with energy for the rest of the day.

How do I revise?

Top tips

Make sure you know which topics you need to revise for each subject. Use your exam board specifications as a revision list.

Make your revision active. Don't just read notes. You could make flash cards, mind maps or post it notes.

Watching videos online can really help to bring your notes alive!

Test yourself by completing past papers or asking a friend to test you! This will identify areas of strength and weakness.

Build in rewards for your revision such as your favourite snack to keep you motivated.

MOST IMPORTANTLY, TAKE CARE OF YOURSELF!

*By Tammanna Akhtar Roof
11G*

How to Revise

One of the main stresses you have in secondary school is tests; just thinking about revising makes you even more stressed. We have all been there: the night before the test and there's way too much to revise for and you can't fit it all in one night.

That's why you should plan beforehand. Even an extra day can help. We get so distracted by unnecessary things that we don't even remember. Always write it down somewhere, whether it's on your planner or a post it note.

Also, if you easily get distracted, choose a quiet place to revise and remove anything and everything that you know will distract you (in most cases your phone).

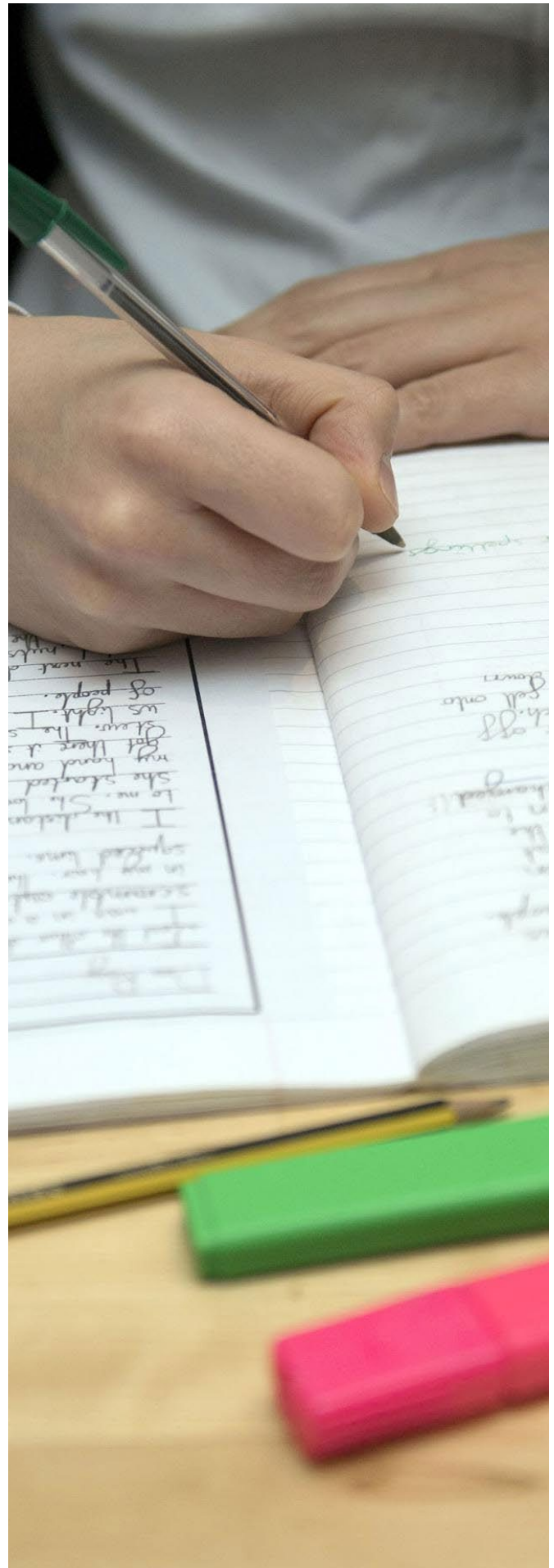
Another tip: make revision cards or notes, anything that will make you remember key information.

Make your work look colourful and neat so that it doesn't look boring.

In addition, drink plenty of water so that your brain doesn't get dehydrated (it will help you remember things more).

Finally, have a good night's sleep before the exam and don't stay up stressing and worrying.

By Tanisha Afsar 9G





18 months later word came that he was no longer with us in the world. He was described by other released hostages as a man who would never let others suffer and let him take the pain rather than anyone else. These acts of kindness are truly to be remembered and may he rest in peace.

David did not deserve this cruel punishment and neither should anyone else. This is why Mike set up this organisation to teach others about not hating but being united. Mike taught us that even after all that he and his family went through, he would not give up and let the terrorist party win.

These parties seek to create hatred between people of different faiths, religions, backgrounds etc. Letting there be hate between us shows that they have won so rather we should unite together and break the barriers between us. We should clear any misconceptions and openly be able to talk without any wall between us. This is how we will unite against terrorism- creating love not war.

Habiba Choudhury 9A

Global Acts of Unity

Last week a truly inspiring man visited us to tell us about his life story and breaking down barriers to be united as one. He started off telling us about himself and a truly touching story of his childhood.

Mike and his brother David were two inseparable brothers who grew up together as though they were best friends. He told us of their family history of working in the navy and serving the country then went on to tell us about his brother.

David was a kind hearted man who eventually gave his life for the service of others. He did many acts of good such as humanitarian service and always gave back to the community. On one of David's expeditions to Syria, he was helping refugees when he was taken hostage by ISIS. This was a great shock upon his family and left them distraught for his safety.

Azhar Academy Girls School Winter Sleepover 2018

I arrived to school for the sleepover at 8.30pm and was greeted by Ms.Mahmud who signed me in. I was feeling very excited about it, although I was a little worried about missing my parents.

A short while later we ate dinner; this consisted of a variety of foods including pasta, chips and wings! I was full! We then got ready into our pyjamas and made our way to the prayer hall. This was where we were going to camp for the night. We laid out our sleeping bags and got ready to have some fun!

We began by listening to some lovely Quran recitation by one of the year 11 students and then some heart moving nasheeds sung by the older students. After this Apa Shabana shared the story of Salma-Al-Farsi ra, which was very interesting and I learnt a lot about his life.

We then started the games and played “pass the parcel” – it was very funny to see some people do the dares that were included in the game; some were hilarious! After we had played a couple of games we went downstairs to enjoy a midnight feast of desserts; there were a variety of cakes, brownies, doughnuts and treats. My favourite was the chocolate macaroons - DELICIOUS!

Then we made our way back upstairs and played “nasheedical statues” and other games. We then concluded the activities by sharing stories as well as stories with morals and ended by reciting our adhkar and tried to get some sleep. Some of us managed and some of us didn't as we were too busy talking and giggling throughout the night. It was great!

We woke up, got ready and prayed our Fajr salah then went down to have a lovely breakfast. We were all so tired but grateful that we'd had the opportunity to have the sleepover at school with our friends. I can't wait for the next one!



Miski Abtidon 7A
School Council Representative



Upbeat- Spoken Word Entertainment Evening

GATE LIBRARY

On Friday 30th November, I was given the opportunity to speak about mental illness in South Asian communities at the Gate Library through spoken word poetry. It was an experience which will forever be embedded within me. Through this I discovered the true inspiration words can have on others.

This is a sensitive topic which is prevalent in our South Asian community, and as a South Asian I felt it was my duty to spread awareness of such a delicate matter. I took this opportunity to render recognition of mental illness that so many people shy away from.

I feel that the lack of understanding, self-awareness and poor knowledge of psychological disorders have led to a negative attitude. Also cultural expectations and reputations are two of the many predominant reasons why there is such a stigma in this community. People consider that the South Asian community is not open-minded when it comes to mental health, especially the older generation, and traditional values are often cited.

It is important to understand that mental illness affects all genders, races and social stature, and more often than not it is due to underlying issues that have not been addressed that led to this 'hidden illness'. As individuals we should encourage disclosure of any psychological disorders one may face to support each other and gradually eliminate any adverse stigma.

In conclusion, this experience has made a positive impact in my life. It has allowed me to self-discover my hidden confidence which I was not aware of. I am immensely grateful to be given a platform to voice my opinion and I hope Azhar Academy Girls School continues to strive to provide us with these opportunities.

Anjuma Begum 11A



AAGS 2018 Sisterhood Day

Azhar Academy Girls School's tarbiyyah mentors held its annual sisterhood day on 18th December 2018 and managed to create a day full of thrilling and inspiring activities to raise sisterly bonds amongst the students of Azhar.

The first mission of the day was to identify essential qualities students can take away in order to improve as well as create sisterly love within their peers. Thus, the "grudge basket" game steered students' thoughts towards forgiveness and made them realise the importance of freeing themselves from holding grudges.

The aim of the next activity was for students to think of the characteristic of the person that they had to randomly choose by drawing out a name from a box. Before the event, tarbiyyah mentors prepared different kinds of sweets that represent various positive characteristics, such as loyal, funny and kind. Any student who has selected a name must try and choose the sweet that they believe

describe the person that they had chosen. They ended this delightful activity by writing a personalised note to their receiver and sealing it in their gift box.

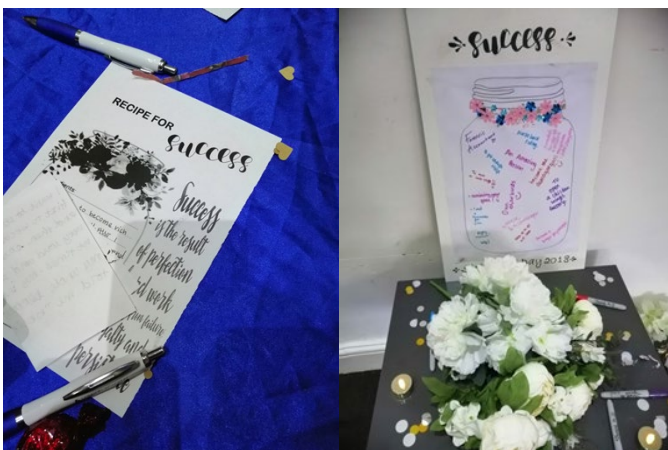
The overall feedback received by the tarbiyyah mentors proved that the day was highly successful. These are just some of the responses we received from students regarding the wonderful event:

"Everyone was very passionate; we wish we could do it again." Other students also mentioned during the course of the day the activities taught them about forgiveness and friendship.

Apart from that they used words like entertaining, memorable, beneficial as well as uplifting to express their experience.

More importantly, the teachers took it upon themselves to say it was "enlightening and well organised with meaningful activities to make individuals think beyond their normal thoughts". They also stated that it was "a very, very proud moment", which is an honour in itself.

Genuinely I believe the day had turned out as smoothly and as efficiently as we mentors had hoped. May Allah reward everyone for their efforts.



Nishat Kamali, 11A



3D Under The Sea - Science Trip

The IMX Movie Theatre

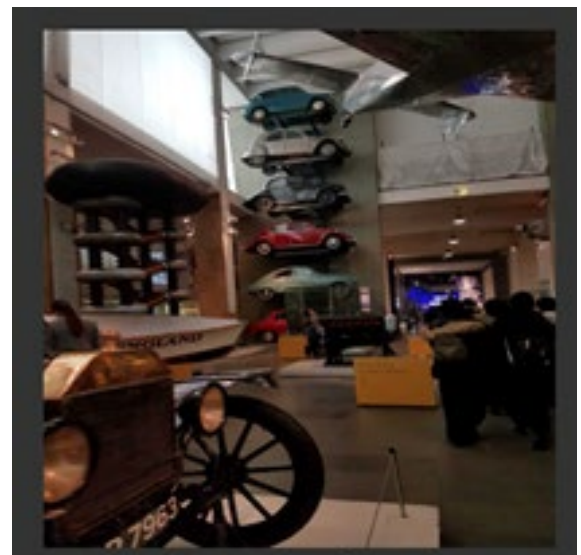
Year 8 went to the IMX movie theatre in the Science Museum to explore the life under the sea. We watched an inspiring 45-minute-long documentary about all the living species that live under us.

It showed us that there are many beautiful animals, however many are extinct due to the doings of humans; some of the effects of these are global warming and pollution.

This was a great opportunity for students to have a 3D visual experience of the world underneath.

All of us loved the experience and hope to go there again.

We encountered some of the most stunning creatures of the sea face-to-face, exploring the wonders of the oceans, and investigating the impact of global climate change on these spectacular yet delicate ecosystems.



*By Morium Chowdhury
Year 8A*



Centre of the Cell Trip

Centre of the Cell is situated in Queen Mary's University of London. Students in year 7 from Azhar Academy Girls School organised an educational visit to the centre on 29th November to extend our knowledge about cells.

We travelled by bus and in total it took us about an hour to reach our destination. When we arrived, the first activity we participated in was an interactive workshop about microorganisms. There are different microorganisms that were introduced to us such as bacteria, fungi and viruses.

From the workshop we learnt that different bacteria have different purposes; some are good and some are bad. We learnt how fungi are formed and some interesting, unique facts about why feet produce an odour and how blue cheese is made. Furthermore, we were taught about different viruses and their side-effects- chicken pox, cold and flu.

Lastly, we experienced an exclusive opportunity of playing the role of a 'microbe detective.' We were given a pack that contained clues and symptoms in order to determine the mysterious bacteria that reside in a young man's body.

We also watched videos from the man's point of view; his friend who witnessed his illnesses; the doctor and scientist who took various tests and gave the man antibiotics after the bacteria was found. We were told that antibiotics are only used to cure bacteria not viruses.

After lunch we visited the 'pod'. The session was led by a scientist who studied the cells of the heart; we were free to ask her any questions and she joyfully answered them. In the pod, we learnt about the amazing world of cells, the human body and the latest medical research. To support our learning, we were able to play various types of games on these topics.

Overall, the trip was a very enjoyable way of learning about cells and after this trip my perspective of Science has changed immensely. Science now seems like a fun, interesting as well as fascinating subject and there is always so much more to learn. The knowledge we learnt will help us throughout secondary school and the trip was very memorable.

*By Halima Jassat,
Year 7A*



Science Musuem Trip

n Wednesday, 10th November 2018, our class (7G) went to the science museum for a maths workshop. We played games (friction, gravity, universe, circuits, force, aero dynamics and much more) in the Wonder Lab. The main reason of our visit was to discover many different ways maths evolved in the world we live in today.

The visit to the museum was very beneficial and memorable. We also learnt about the telegram, the first plane ever invented, how mobile phones were introduced and how Florence Nightingale used maths to treat injured soldiers!

I, of course, enjoyed the trip, as there was a prayer room, a place to do wudhu and it was another opportunity to get to know and interact with my new classmates in an out-of-school environment. It has only been a few months but we have been given numerous opportunities to do fun activities and workshops. I know for a fact my classmates enjoyed this adventure as much as I did!





Becoming a School Council

This year, I was selected by my class to be a student council, representing 9A. Being a student council has made me more responsible and organised as well as a better person.

It has made me recognise and fulfil my expectations and duties in the school, and I have become more confident and tolerable since then.

Furthermore, taking on this role has encouraged me to do well in my studies and progress more in my National Curriculum subjects in addition to Islamic Studies.

During form time this year we are starting a new program called Ilm 2 Amal which has been very inspiring and uplifting so far!

As a student council I am very excited about all the projects we will organise throughout the year such as charity bake sales and the sleepover next week.

Suwaybah Ahmed 9A



Take me home

This is our campaign name for our Citizenship GCSE exam. Our aim to create awareness on the increasing numbers of stray pets and how they come to end up in shelters. We discovered many touching stories through an interview with a lady who helps rehome stray cats.

We wanted to share her story on how she came to love cats and what inspired her.

Her story began about 7 years ago, she had no love for cats at all, she was scared of them and would avoid them and pay no interest to them. She had a big mouse problem in her house, at that time three little kittens were abandoned outside a Methodist church on Grange Road, her sister in law took them in for them to go the RSPCA the next day. She decided to take one in due to her mouse problem. She thought about it and the next day she went to pick up one of the kittens. Her cat was very small and about four or five weeks only at the time. When she had bought her home, she did not eat for three days, and her eyes had completely closed. She had diarrhoea, would only drink water and on the third day she took her to a vet and was told that she had conjunctivitis, a respiratory problem. They gave her antibiotics injection, something for her eye and she had to put ointments in her eye. On the fifth day, she began to eat and that is what she believes inspired her. The more attached she became with her kitten the more she became aware of other cats needs. Her cat is seven years old now, but is still emotionally affected, and very afraid of new people.

Another story is of a woman who adopted a Persian cat. After two weeks the cat went out into the garden, and the cat was going out to the front. The cat came back again and the owner was pleased that it was okay as it was new to the area and that was the first time it had left the house. However, the next day it went out again and never came back, she went out looking for it everywhere. The neighbour later told her that he saw the cat go out in the front and because it's a white breed they are catnapped a lot and sold around the world. The neighbour said he saw a white van come and when the white van moved, he didn't see the cat. The cat was catnapped, the reason for this is because they get a lot of money for it abroad, especially as it was a white cat.

We hope these stories touched your hearts and you now have some pity next time you pass a stray. Pets are vulnerable and it is our duty to be good citizens and report them to shelters such as RSPCA and Celia Hammond. We hope we encouraged you to raise awareness about how serious of an issue this is and so that stray pets are sent to shelters to be cared for, rehomed and neutered for their benefit. Thank you for reading our article.

We would appreciate it if you could please fill out this three-minute survey, we are carrying out to see how aware society is about the increasing number of strays every week.

<https://www.surveymonkey.co.uk/r/JPTH7XR>

Taybah and Kulsum – Year 10



Getting Ready for College

It's that time of the year again for Year 11-mocks, GCSEs and most importantly applying for our colleges. Yes, the process may seem complicated, but a little organisation and attention can go a long way.

Here are a few tips to help you look for the right college and help you to start applying.

Tips on how to start looking for colleges:

- Talk to your parents/carers- open up a discussion and involve them in the search process. Discuss any issues there may be, e.g. travelling.

- Make a list- make a list of the subjects you are interested in and which will help you achieve your future plans, i.e. careers.

- Research- make sure you look into a range of colleges and ensure they offer the subjects you are interested in. Also, it is important to know the GCSE grade required to enter the college and to study certain subjects.

- Go to open days/evenings- going to these will help you understand the college expectations from you as a student and also meet college representatives who will be able to answer any questions you have. You also get the feel of the college and see if it is an environment you will feel comfortable in.

Tips on how to apply for colleges:

- Get organised/start early- It is important for you to know how to apply for the college (online or filling in a form). It is also important to know when the deadline is for your application form.

- Be careful- Always proof read your application form and make sure all the information on the form is correct and you have no grammatical errors in the personal statement (maybe get your English teacher to help you).

- Important documents- Ensure you have provided all the correct documents the college require from you.

- Alert your school- Make sure you let your school and form tutor know that you are applying so they can give their email addresses and be prepared to give any references if needed.

- Be honest- It is important that you make sure your personal statement represents who you are.

I hope these tips help you while applying/looking for a college and I pray that Allaah makes you all successful in this world and the hereafter, ameen

By Samiha Khan – 11A



Garrick Theatre

Currently in English Literature, the Year 10s are studying the Shakespearean tragedy Macbeth, we must analyse the language, structure and character development throughout the play. A compelling play which incorporates a variety of themes and ideas, ranging from supernatural beings and witchcraft to murder and treason, Macbeth is a great tale of ambition, fate and paranoia.

We were fortunate enough to be given the opportunity to watch a riveting performance of Macbeth live in the National Youth Theatre.



The play began with an unforgettable cinematic image of the three witches, in a form very different to how they are typically imagined—two in outlandish white attire, with peculiar high heels and netted crop tops, and the third in a spectacular shocking red gown. Despite the intentional lack of props and scenery and simplicity in the costumes, hair and makeup. An excellent portrayal of the characters was executed by the very talented young actors which sufficed in delivering a captivating performance. One character who stood out was Lady Macbeth—her ruthlessness and forceful, manipulative nature was portrayed perfectly through the actress's aggressive tone, gestures and body movements. The performance was enthralling from the opening line to the closing of the curtains, spellbinding the entire audience from beginning to end.

This was most definitely an unforgettable experience for all of us, something which will undoubtedly stay with us for a very long time.

Nureeya Khan 10G



The Museum of London

The trip to the Museum of London was great! I learnt so much about how London used to be and the changes as well as advances the city has made since the Victorian era.

At the beginning of the workshop, we were split into two groups, and within that, into groups of five. We were able to examine and actually touch artefacts from the times of Charles Dickens (the author of the novel we are studying)!

Thereafter, we read a short story about Charles Dickens and tried to make similar stories following his style of writing. It was quite difficult as he is a renowned author but it allowed us to gain insight into his thinking when he wrote *A Christmas Carol* which is relative to the unit we are studying in English at the moment. We were given fictional characters from different social classes to research which helped us characterise our own short stories.

Through the information that we gathered using the iPad's that were lent to us, we were able to see the working class of a particular street from back in the 19th Century. It was interesting to see how different things are now – much of East London did not even exist back then and many areas were marked 'black' meaning, extremely poor and consisted of 'semi-criminal' people.

Exploring the museum was very insightful. Not only was it relevant to our work but it was also enjoyable to picture and put into context everything that we learn. Now we can visualise what Dickens is attempting to describe about Victorian England and have insight into some of the characters and their backgrounds.

Soon before we left, we each gave a small speech about our characters and explained their lives to the rest of the group. We had a fun ending to the day – our teacher let us go to the gift shop on our way out and buy some small things to remember the trip by. Finally, at the end of a productive day, we headed back to school!

Samira Ahmed Mukhtar
8G



No Longer a King of Mine

The students of Year 11 are studying about King Henry VIII and his religious reforms this academic year. Thomas Wolsey was Henry VIII's most trusted advisor and chief minister of England in the 1500s. He was given the task of securing a divorce for Henry from his first wife, Catherine of Aragon. However, this was against Catholic beliefs and the Pope rejected their request. Not long after, Wolsey had fallen out of favour with Henry. Anjuma of Year 11A has described Wolsey's downfall in the following words:

Dressed in gold
But I'm bleeding rusted copper
A sheep in wolves' clothing
So I could have made it in the land
Where the lions do not answer to the dogs.

I played the role of the passerby who set the standards high
A regal who'll never truly be satisfied
But can I reach these new heights?
Am I prepared to flight?
Or am I prepared to fight?

Is this the end for me of the kingship
That I would worship
Am I the sacrifice of a burden from a country
that'll never truly be mine
And I think about you Henry
The way you stride
As if you are the divine
As if it's the flick of your wrists that can make
the stars align.

Was there a time that I ever saw beyond you
And your throne
Your kingdom
That you never truly sacrificed for.
For the sacrifices were all mine.

They say you call me back
To your empty palace walls
I remember the way I begged on two knees
For you to look at me
As a friend
Eye to eye.
But you could never truly look past your
desire

Of love before country
Of country before throne.

So they say you call me back,
A sullen old man
To the land where mercy will never shine
Where my greatest regrets lie.

But remember Henry as an afterthought
Of all the things you have lost,
And when I passed by as a phantom,
As a wolf,
Hear the echo of my whisper
In your greying palace walls

You are no longer a king of mine.

-Anjuma Begum, 11A

London Hat Hunting Mission

At the end of last half term, Year 7s were fortunate to have a visit from Winnie Mak Tselikas, the author of the joyful and exciting book: London Hat Hunting Mission. It is a children's book which is about 4 friends and Mr. Globe and their adventure through the diverse city we know as London.

The workshop consisted of a story time which went off without a hitch and an activity to share our views and opinions on the characters while analysing their personalities. In addition, we had an introduction to the author, Winnie and why she wrote it.

The story revolves around the following 5 characters;

- Hope: loves animals and likes the city farm in the capital; she's from Ghana
- Jun: likes to play ball and aims at walls; he's from China
- Parth: likes to travel on the bus, where sitting on the top deck is a must; he's from India
- Lea: likes to ask why and dreams of flying high; she's from Norway
- Mr. Globe: who is their best friend; he is mostly happy, sometimes cheeky and rarely grumpy but also an AMAZING friend



They are all good friends until one day Mr. Globe falls ill. It turns out Mr. Globe had a BIG ,BAD HEADACHE. So, his friend goes to the British Museum for a book called "Head Aid for the Globe". They find the correct book but there's a riddle- "For a painful head. You need magic hats. Collect a large pile and they'll be of great help".

They set off to places such as the London tube, London Eye, Big Ben, otherwise known as the Elizabeth Tower, Buckingham Palace where they get a bearskin hat, South Kensington for a beret, Portobello Road for a Rasta tam, Edgeware Road for a bed, Baker Street for a deer stalker, Chinatown where they got a Manchu princess' hat and melon cap, St. Paul Cathedral to get a fascinator and a top hat and their last stop Brick Lane where they get all type of turbans.

Mr. Globe puts on a hat each time he was feeling and looking better. Then a seed popped out of Mr. Globes head; he was healthy again.

Reviews:

With the world becoming a more diverse place and the political landscape growing more volatile (changing rapidly), it's more important than ever for kids to learn about ethnic diversity at a young age TOY NEWS

Teaching our children about other cultures doesn't have to be boring; it can be fun and playful with the help of ONE DEAR WORLD -Yummy Mummy's Blogs

I think the book was very inspirational and meaningful as it was a real eye opener to the diversity in London that gave me a sense of the volatile changes in society in this modern era with a colorful twist to the tale, making it serious yet enjoyable to all ages.

By Sara and Alisha (7G)



Trust
your
journey

Hand-lettering Club

Hand-lettering club takes place every Wednesday for about 40 minutes. In this club we have been practising different styles of writing with a range of brush pens (Tombow and WH smith), large and fine-tip ones. This has enabled us to develop our skills such as concentration, enhancing muscle memory, hand movement and most of all, motivation to do better. One of the students in hand-lettering club says, "It is a great experience for us as we have made close friendships and teamwork that we have gone through this journey. Each lesson consists of a new step towards improving our lettering techniques."

Two of the lessons were based on designing cards for our parents and/or friends. We began by looking at examples of work online and planning out our design on the card in pencil. We were given the choice of using both kinds of pens, including using different colours.

Our classmates look forward to the club each week. This club seems to have made us more confident and allows us to develop a new skill. We started as new year 7 pupils, some not even knowing what calligraphy was. Now, only after a few weeks, some of us have a fine grip on the art of basic hand-lettering alhamdulillah. In these sessions there are about 10 girls with a range of abilities who have put together parts of who they are into their work. Some of us enjoy working with colour while others prefer black and white designs.

Many of us struggled at first but in the end realised we were capable of much more. This club has helped us develop skills that will not only help us within the club but also outside; such as writing titles for assignments and presentations, making posters and cards.

***Jumainah Shah7G
Nazma Abdi, 7A.***

Computer Science - Web Designing

In Computer Science we have learnt web designing. This was something new and captured our interest. We started with basic html coding, and by the end of it we were confident about making our own websites.

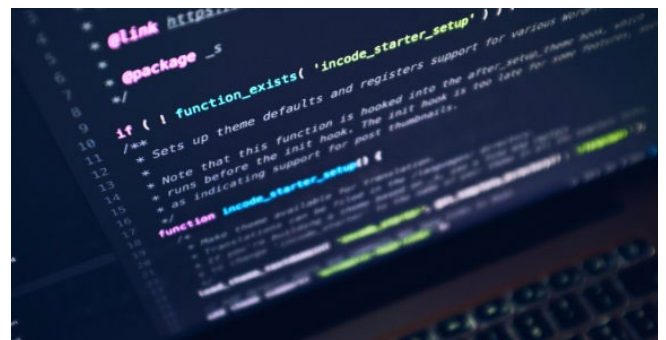
At first, I thought it would be a walk in the park. I saw websites all the time and they didn't look like they needed much coding. Little did I know, those websites contained multiple pages of coding which isn't easy for a non-technical person to decipher. We started small and worked our way up and with our teacher's help, we soon grasped the concept.

We practiced one task over and over again until it was drilled into our brains. This was one skill none of us would be forgetting any time soon. We made many websites and sometimes it didn't go according to plan but we learnt from our mistakes. Over time it got easier and now, we can practically make websites with our eyes closed.

Our teacher pushed us to try better and gave us the support and encouragement to build our own business. We started simple with names, slogans, logos etc. Then we built up advertisement, images, videos, products and prices. By the end of this project we all had our very own functional website, advertising our dream businesses.

Web designing is a skill that is very useful in life and comes in handy for jobs. It is great to know how websites we use every day are made and all the coding behind them. The websites we made could also be included in our CV in future, if we ever want to pursue our careers and turn our dream businesses into a reality.

Habiba Islam Choudhury (9A)



Programming is hard, Python makes it easier

Understanding the concepts of programming and the nuances of a language is incredibly difficult on the first glance. It is very common while learning programming for the first time to get discouraged with the learning curve.

Python is one of the most widely-used high-level programming languages. This is mostly because it is simple, relatively easy to read since it somewhat resembles everyday English and very beginner friendly.

In fact, Python should be the first programming language to learn if you are a newbie. Just look at the following code.

```
1.print (" Programming is great")
```

There cannot be a simpler code to print 'Programming is great' and this is the reason you don't require to know any other language. With Python as your first programming language, you can understand the concepts of programming more easily and can complete it in a lesser time as compared to that taken in learning any other language.

Have fun coding!

*Momataj Begum
Computer Science Teacher*



Reflections after Our Aalimah Graduation

The first thing that can be said about graduating as an Aalimah is the massive amount of responsibility that is impressed upon you. You are representing the religion of Allaah, and the Sunnah of the Prophet (ﷺ). We were always aware of this responsibility when we were studying as students of knowledge, but we did not find it as heavy on our shoulders as we do now, as graduates of this 7 year Alimiyyah course. We are aware that with our titles of 'Aalimah' and with our certification come the respect and scrutiny of people. We are examples for them, and if one of us was to make a mistake this would quickly be picked up on, and in the worst case, it would lead others to think it is justifiable to do the same because they saw an "Aalimah" doing it.

However, the pressure that comes from this immense feeling of responsibility is not a burden, because instead of leading us to constantly worry about worldly things like so many other titles of authority, it leads us to worry about how we can better ourselves in our Deen. It instils in us awareness of the fact that we have never done enough when it comes to our religion, and it creates a drive within us to do more in the service of Allaah (swt). These are the principles of Taqwa, which we came to develop in the many hours we spent studying the Ahadith of our beloved Prophet (ﷺ).

One of the best things about the Aalimah course is that we could see a clear difference in ourselves, between our early years and our later years. It made us realise the importance of many things, such as being careful not to mislead anyone, or the importance of respecting your books, or the importance of learning and teaching knowledge no matter how small it is. We were often told these things in our early years but we thought that this was merely a 7 year course that will end, just like our secular studies, but we realised otherwise.

Now that we have graduated, one hadith stands out clearer to us than others, and that is the one that Abu Darda (RA) narrates: "Scholars are the inheritors of the prophets."

My Experience Studying Arabic

It gives us an enormous feeling of pride and happiness to be addressed as inheritors of the Prophets (AS) by the Prophet (ﷺ) himself, and to be seen as scholars of the religion. We know that we are not near enough as pious and dedicated as our predecessors (The mercy of Allaah be upon them) in the religion, but that will not stop us from trying to attain at least half of what they achieved. We are truly in awe of their abilities and daily habits, such as the practice of Imam Bukhari (RA), where he would always make sure to pray two rak'at nafl salah before even writing a hadith in his book. Without a doubt, it is devotion like this, that has led to successful Ulama achieving awe inspiring levels of Iman and Ihsan. This is the ultimate goal for all of us, and we have not been set any better examples than by the Sahabah (RA) themselves.

It is said that if any of the companions were to spend a day in our lives, they would think we are mad, and if we were to spend a day in their lives we would think they are mad. Such was their devotion to the Deen; they were ready to sacrifice so many things for Allah and his Messenger (ﷺ).

Nowadays our Iman is very weak, but that does not mean that we, as Aalimah graduates, aren't still inspired and determined to achieve at least a fraction of their Iman.

Finally, even though we have graduated from seven years of seeking knowledge, we are far from finished. Many of us have taken up teaching posts or continued studying at other institutions, and that is because there is no such thing as ever having done enough or learnt enough. When we were told this in our early years, it seemed a very daunting thing to be constantly learning, however the desire to continue seeking more knowledge came naturally in the last two years of our studies, where we could not get enough of the ahadith we learnt. The prophet (ﷺ) said in a hadith: "seek knowledge from the cradle to the grave", and we will continue to act upon this hadith regardless of the fact that seven years of learning have seemingly come to an end.

***By Rafia Ghafoor
Aalimah Graduate 2018***

My experience so far in Arabic class has been great. We have been learning step by step from writing short words to translating full sentences, from personal pronouns to numbers. Every Wednesday, we are set some sentences on the board to translate. I find it very easy and beneficial for all of the class, as it tests how much we have progressed since the last lesson.

Another thing that I like is having lots of activity worksheets during every lesson, which is one of the trillion reasons why I love Arabic class. Also we have the worksheets explained thoroughly, so we understand the topic well and we don't make the same mistakes.

Moreover, the lessons are really enjoyable, especially when we listen to some educational songs which I like the most.

The homework is decent, too. I find it quite manageable and clear with the teacher's support and explanation. As for the listening, it further improves our learning experience where we have to listen and note down some information that we pick from the characters' conversations.

Overall, I think learning Arabic in Azhar is a great experience.

Soraya Amara 7G

Anjuman

During our first term Year 10 students delivered their first student led Anjuman. The focus of the assembly was 'The mercy of Allah (SWT)' to emphasise that He is full of kindness and love towards his servants.

In Sahih Muslim it is narrated from Abu Hurayrah (RA) that the Prophet (SAW) said: "Allah (SWT) has one hundred parts of mercy, of which He sent down one between the jinn, mankind, the animals and the insects, by means of which they are compassionate and are merciful to one another, and by means of which wild animals are kind to their offspring, and Allah has kept back ninety-nine parts of mercy with which to be merciful to His slaves on the Day of Resurrection."

Allah has showered us with countless blessings; We cannot keep account of his compassion towards us. If we were to sit and note down our blessings, the ink of the world would finish, and we would not have finished writing it.

The following poem was written and presented by two students in relation to the mercy of Allah (SWT).

The Mercy of Allah (SWT)

*Lay down your prayer mat
Lift your hands in the air
As your eyes fill with tears
Seek the forgiveness with many fears
Oh how the mercy of Allah is such a hidden blessing*

*He is the most forgiving
Yet you push it aside
'How many favours of your Lord do you deny?'
Ar-Rahman, Ar-Raheem
The mercy in which can never be overseen*

*He forgives your bad deeds and multiplies your good
Blinded by ignorance
Wait till you see what he removed
The mercy of Allah is so benevolent
Yet you forget him and all that's relevant
You sin and sin and don't think twice
When will you realise only Allah will suffice?*

*Understand how lucky you are
To be able to make all these du'aas
Oh how the mercy of Allah is such a hidden blessing
Ar-Rahman, Ar-Raheem
The mercy in which can never be overseen*

By: Nahida Ali and Aziza Miah

Hifz Studies

Alhamdulillah, Year 7 students have settled in smoothly this year across the Aalimah, Islamic & Hifz Studies and inshaAllah we hope they continue to progress and work hard throughout the year.

During our first term we had a few events led by Aalimah, Islamic & Hifz Studies, which MashaAl-laah our students enjoyed putting together such as the Khulafaa Rashideen R.A exhibition which was presented by our Year 11s and the Anjuman (self-led Assembly) which was organised by a few members of our Year 10 students. We will, inshaAl-laah, be holding other events throughout the year.

In the next term, from the week commencing Monday, 11th February 2019, the Aalimah, Islamic and Hifz Studies mid-year exams will commence for year 7-10. Students are encouraged to use their end of term holidays to prepare and revise for their mid-year exams. Parents are advised to support their daughters with their revision.

Hifz Studies

Alhamdulillah our Hifz students are settling in well in their classes.

Well done to the following students, who have completed the memorisation of one/two Juz during this term:

Fatima Zahra Sheikh Bathrutheen Year 7	Juz 30
Nafeesa Begum Ahmed Year 7	Juz 29
Zainab Nazneen Faiz Year 7	Juz 30
Juwairiyah Nadat Year 7	Juz 7
Aliza Abbas Year 7	Juz 28
Sumayyah Tanveer Year 8	Juz 27
Igra Jannat Year 8	Juz 21
Maryam Sover Year 8	Juz 7
Zainab Aisha Ahmed Year 9	Juz 4
Hamda Saad Mohamed Year 9	Juz 27
Aisha Nadeem Year 9	Juz 6 & 7
Khadijah Bint Rehan Year 10	Juz 6 & 5
Hafsah Ali Year 10	Juz 5 & 6
Ayesha Zulekha Shaik Year 11	Juz 15
Hanaan Madiha Al Faradhi Year 11	Juz 4
Alimah Tahsin Ahmed Year 11	Juz 6
Syeda Nabihah Rufaidah Year 11	Juz 12 & 13

A very big well done to them for their hard work and dedication to their Hifz studies. May Allah reward them for their efforts, ameen.

*Apa Roshan,
Head of Aalimah, Islamic & Hifz Studies*

Hifz Tips

As a student of Hifz, memorising and remembering the Quran may not always be easy. We might tend to forget quickly. Is there anything we can do every day that will open our heart and intellect and make us better receptacles for knowledge? Let me give you an example:

Imam Ash Shafi had a powerful memory. It has been said that he memorised Al Mutawa from Imam Malik in one day, subhanAllah! Unfortunately, he began to sense a deficiency in his ability to memorise and obtain knowledge, so he asked his Shaikh about this. His story is mentioned in the following poem:

شكوت إلى وكيع سوء حفظي فأرشدني إلى ترك المعاصي
وقال: اعلم بأن العلم نور ونور الله لا يؤتاه عاصي

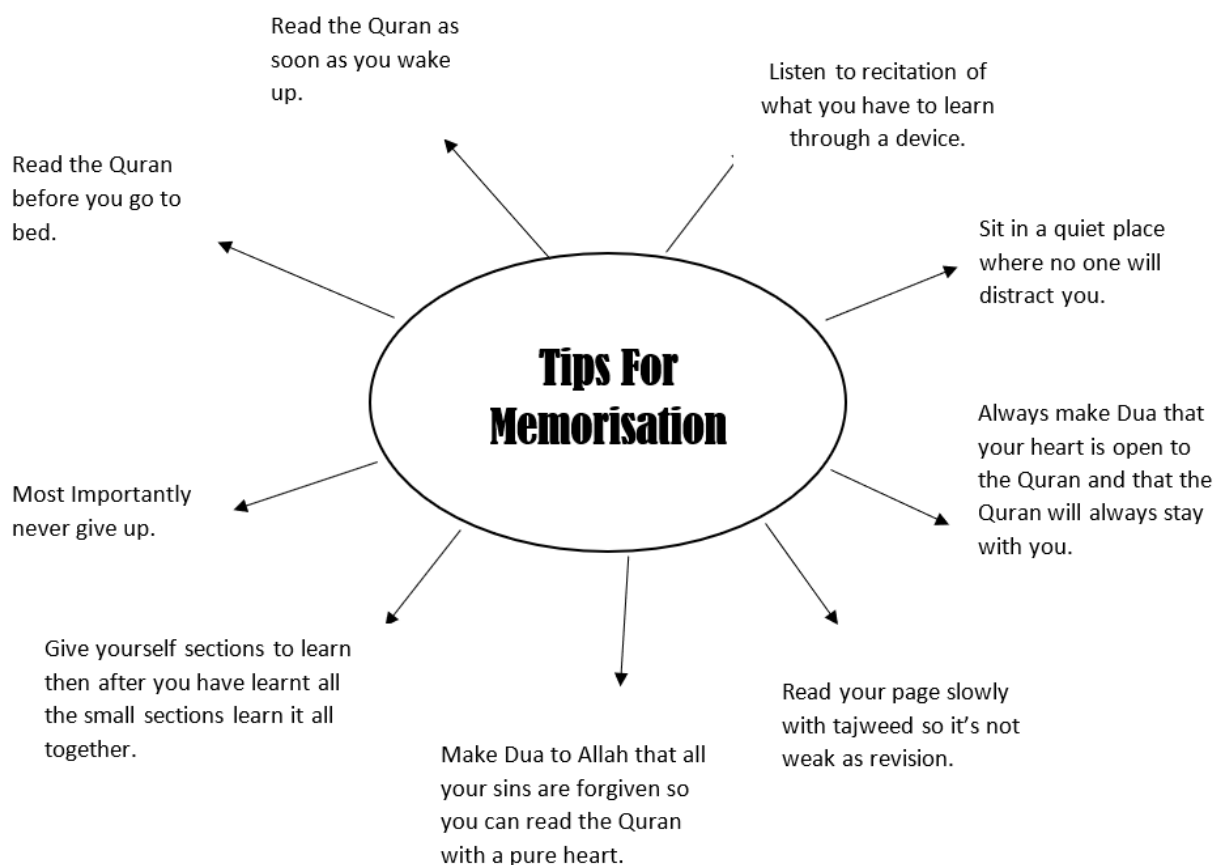
“I complained to Wakī’ of a deficiency in my ability to memorise ... so he instructed me to abandon sin”
“And he said to me that knowledge is a light ... And the light of Allah is not granted to a sinner.”

From the above we learn that sinning cannot only destroy the heart, but it can also corrupt the memory. If you are trying to memorise the Holy book, then refraining from sin is necessary.

Asma Shaik 9G

“And We have certainly made the Qur'an easy for remembrance, so is there any who will remember?” (54:17).

This ayah shows that hard work and perseverance will help in making the memorisation of the Quran easy for you. Below are some tips for memorising from the Hifz class:



Nafeesa Ahmed 7G



Arabic Writing Corner

This term in Arabic we have explored many topics, like role models, sports, Arabic culture and friendships. In the topic my role model we learnt how to describe a role model using adjectives like generous, perfect and ambitious. We researched the projects and charitable work our role models are involved in throughout their lives. We also studied about their nationality and what they do as an occupation. My role model is Cristiano Ronaldo. He is a Portuguese inspirational football player and I want to be like him. He strived very hard for his position and has won many awards through scoring numerous number of goals. One achievement was winning the golden boot which he donated to charity.

By Kulsum Vali 10A

Apart from Role Models, we also studied team sports such as netball and football. We learnt possible equipment that may be required. Sports can also make you feel relaxed; however, some sports need a lot more effort. Team captains must motivate their teams and support them to win. Some teams may have uniforms to represent them and they are sometimes given the opportunity to participate in competitions and tournaments. There are also many places such as sports centres for swimming, and ice rink for ice skating. In order to incorporate sports within our work, we did many writing tasks and studied how to speak about it through role plays and speaking activities as well as weekly quizzes.

By Taybah Altaf 10A

Another interesting topic that we studied was Arabic culture. We learnt about Katara – a cultural village which is a project of Qatar. It is a place where people come together to experience cultures of the world. It has beautiful theatres, concert halls and exhibition galleries. We also investigated boat racing, a traditional sport in Doha. Competitions take place once a year and they reflect the traditional Qatari way of life. Falconry is a beloved sport to the people of Qatar. We watched an entertaining video regarding falconry to increase our knowledge.

By Aisha Jasat 10G

We have also learnt about friendship – where you can make friends and the ideal qualities of friends. New friendships can be made through social media, voluntary activities, sports clubs, schools and colleges. We also described our ideal friends. I believe that friends should have similar hobbies and interests. They should be understanding, loyal, generous, helpful and honest. Overall, we have learnt many valuable things this term.

By Fatma Abasheikh 10G



Year 8 Arabic Language Lesson

In our Arabic lessons this term we learnt how to talk about our favourite food and drinks. We also learnt how to talk about our favourite meals and what we eat during the day. In speaking activities, we talked about where we like to eat and what we like about it. We also did a role play about ordering food in the restaurant.

Samira Mukhtar, 8G

We learnt about family and how to describe them: what jobs they do, their appearance and their personality. We also learnt about food and meals and how to book a table too. I enjoyed my Arabic lesson because we got to act a role play in front of the class!

Maesha Ahmed

In our Arabic lessons we learned how to talk in the present tense using present tense verbs with different pronouns. To help each other understand how to change the verb, our teacher divided us into three groups and asked us to plan a starter for next lesson.

Three groups made three activities related to the topic and presented them to the class; we were also responsible of marking and correcting our classmates' answers. Our group's(C) activity was a bingo task and we had the opportunity to award merits to 1st place, 2nd and 3rd too!

I was in Group (B) and we made an activity which included a word search. So we put the pronouns of the verb "to do" (فعل) in a list and the class had to find the correct form of the verbs in the word search.

*Sumayyah Rahman (C) & Humaira Z Khatun (B)
Year 8G*



Imperial war museum trip

This term we went to the Imperial War Museum as part of our Art trip. I very much enjoyed my experience as it helped develop my understanding of different historical artefacts, which in turn helped me create my own project.

Our Art project is based around “war and conflict”, the artefacts we saw in the museum inspired us to create our own final mixed media Art. The images we took in the museum assisted our ability enhance and improve our observational drawing skills.

Overall the trip was very pleasant; We spent valuable time out of school environment which was worthwhile. The trip enabled us to broaden our awareness of various aspects of Art, as well as provide us with designs for future developments.

By Sahar Year 9



Remembrance through Art

War- a topic many would rather keep buried in the pages of history. Yet when it is remembered in the form of art, one can't help but reminisce. We are reminded of those brave soldiers who risked their lives; be thankful for what we have.

Azhar Academy girls beautifully executed this in their art exhibition based on the theme of “Conflict” where they showed off many weeks’ worth of work. Their work was inspired by a trip to the Imperial War Museum, where each of them portrayed the theme using a variety of mixed media including painting, drawing and collage techniques. Each girl presented what conflict meant to her, using significant symbols like the dove - a symbol of peace.

One that stood out especially was a piece of art that reflected both negative and positive side by side where the peace was steadily overcoming the darkness. It reflected that no matter what happens, peace and prosperity will avail no matter what the challenges and how long it takes.

You should never give up hope and always stay strong.

Duaa Afzal, Year 9





Year 7 Community Centre Project

This year, in Art lessons, the Year 7s have been creating their very own community centre models.

The project started with the Year 7s individually creating unique community centre designs, taking into consideration people with disabilities, different age groups and facilities etc. We all managed to make wonderful designs including buildings shaped as ice creams, burgers and many more.

After this, the students were told to develop their four designs into a final pattern, making sure that they included at least one thing from each one. A great variety of ideas were generated from this assignment.



The next step was for the girls to form small groups, and then combine each of their plans to create a final group design. This was the most enjoyable part for the girls as it gave them an opportunity to share their designs with others and see how they could combine and improve.

The final task for the girls was to make their final project into a well-built structure, which should clearly replicate their design. We all seemed to find this particular task very fun and pleasant, and are enjoying finishing our models to present next week!

By Asra Ashraff Year 7A



Year 9 Project - “Conflict”

This project has been really inspirational and meaningful. As part of the project we went on a trip to the Imperial War Museum to get inspiration and develop ideas for our final piece. We saw many world war artefacts and were encouraged to record our research using photography and drawing.

I'm sure in our day to day life we don't really spend time to think about the effects of war and conflict. This project enabled us to think about the effects of war and how a single image can tell an entire story. It has been really uplifting and awakening and made us all prouder of our history because we learnt that more than a million Muslim soldiers fought in both world wars.

This art project has truly been amazingly fun. I can truly never emphasise how wonderful it has been and I cannot wait to start the next!

By Suweybah Ahmed Year 9



Year 9 Art Trip

We have been learning about War and Conflict in our Art lessons. So on 25th September 2018 Year 9 went on Art trip to the Imperial War Museum in London in order to visualise many master pieces from the World War 1.

We took many pictures to create observational drawings which will help us construct the final piece for our art exam.

The journey took about an hour but the Apas made the trip very enjoyable and fun.

There were many pieces including vans, trucks, aeroplanes, etc. We read many facts about the war and saw a documentary about soldiers fighting which was very interesting and factual!

After the tour, we left the museum and went to a park to have lunch; the weather was very beautiful and we enjoyed it a lot. After lunch we headed back and managed to pray Zohr salah back in school.

Overall the trip was very fun. I learned many new facts about the WW1. Thanks to Azhar and Ms Mahmud, I had a very good time.

By Amina Naveed 9G



First thoughts...GCSE Art and Design

Year 10 students were given a choice of doing Art GCSE at Azhar Academy Girls School, as a continuation in other years. The decision to do Art, in my opinion, was the right choice.

In our first term, we paid a lot of attention to observational drawings and contextual research. We had to really focus on our drawing and research skills in themes which we have chosen under the main theme of "Scapes".

Researching about different crafts, textile techniques and cultural ideologies combined to create beauty in art and craft has been a real eye opener and inspirational!

So far, it has been a great experience for me, and I have become more attentive about not only art but all other academic subjects too. This subject encourages individuals to become more motivated as well as display maturity in time management and personal expectation. This is why I am really enjoying the lessons and pleased that I am keeping up to date with everything.

In future, I hope to use the skills I attain to improve and develop through my Art GCSE to benefit whatever field I decide to go into.

Tafhima Khatun
Year 10





Azhar Academy Girls School
235a Romford Road, Forest Gate, London, E7 9HL
T: 020 8555 5959

www.aags.org.uk

