

Summer 2019 | Dhul Hijjah 1440

# al-qalam

Termly Newsletter

Monster Confidence

The Big Bang London

Royal Society Science Exhibition

Also featuring:

The Azhar Building  
Public Speaking Workshop  
EngFest  
Hajj Exhibition 2019  
UKMT Maths Challenge  
& much more...

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Experience & Advice  
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Azhar Academy (عزكبرسي)  
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)*

I am once again pleased to share with you some interesting articles written by students and teachers of Azhar Academy Girls School. As always the students have been involved in many amazing activities and events to further support their learning experience and widen their horizons.

The article about the school building is a must read as it shares with you the long history about our amazing building here at Romford Road.

It gives me great pleasure to also share with you our GCSE results for June 2019.

Masha 'Allah another set of impressive results for the new reformed GCSEs at Azhar Academy Girls School, despite a larger than usual cohort. Initial calculations indicate a positive increase in the Progress 8 score for the school Masha 'Allah, this is the measure which takes into consideration start points for students. AAGSs provisional Progress 8 score is +0.93, this progress score is described by the DfE as 'well above average' so we congratulate all students, staff and parents on this tremendous achievement.

Summer 2019 pass rate is 92% for students achieving at least five A\*-C/4+ grades including Maths and English. 92% of all grades were A\*-C/4+ grades, 36% of all grades were the highest prestigious A-A\*/7-9 grades. Most of our students passed with 8 or more GCSEs, nearly half achieved a minimum of 4 A-A\*/7-9 grades, at least two top students achieved 11 A-A\*/7-9 grades.

## 2019 AAGS GCSE Results (Provisional\*)

- 5 A\*-C inc E&M (4+) 92%
- 5 A\*-C inc E&M (5+) 65%
- Ebacc (4+) 63%
- Ebacc (5+) 44%
- Attainment 8: 61.25
- Progress 8: +0.93

## Breakdown

- English pass rate: 4+ 100% 5+ 90%
- Mathematics pass rate: 4+ 92% 5+ 67%
- Science pass rate: 4+ 100% 5+ 83%
- Humanities pass rate: 4+ 77% 5+ 60%
- Languages pass rate: 4+ 77% 5+ 65%

*\*Final results will be confirmed once the Department of Education completes the table checking exercise.*

May Allaah continue to bless us with his infinite mercy and guide our students and staff to achieve the very best. Ameen.

**Mrs Rookshana Adam, Headteacher**



# Experience and advice for Year 9's

Year 9 began with split classes which meant that everyone was in different classes in Science and Maths.

Our life changed when we found out that we would be studying three sciences. This meant tons of exams. Other than exams there were good things like trips which gave us the chance to learn outside of the classroom. However, we had to also think about our GCSEs.

Year 9 is when you start GCSE content and that is where you need to start focusing because GCSEs are not just exams, but they contribute to shaping your career and your future. From experience, it is very pressurising and stressful but at the end of the day you need to be the best you can be to pursue whatever you want to achieve.

Teachers are amazing! They are there for a reason. Many people are distracted by the obstacles around them which causes them to lack in their studies, but I guarantee you if you go to a teacher asking for help they will not turn you away. We often contemplate whether teachers like us or not but that is not the point. You are working hard for yourself, your future, not theirs. They are very intelligent humans, they have worked very hard to get where they are now and they inspire us to do the same, if not more REVISION! We can't do it or we couldn't be bothered. No, that's is not the right attitude to learning..

When we get bad grades it is not necessarily a bad thing, it is a new life lesson teaching you that your efforts need to exceed. We are not perfect students, there is no such thing, but we can try to be the best by realising our mistakes and improve as time goes by. My advice to everyone (not just Year 9s ) is that if you work hard you will achieve more. Giving up is not an option, it is an obstacle that you must face. Your efforts will not go to waste.

There are some times where we don't get credit for our outstanding work, but we should be pleased with ourselves, we don't need others to acknowledge it, just so it can be called brilliant. We often compare ourselves to others. Well, we shouldn't. We should strive in excellence and remember that no one is perfect and everyone has room for improvement. DEFINETLY!!!!

***By Suraiya Islam – Year 9G***

# Joining Azhar Academy



On my first day of school, I was excited to join Azhar Academy but I was equally nervous. I was so worried about what my teachers were like, how my new classmates would treat me and what the lessons would be like. However, all of my doubts were cleared when I walked in and everyone crowded around me and bombarded me with questions. I was so overwhelmed by the school and it took me a few weeks to get to know everyone. Everyone was so warm and welcoming, helping me and never leaving me on my own. I don't know how the girls copes with answering all of my questions but I am glad they remained patient with me and I'm so grateful that they made my first few days so enjoyable.

*By Zarah Alam - Year 8G*

# Monster confidence



All year 11 students were invited to attend a Monster confidence workshop organised by Stemettes. We left school in the morning and arrived East Queen Elizabeth Olympic Park East Bay Lane Stratford. We were put into groups and each given a card outlining the timetable of the day. The first thing we did was write our ambitions and what we want to do in the future on a post it note and stick in on a whiteboard it was a fun and interactive activity. This was followed by a series of talks by inspirational women about their journeys into a STEM based career.

One of the talks was by a woman who went through a life changing incident however defied the stereotypes of a women and managed to get into a STEM career.

One of the talks that stood out to me the most was by woman who used her knowledge in science and interest in makeup to start her own brand. It was very inspirational, and taught us not to let anyone stop us from achieving our ambitions.

We did mock interviews which was very helpful to prepare us for college interviews and interviews in the future. We were taught how to approach job interviews and were given useful tips.

We were also taught how to be confident while speaking publicly and presenting in front of an audience. This boosted our confidence and was extremely useful.

We did group activities in which we had to talk about our career ambitions to each other as well.

Overall it was a productive and fun day which allowed us to learn numerous new skills and become inspired by other women who succeeded in achieving their goals.

***By Ayesha Zulekha Shaik- Year 11G***



# Year 11 Public Speaking Workshop Experience

When entering Year 11, many of us students became aware of the responsibilities that came alongside with our new roles in the school. We had been selected to be Tarbiyyah mentors. Our year group was made to consist of prefects, tarbiyya mentors and student councillors, and on numerous occasions, we found ourselves in front of large groups of people. Whether it was delivering Islamic reminders, or presenting school assemblies, we realized the essential speaking skills we required for these day to day duties.

We were fortunate to be given a chance to attend a Public Speaking workshop after school on Fridays, which assisted us in developing these techniques, and improve our ability to speak confidently. Our instructor was Sister Nayyab, and she was there to help us throughout our experience.

In the first few sessions, our activities revolved around building confidence during speeches and presentations. One of the most useful methods was “power posing.” This involved standing in a position which made us feel more comfortable in the space, for example, a Superman pose. This helped many of us to boost our confidence before starting a speech and allowed us to deliver with much more ease.

We then moved on to quick thinking. I found this skill to be essential, because as a tarbiyya mentor, I frequently had to give presentations that were not pre-planned. As part of this task we were told to give quick speeches on an unknown topic. This enjoyable, yet beneficial exercise enhanced our quick thinking and trained our brains for real life situations.

In the final few sessions, we were given the opportunity to deliver speeches to our group. This practice not only allowed us to use the skills we had learnt, but also enabled us to speak out on the topics we were passionate about. Our students spoke about many problems, including feminism, family and economic issues, and the ideas presented were exceptional.

This unique experience permitted us to find the weaknesses in our confidence and speaking and strengthen our skills when performing in front of large groups of students, parents and teachers. It was an extremely delightful experience, which has prepared us for future ventures of study and work. We hope that the workshop will continue for future years, and they benefit from it too.

*By Resham Zaheer – Year 11G*



# Careers Fair

This article is about the careers fair, which was organised for the year 10 and 11 students, towards the beginning of the year. During the course of the day, we were able to explore and understand the different career paths we could choose along with the ultimate job we had in mind. This was achieved through different colleges, companies and organisations being set up in the classrooms, alongside a couple of people as their representatives, informing us as to why we should or could join up with them.

This was a great opportunity for us to be able to reach out to different colleges of our own expectations, and learn more about them in person, and their day to day life in whatever they do. I personally had no absolute idea of which college I wanted to further proceed to, or whether or not I wanted to join an organisation and work with them for some form of experience. However after attending the careers fair, I had an overview of the different options available, and one thing that really helped was the fact that I was able to receive some form of contact details or leaflets from them.

I was given a much more variety of options than I had expected and it was a great way to refresh my memory from year 10, of the

available colleges near my school. This was also useful in the sense that these colleges and sixth forms were nearby, being convenient for me, due to my choice of continuing in sixth and seventh year of the Alimiyyah course.

After that, we proceeded onto the career options, upstairs in the prayer hall. There, there were a range of different job opportunities that were open to us. What really caught my attention was the vast majority of different jobs, such as biomedical science, architecture, dentistry, etc.... there was something for everyone; alongside the fact that there were some Azhar teachers, conveying their perspective and experiences regarding their job.

To conclude, in my opinion, the day for me was a success and I enjoyed the whole day. There wasn't a chance to be distracted, as there were so many different opportunities surrounding me. However one thing that I would personally like to incorporate would be a slot for self-reflection, or partnered thinking, in which students would be able to absorb all the information and discuss with their friends or teachers any possible concerns or questions they had.

*By Umara Kashif – Year 11G*

# Mock interviews



In February, the teachers at Azhar Academy organised an amazing day for the year 11s. Professionals were invited into the school, to hold a 15 minutes interview with each year 11 student followed by feedback on how we did at the interview! On that day, we dressed formally and attended mock interviews led by professionals of the fields that everyone was interested in. It gave us a feel of how interviews may be in the future and the environment was very much like a real workplace. It was a huge success and I learnt a lot from it; I was very grateful for the opportunity. The interviewers were very helpful by giving feedback and tips on what to/not to do at interviews; my interviewer also asked me challenging questions which scared me but I knew this was a way to build my skills. Here are a few examples of the questions they asked us:

Why do you think you're the right person for this position?

What do you consider to be your weaknesses? What's your dream job?

Where do you see yourself in five years?

What is your greatest strength?

How do you handle stress and pressure?

Overall, this built my confidence and made me feel more comfortable when I went to a real life interview at a college a few weeks later where all of the skills proved helpful. I would have been very nervous as I had a lack of experience but I felt confident due to the mock interview my teachers arranged.

*By Baasima Patel - Year 11G*

# Year 8 – Trip to The Big Bang London



On Thursday 4th July 2019, Year 8 went on a trip to the Big Bang London at Newham College, East Ham Campus. The Big Bang London Science Fair is a UK-wide programme to bring science and engineering to life for young people and encourage them to take part in STEM activities.

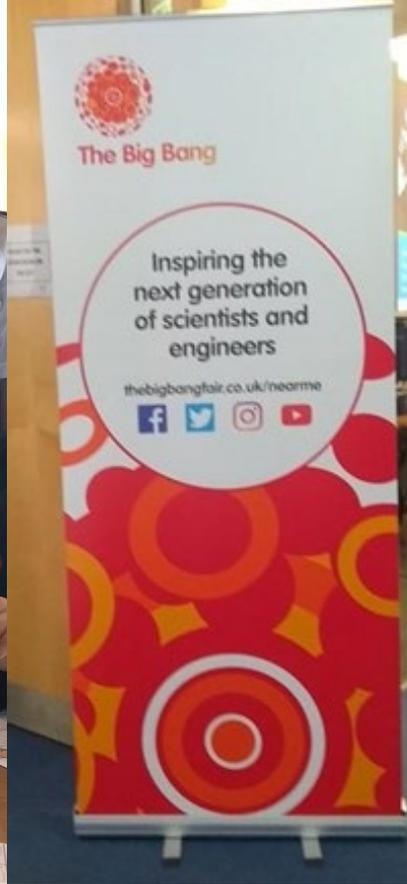
When the students arrived at Newham College, they had the opportunity to visit different exhibitions and discover the real experience by doing that activity. First, they visited the STIXX Machine exhibition, where they build the objects with Newspaper and experienced to sit on a giant chair made from Newspaper only.

Azhar girls also experienced the latest 360° cinematic projection technology in a dome that led them to another world. They also visited the Just Eat exhibition where the girls have done the Sphero Bowling in which they drew a path on an iPad and let the Sphero Ball go in reality to follow the path they have drawn (that was the really cool experience).

After a short break, they attended 3 different workshops; Connections – our girls won the Tower Building Competition in this workshop by making longest tower using pegs and ice cream sticks only, Virtual Reality – some girls attended this VR demonstration which they found scary as well as very interesting and enjoyed it lot and Identification through Science – girls explored different identification methods like forensic techniques, fingerprints of chemicals, and chromatography.

**Student's view:** We had an enjoyable time and even got the chance to participate in a workshop. In the workshop, we learnt how to do Chromatography. First, we used a marker to put a dot on a piece of Chromatography paper. Then, we put the paper inside a test tube with little water. I expected the dot to smudge, but instead, it 'disappeared' and moved a few centimetres up the paper, leaving a trail of colours behind it. It was amazing to actually do the experiment myself and to observe the ink moving, was incredible. I also met the met a female Police Officer and learned how to use the hand cuffs. It was so fun, and I had an awesome time with my friends. Hopefully, we will be able to visit next year to participate in more activities!

*By Zarah Alam – Year 8G*





# The Big Bang

## UK Young Scientists & Engineers Fair

On the 14th March, Thursday 2019, we visited the National Exhibition Centre to attend The Big Bang fair in Birmingham. We arrived at Stratford bus station at 6:20 am and left for Euston station to catch the national rail at 6:40 am. (Along the way, we had the opportunity to buy some refreshments and visit some shops!)

When finally we settled in the train (around 8 am), we got out our activities- the ride was going to be very long (two hours)! The experience was wonderful as some of us never travelled for extended journeys like this! This also gave us an opportunity to sit next to people we did not really talk too much. Like this, we created a bond and got to know more about each other.

Once we reached Birmingham, we set out to go straight to the fair. As we were walking through the large hallway, we saw other schools: primary schools, secondary schools, mixed schools, Islamic schools and may more!

After we had passed the long rows of schools, we entered a vast hall-like room. It was filled with displays of machinery and Science apparatus. As we moved further, we spotted Miss Tania (the admin) and our fellow Azhar Academy girls, which had won the science fair in our school- and were at the event to represent our school.

Subsequently, we had the chance to see some of the experiments that other schools did as well. We also had the chance to participate in some activities! Furthermore, we met real-life scientists and engineers who explained their jobs and their place in the work. (We met a women who was an astrophysicist-studied the stars- and a cosmologist-studied the evolution of the universe and its physical origins-, she was also a rocket scientist!)

At lunchtime, all the groups joined to eat together. As we sat there, we listened to a performance about the periodic and elements - it was quite attention grabbing.

Afterwards, we visited some more stations (which were very educational yet astonishing...). Along the way, we won many prizes and by the end of the day were able to finish our collection of goodies!

We also found out what jobs might suit us and what superheroes we are by doing a simple quiz.

Near the end of our visit, we attended a 'meet the future you' talk. Here, four inspiring women in STEM talked about their experience in life and how they reached their post. This motivated many from the audience.

Before our leave, we also had the chance to attend a presentation in which the hosts organised three experiments for us (the schools) to observe and learn from. These included viruses and germs, how the spread and the prevention from their spreading.

Along the way, there were some challenges however, the teachers overcame them by patience and consideration. They were very responsible and caring. More than half the credit goes to them for preparing this occasion for us and to keep everything in order.

We arrived back at Stratford station at 7.20 pm, feeling exhausted yet amazed and content. Without doubt, all of us would like to attend this again to enjoy and learn and bring more people next time if possible.

*By Zuha Khalid – Year 8A*



# London Zoo Trip



Year 10 students recently had an amazing opportunity to go to London Zoo to attend a workshop on climate change. This gave us a better insight into current global issues we should be more aware about and learn how it affects us. We are now educated about such problems and can hopefully play a role in reducing them.

In addition to the beneficial workshop, we were able to explore the zoo and see all the incredible animals. We saw a variety of different animals such as monkeys, gorillas, lions, giraffes, penguins and much more. For many of us it was the first time seeing some of these exotic creatures so it was an amazing opportunity for us. Although it was a long and tiring day, everyone enjoyed the trip and had a lot of fun. Overall it was an exciting and memorable experience and we would love to visit the zoo again!



*By Amina Haskic - Year 10G*

# The Azhar Building

*By Hamza Mohmed, Building Surveying Undergraduate, Kingston University*

My Name is Hamza Mohmed, I am an undergraduate, I have just completed a three year building surveying course at the RICS accredited Kingston University. One module I had to cover was based on an heritage structure, I choose Azhar Academy Girls School as it is a heritage building, the areas I was required to look at, were the condition survey of the original structure and advise repair methods, I was very fortunate that I had the ability to meet the architect who designed this heritage building into a school, and how he incorporated new building methods to the old. By meeting the architect, I acquired much insight into surveying a listed building, understanding it and understanding all the material used: the bricks, timber type, mortars, joinery and roofing materials.

Back ground of the building: During the 1880s, with the industrial revolution in full effect and the population of the UK increasing a man named John Curbol, a member of the congregational church organisation. He moved from Cumbria to Upton (now known as Forest Gate) and noticed the lack of places of worship, so he set aside £1300 to develop a Sunday school. His son-in-law T Lewis Banks who was an architect, later took on the project. The construction of the church happened in two stages, the first being the build of the church hall in 1880, which was initially used as a Sunday school and known as the congregational church. This portion consisted of a hall and a two story building used as a clergy house. The second stage of the build began in 1883 with the expansion of the church creating a large nave and a tower. Reforming the Sunday school into what it is today. The building boasts a gothic architectural style, which was very popular during Queen Victoria's reign, which is why it may be referred to as Victorian Gothic.

## MODIFICATION TO THE BUILDING

The first change to the building was done post world war two in 1940, damage to the roof of the south-easterly section resulted in the roofing tiles needing to be replaced. Due to regulations at the time, not being as stringent as they are today, concrete tiles were fitted on the damaged sections. The most effective and life giving modification to the former congregational church began in 2002, the beginning of what's now Azhar academy girls school. The nave of the former church now hosts an arrangement of classrooms and offices across two floors (mezzanines). The first floor mezzanine boasts a 'flying bridge' giving access to the classrooms. The mezzanine is supported via a row of vertical steel columns from the ground floor up. A lift and staircase have been fitted in the south-westerly tower, whilst an office has been placed in the smaller south-easterly tower. A further set of stairs has been fitted between the former nave and hall at the rear. A new floor has been placed in the roof vault at the rear of the building; this is used as a library, during construction the original timber roof ties were removed and replaced by steel 'C' beams to support the additional weight. Dormer windows have also been fitted here facing the south-easterly direction, due to the lack of natural light as its being used as a class room/prayer room. The new development is essentially a basic skeleton within the original structure, bearing its own weight and not permanently attached to the original structure of the building.

*Continued...*

# In-depth study of some of the material used

**Red Brick:** Throughout the 19th century the number of bricks made had increased substantially, as the use of mechanised production and advances in manufacturing methods produced bricks of better quality. The use of machines allowed deeper clays, which are denser and have a greater load bearing capacity to be pressed (Lynch, 1993). Parts of the building, which utilize red brick, include the following; quoins around the corners of the former church, the blind arcading found both inside and outside, mullions on the inside, the buttresses found around the exterior facing walls and the window dressings both inside and out.

**Sandstone:** The nave of the former church still has the large arcading pillars; these are made of sandstone blocks. They're where thought to be more than 850 sandstone quarries throughout the late Victorian era (19th cent.), making it an easily accessible material. The type of sand stone used would be either Jurassic or cretaceous as these are the most commonly found around the southeast (Lott, 2013). Furthermore sandstone is very easy to work with as it is easily manipulated, not as hard as solid rock, hence allowing it to be carved to a very specific detail.

**Cast concrete blocks:** These are found on the exterior of the former church, at the protruding porches to the southwest and northwest at the rear (former gable house and hall). The precast concrete blocks form, supporting lintels to former window, which are now sealed. Another element of the building which uses cast concrete is the inscribed foundation stone at the south-western nave of the church. It was during the 19th century where concrete blocks were first used, they were a lot cheaper to manufacture and fit compared to bricks (Forsyth, Bussell, p.107, 2008).

**ROOFING:** The original roofing tiles, used at the time of construction were made of plain clay, known as 'Roman tiles' with a 'tegulae' system (Forsyth, Harris, p.5, 2008). These were readily available at the time, the fact that the materials to make the tiles were predominantly found in a close vicinity, making it a preferable choice

**WINDOWS:** The majority of the windows on the original structure are of a lancet design, named after its slender a pointed shape similar to a lance. Being a former church there are windows across all elevations, allowing the flow of natural light. The original glass is stained in a floral pattern and is known as leaded light, for the use of strip lead holding multiple fragments together forming a panel. The newly constructed windows are plain double glazed windows. The type of stained glass used is known as a 'plate' glass, manufactured in a method where: molten glass is poured onto a table around which is a cast, pressed with a roller to an even thickness and finally it is polished (Forsyth, p.198, 2008).

**MORTAR:** The type of binding mortar used on this building is thought to be a form of natural cement, the key element being lime giving it the name hydraulic lime, hydraulic referring to it requiring water to set. With reference to: 'Brickwork History, Technology and Practices', during the mid-19th century Portland cements were introduced, although they did not replace lime (hydraulic) as the binding element in mortar until the turn of the century (Lynch, G, 1993).

This module has clearly provided me with such detailed history of Azhar academy Girls school building, drawing on specialist external resources including academic research and reference laboratories; it has enabled me to assemble a complete picture of this exceptional building.



# EngFest Trip

The trip about Engineering was very educational. At first, we had a talk with an engineer, it was very inspirational as he explained his entire journey on becoming a successful engineer. The talk helped show that education can help us in life however creativity can help us achieve to the best of our ability.

Later on, we were able to attend a variety of stalls which explored how various subjects play a part in engineering. One stall in particular stood out amongst the rest, as it was a virtual reality simulator. Many students took part in the activity. We were able to see the structure of a plane, and also trying to solve a difficult puzzle.

Overall the trip was very enjoyable and we all had fun, while learning. The trip helped us understand engineering is all about letting our creativity grow and to create links with other subjects such as PE, Maths and Science.

*By Nahida Ali – Year 10G*

# *The Glisten of your Eyes*

WALKING PAST TH MEADOW TREES  
ACCOMPANIED BY THE REFRESHING BREEZE  
LOOKING UP AT THE GRACE OF THE BIRDS WHOME FLY  
BUT NOTHING IS BETTER THAN THE GLISTEN OF YOUR EYES

THE SPARKLING OF THE SUMMER SPRING  
SHINES BRIGHTER THAN THE THRONE OF A KING  
BEING ACCOMPANIED BY YOUR PRESENCE  
I CAN ALMOST SMELL PARADISE, ITS FRAGRENCE

AS THE PATH COMES TO A BEND  
I REALISE OUR JOURNEY IS TO END  
AS I TRAVEL THE PATH, FROM THE PRESENT TO THE PAST  
I REALISE LIFE GOES BY TOO FAST

THE CHIRPING BIRDS WHICH WE USED TO HEAR  
NOW REMEMBERING IT IS WHAT I FEAR  
I MISS THE GLISTEN OF YOUR EYES  
FOR MY TEARS ARE ALL THAT GLISTEN NOW, MY CRIES

WALKING PAST THE MEADOW TREES  
ACCOMPANIED BY YOUR SPIRITS BREEZE  
REMEMBERING THE GRACE OF THE BIRDS WHOM USED TO FLY  
IT'S WHAT I'LL NEVER FORGET, THE GLISTEN OF YOUR EYES

*-Maryam Suhail 99*



## UKMT Maths Challenge

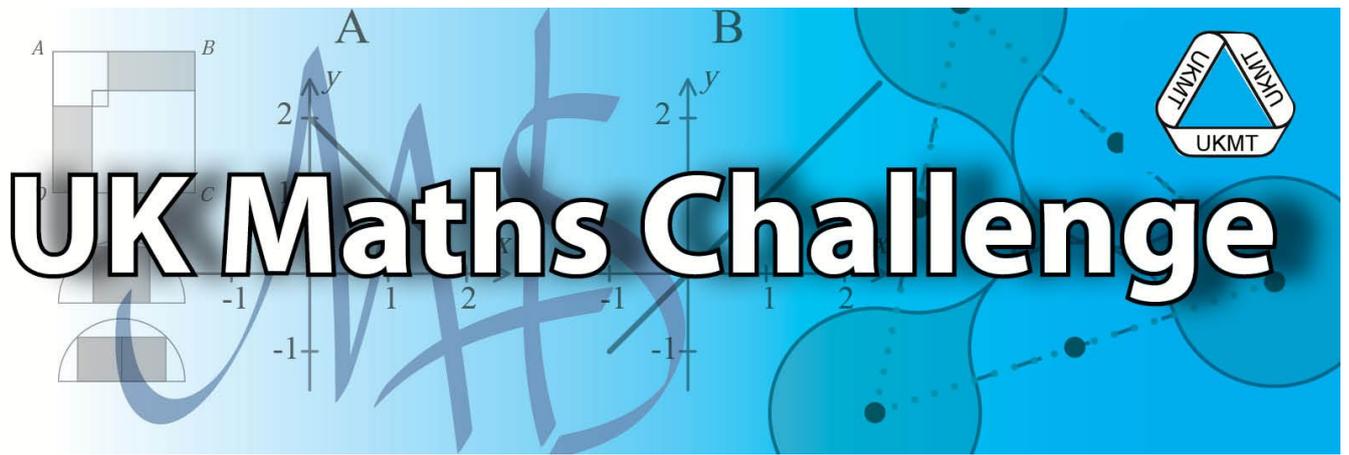
On 5th March 2019, several Year 8's and Year 9's went to Bancrofts school and participated in the UKMT Maths Challenge. The day consisted of 4 rounds and the winner was depending on which team scored the most points. In the first round, every group was given 10 questions which they had to answer together in 45 minutes. Since it was the first challenge, there was a lot of pressure and we didn't do as well as we hoped but it was still great. The second round had us split into pairs and each pair was given different overlapping clues to fill in the maths crossword. However, we weren't allowed to talk to the other pair so this made it more difficult but interesting too. In this round, we scored a lot higher result and were really pleased. This marked mid-day so we had a lunch break and prayed Salah.

After lunch break, we had our third round. Again we were split into pairs: one pair had to work out a word problem, and with that answer, the other pair had to use it to work out theirs.

Again we weren't allowed to communicate. This round was probably the hardest, we didn't get as good as the other challenges. For the fourth and final round, we had a relay race. Each pair was split up so that one pair had to sit on the opposite side of the hall. We had 45 minutes to run back and forth to receive our question, quickly answer it, then deliver it to our adopted teacher. She then handed us the next question (if we got it right) and then we ran to give to the other pair, and wait for them to answer it. We had to try and do as many questions as we could. Although we got a few wrong and didn't manage to do a lot, it was really fun and this round we enjoyed the most.

In the end, we were pretty happy about our results. The challenges were lots of fun and we hope to do it again next year inshaa' Allah. The maths challenge made maths a lot more exciting for us!

*By Madiha and Umaymah - Year 8A*



# UK Maths Challenge Report

Recently, some students of Azhar Academy took part in the UK Maths Challenge at Bancroft School. The students got there by two buses and partook in many different challenges.

One of those challenges was to answer as many questions as possible in 45 minutes. The students enjoyed this as they could communicate and help solve the maths problems together. Another task was to work in pairs and each pair must answer a question, then with that answer the other pair will answer the next question. It was very fun as you had to communicate with your partner in order to answer the question.

Another of the challenges was to fill out a crossword with maths. Each pair had to answer their set of questions and some of the questions relied on the other pair. The students really enjoyed the crossword because it was an interesting and engaging way to combine activities and maths. The final challenge was a relay race. The students were in pairs and sat apart from each other. They had to run to their assigned teacher and collect their question, then answer the question, run to their teacher and hand the question to their other teammates. The student enjoyed this thoroughly as this allowed them to combine PE with maths and was more interactive with the students. Overall, the students had an incredibly fun time at the UK Maths Challenge and would love to go again.

*By Aatikah and Amani Year 9*



# Maths in Boxing

*By Mahela*

This complex world can be explained by Maths. Maths connects the humankind to the rest of the world. Boxing is composed of many mathematical factors can decide on who wins.

## TIME

The different between a knockdown and knockout in a 10 seconds . Knockdown because of the opponent's legal blow , any part of his body .

## WEIGHT

Weight divisions have to be between 140-147lbs /63.5 -66.68 kg.

1kg=2.2 lbs.

## Probability

There is only 10 out of 100 people that are left handed. This is one of few sports that gives an advantage to this minority. Boxing is trained utilising you left hand more than your right.

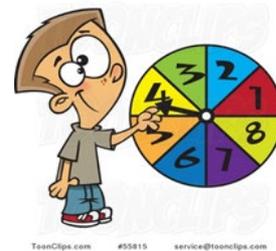
## Timing and accuracy

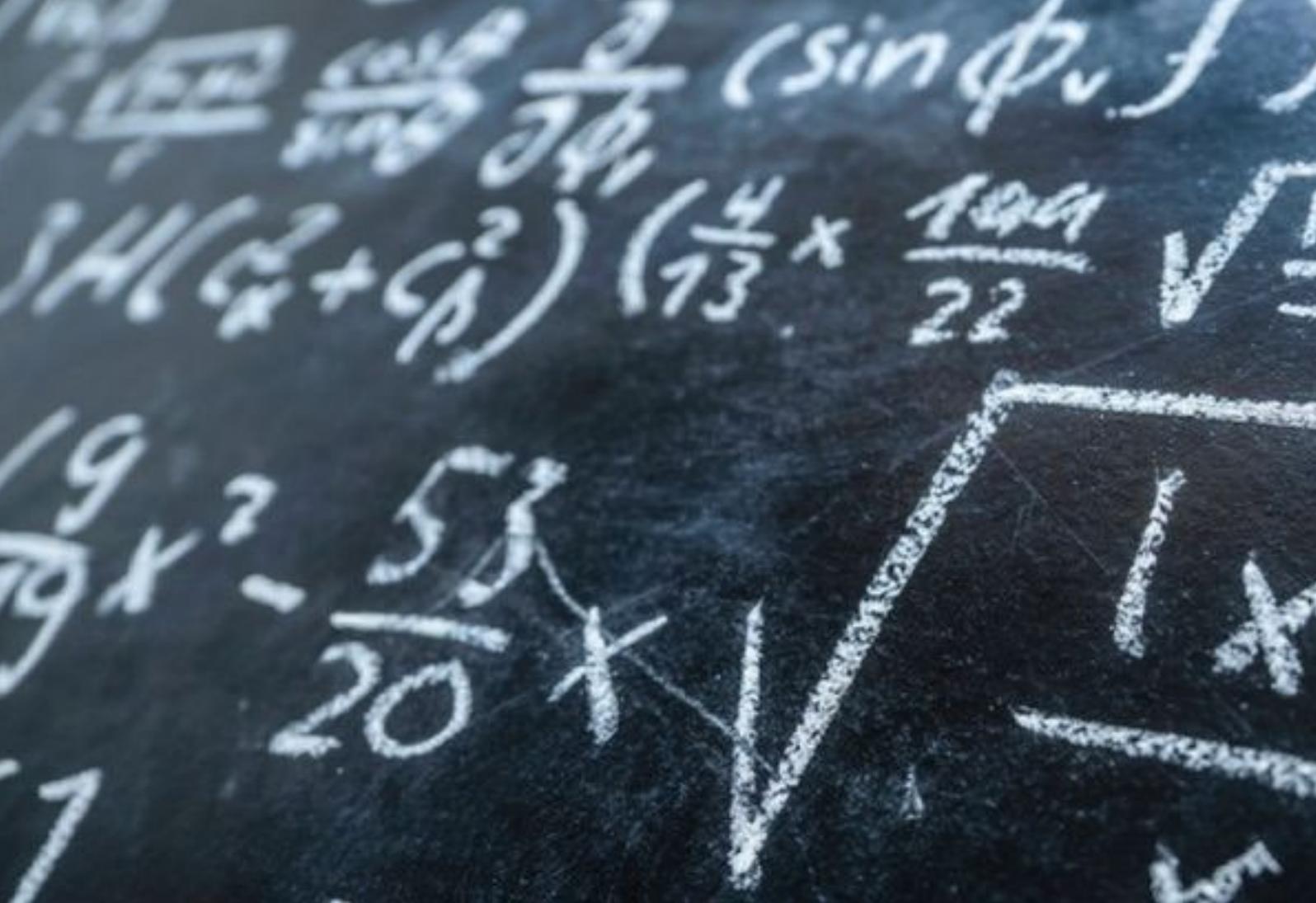
Kinetic energy =  $\frac{1}{2} \times \text{mass} \times \text{velocity}^2$   
This means greater the speed , greater the force

If you attack on a specific point then there will be a greater pressure.

Therefore you should only hit at the weak spots of the opponent such as the area where the liver is in

To implement this you need a steady, strong, repeated movement





# Mathematics

Mathematics, a subject greatly loved by some and bitterly despised by others. I vividly remember being a part of the latter for the majority of my academic life, despite achieving a level 6 in my Maths SATs and maintaining a steady grade throughout Year 7 and 8, tentatively stumbling through Maths classes without motivation or ambition. However, since beginning the GCSE Mathematics curriculum this year, I have honestly started to perceive the subject in a different light and am beginning to appreciate the skills which one acquires through continuous practice of a wider range of Mathematical challenges and topics, rather than simple multiplication or addition, which does not require much thought.

Being introduced to more complex areas of Maths such as quadratic equations, algebra and trigonometry has presented me with a side of Maths I didn't know existed- a side that actually interests me. We are expected to apply our knowledge to situational problems and complicated questions in our examinations, rather than having to merely recall formulae or solve simple calculations. The workload and content is definitely increasing steadily as our GCSEs approach and therefore, so is the effort and concentration that is required from us. I am enthusiastic to continue my journey in Mathematics and continue discovering and learning more about this subject.

*By Nureeya Anjum Jannah Khan - Year10G*

# A First-Hand Experience to the New GCSE Geography Curriculum

Geography is usually portrayed as an easy and boring subject. When in reality, it's actually really fascinating. This was our first year, and to be honest, I had no idea what to expect. Previously, all we learnt about was rivers and types of rock. This year I've discovered the multitude of different components that make up geography. It's like an all-rounder subject, incorporating elements of Science, History, English, Maths, Economics, Business and even a bit of Politics. At first, I only picked it as it was easier than history, but I stayed because I enjoyed it and found it engaging.

My favourite thing from this year was development theories. These are theories formulated to explain the differences in developmental periods for different countries. The two we studied were Rostow's Modernisation Theory and Frank's Dependency Theory. Rostow made five stages of development based on his research involving European countries. All these countries reached their final stages, but there may be more stages to achieve as his theory surfaced in the 1960s. Rostow suggested that countries yet to go through the stages are more likely to reach them quicker than those behind them. The cause behind this huge development gap, he reasoned, was the fact that different countries were at different stages of his model. He argued that capitalism was fundamental to economic development. Frank, however, believed that larger and powerful countries were exploiting the under-developed/developing countries through colonisation. The more prominent countries exploit and use the resources produced by the smaller ones. Therefore, they can't develop sufficiently as they are only losing material, not gaining, the factor needed for development. Frank believed that dependence on each other is the most ideal scenario for cohesive development rather than dominant and submissive countries. The more advanced countries would exchange technology and man-made resources for raw and natural

materials. In that way, everyone gains, and so everyone develops. The colonised countries develop faster, and the already advanced receive exotic yet essential items not found in their own countries.

We also did some fieldwork in Stratford, London. A specialist field worker called Laura navigated us through the inequalities and disparities in two very closely neighbouring estates; Stratford High Street, Carpenter's Estate and East Village, the gentrified and cleaner version. We basically walked around Stratford Centre and asked people questions about life here. Most of them ignored us, to our dismay, with objections stating that they were 'too busy' or they just walked off. But the few that did stop said that there was a lot of diversity around Stratford and that a lot of shops are available close by. We did the same thing again but this time at East Village. This time there weren't that many people to stop and ask questions to. But those we did as happily obliged. Most people in East Village said that the environment was 'really clean' and well looked after. They really liked the amount of green area nearby and that there weren't many people there, so they had privacy. One thing in common was that most of the people we asked said they were workers. Very few were residents. It shows that Stratford has become a very popular place to travel to work (and back) from. Mainly because of the train station which is right next to the bus station which is in between Westfield and Stratford Centre.

Well, all in all, it's been a good year for geography. I had fun and can't wait to start next year, even though we have our GCSEs. Make Dua for all of Insha Allah and us we all pass and get outstanding grades. Ameen

***By Aziza Khanom Miah - Year 10A***



*Images from  
the Field Trip*





# The London Dungeon

On 4th April both year 8 classes went on a trip to the London dungeons which was part of our English topic: crime and horror.

The trip was organised by our English teacher. We left the school around 12 o'clock shortly after having our lunch. In order to reach the London dungeons, we used public transport both train and bus which took us around 45min -1 hour. Upon our arrival at the London dungeons we were requested to wait for a little while due to delay of other visitors.

Within the London dungeons there are numerous rooms with different themes. We did not stay long in each room as the tour moves along together and the tour lasted for around 1.5 hours. It is also very dark and selected ceilings have been designed to drip to make us a little wet at times. The London dungeon's is about 1000 years of London's history. It is a walk- through experience where entertaining actors in small sets gave us a frighteningly funny History lesson. We entered a large lift and the historical journey began with the Henry's wrath coming quite quickly.

Smells have also been added such as rotten food or filthy Thames water, but the place is safe and is designed to make us scream along with having fun. There were also two rides included as part of the tour. The first was in the inception of the tour; it was an indoor boat ride known as Henry's wrath. We started quite slowly as we passed King Henry. Following that there was a sudden and unexpected stop, and then the boat lifts up with a terrifying drop. As we left the boat -ride we met the keeper of the heads who kept the group entertained with tales about heads on spikes until everyone finished the ride and it's time to meet more actors.

There are around 19 live shows at the London dungeons and the tales are mostly about history. We met Guy Fawkes who tried to blow up the houses of parliament in 1605, we also heard tales from the 1660 Great fire of London. There is also Miss Lovett's pie shop plus Jack the Ripper streets and a shop in the ten bells pub. Then the court room followed by the drop -dead ride and the final stop was at the dungeon tavern. After our tour at the London Dungeons had finished, we were given a chance to visit the gift shop and finally returned to school at around 5 o'clock.

# WORLD BOOK DAY

## World Book Day Review

Recently, the students at Azhar Academy Girls School took part in World Book Day 2019. Students of all ages dressed up as their favourite book characters; there were an array of costumes such as the White Rabbit in Alice in Wonderland, Willy Wonka from Charlie and the Chocolate Factory and even Dr Jekyll and Mr Hyde! There was also a show where the students and teachers got to show their costumes to the rest of the school.

In my opinion, it was very fun seeing other students dressed up and I found it very interesting how some people were dressed up as the same book character but their outfits were slightly different. During the show, there was huge excitement seeing other people's clothes especially the teachers, who also dressed up. There was an ecstatic atmosphere filling the hall and everyone had a smile on their face.

Overall, the day was extremely entertaining and made me love the world of books even more. I am definitely looking forward to next year's World Book Day. Everyone had lots of fun and the whole day was very exciting.

*By Aatikah Chohan Year 9A*



# Reminiscing about History

Our history lessons have been a very enjoyable and insightful this year. We studied many eye-opening topics surrounding one of the most iconic monarchs to rule England, Henry VIII, the topics we have familiarised ourselves with vary from Henry's line of succession, his marriages to his six wives to the rise and fall of his chief ministers.

The history department also arranged some events and workshops in order to support and expand our knowledge such as the History Fair, a trip to Hampton Court Palace and the Everyday Muslim workshop. We also organised a bake sale in October to fund department activities and resources. After weeks of planning and preparation the students of Year 9 and 10 also held a History fair which took place in early January. This event was highly successful with its positive feedback from staff and students. The intention of this fair was to display the knowledge we had acquired in that term and make historical events relatable to all students. The events also included interactive activities such as 'how much can you recall after 10 seconds', 'match the quote to the person' and 'arrange the timeline in chronological order'. This made many students very excited about winning a small treat and learning something new.

The trip to Hampton Court Palace was arranged for us to experience how life was like in the 1500s. Year 9 took a trip in March of 2019 to visit the home of Henry VIII situated in Surrey. We toured the extensive gardens of the eye-catching scenery contrasting the ancient,

towering palace. We also attended a workshop at the palace titled 'Henry to Mary: A Religious Rollercoaster'. During this workshop we got the opportunity to visit specific parts of the palace and study about changes in Catholicism in the Tudor period. We also got to see the symbol of Anne Boleyn and Henry engraved on parts of the palace wall. This was particularly fascinating due to its context: When Henry fell out with Anne Boleyn in the 1530s he instructed his officials to ensure every AH symbol was removed from the palace walls. However, due to human error a few symbols escaped their sight. They remain etched in the main court to this day.

In addition to this workshop, some of us were selected to attend a workshop with Everyday Muslim, which is an organisation which seeks to preserve the history of Muslim migration in the UK and documents the Muslim community's contributions. It also archives through its oral history project, interviewing families about how they first came to the UK and what life was like back then. During this workshop we learnt many things we never knew about our community such as the way Muslims used to observe Ramadan without knowing when it actually began in the absence of local mosques and how far they had to travel to purchase halal meat.

Overall, many of us thoroughly enjoyed History this year and our looking forward to pursuing it in year 10.

***By Suweybah Abdallah Ahmad, 9A.***



# DRAGONS' DEN

## Dragon's Den Experience

Year 8 had an amazing opportunity to participate in a dragon's den competition. Year 8, were divided into 8 teams consisting of around 4 to 5 students. 4 teams had to deliver a presentation on how to promote healthy eating. The other four teams had to deliver a presentation on what can help a child's wellbeing at school. 14 members of staff from PWC first visited our school. They told us about the various jobs available in PWC and how we could get into them. Then we broke up into our groups for the dragon dens project and we were assigned one staff member who was our mentor throughout the project.

We went to the PWC building in Central London, to deliver our presentations. To our great surprise, we got free lunch and had a buffet provided by the PWC staff. The food included sandwiches, crisps, grapes, chocolates, flapjacks, drinks and pizza! It was delicious!

Dragons Den made us very passionate about business. It made us realise that Muslim women can have good jobs in the business department and can be very successful at it. We learned a range of new skills and presenting to the judges built confidence and the feedback we got improved our knowledge on team-work and planning projects. We enjoyed the trip and enjoyed learning new skills and meeting inspirational people.

*By Aleeha and Zarah - Year 8*



# Royal Society Summer Science Exhibition

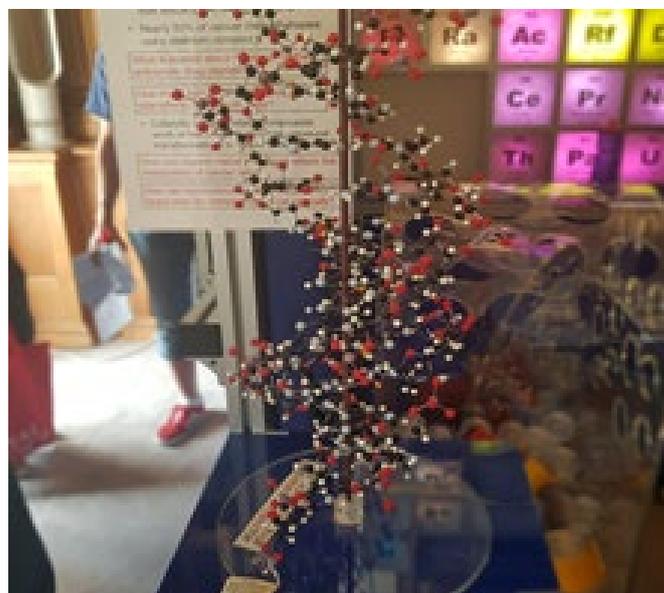
Year 9 were granted an exciting opportunity to attend the Royal Society Summer Science Exhibition. The programme was filled with cutting edge science, jaw-dropping demonstrations and entertaining performances, alongside 22 exhibitions of hands on science and technology. These workshops offered students a unique chance to discover the latest advances in science and access to hundreds of scientists.

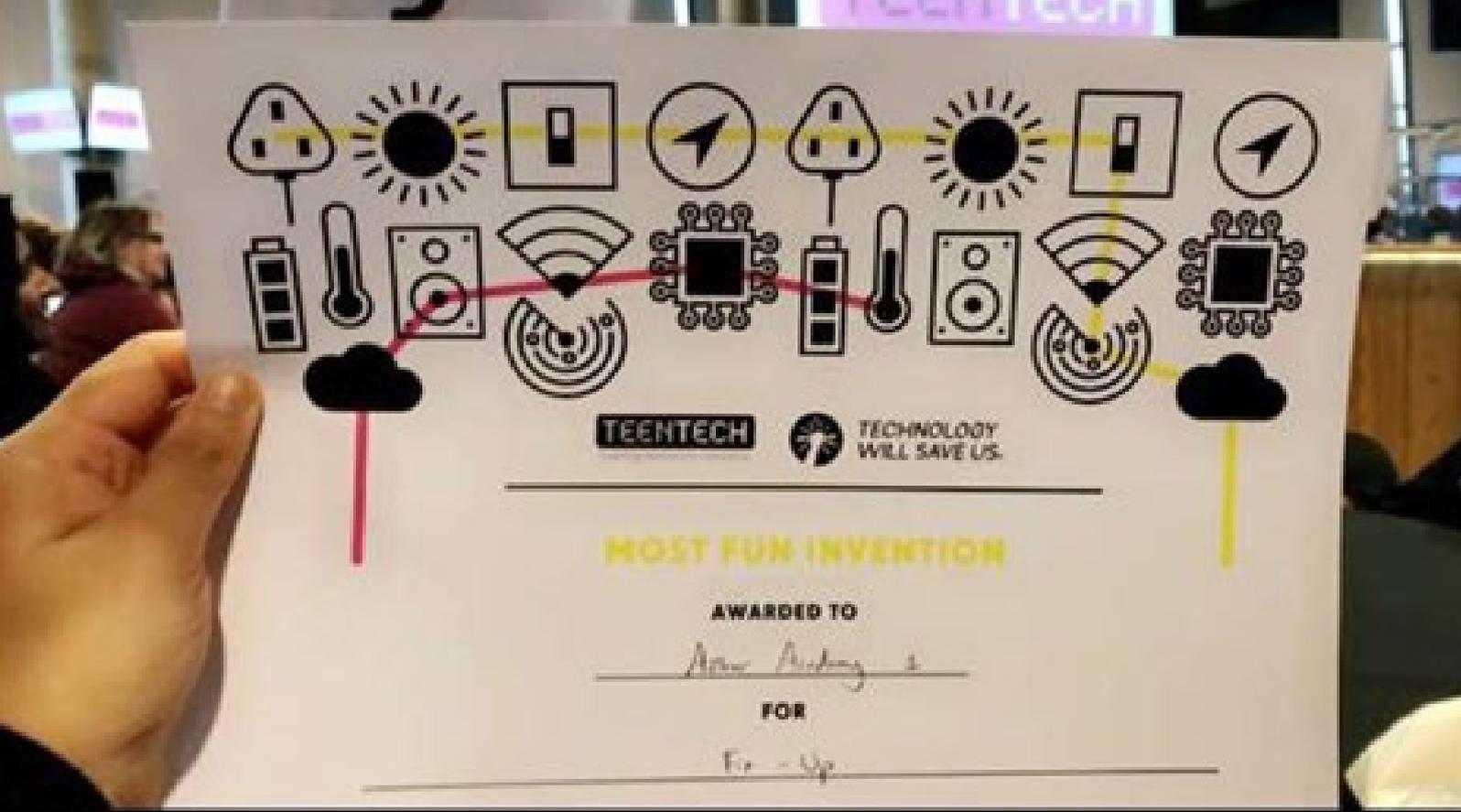
We visited various exhibits including; driving a simulated car, the search for artificial intelligence and the mechanics of autonomous vehicles. It was fascinating to discover that scientists really were searching for aliens and used state-of-the-art technology to search for advanced civilisation in outer space.

Another workshop that caught our attention, was an exhibit on light and its different uses in the medical industry. We were shown how light is used to detect brain activity and its usage in monitoring babies with brain conditions. We also tested different coloured lights to find out which frequency could be used to show our veins.

In conclusion, this experience was highly educational, engaging and fun. It combined various aspects of science and daily life in an exciting and informative way. Whilst the exhibition built on peoples existing knowledge of science, many of the discoveries were new revelations and it was a privilege to be amongst some of the first people to hear about these new explorations.

*By Habiba Choudhury (Year 9)*





# Teen Techs Trip

On the 3rd of April, selected Year 9 students had the privilege of attending the 'Teen Tech Festival' to experience the possibilities one can achieve with science. It was fascinating to see how an entrepreneur would make breakthroughs in the technology industry. We had the opportunity to experience this for ourselves by designing our very own gadget and how to market the item. Then we presented our ideas in front of all the other schools attending the event. We were lucky enough to be presented with 'The Most Fun Invention' award. We enjoyed experiencing different activities which used our skills of Science Technology Engineering and Maths to help us realise that beyond our science lessons in school, there is a world which relies on the next generation's STEM skills. Whether they are researchers who work to put an end to life-threatening disease such as cancer or the technicians who make the virtual reality headsets for our entertainment, they all need STEM skills. As we visited each stall we had a great time doing various activities such as trying on V.R headsets, and we can all say the best part was getting the freebies! Overall we had a great time, learnt a lot and had a wonderful time with our friends.

*By Maryam Suhail - Year 9G*



# Year 7 Science Museum Trip

On Thursday 27th June 2019, Year 7 visited the Science Museum in South Kensington, London.

This trip benefited our scientific knowledge immensely. Both forms were very excited to learn and expand their knowledge. After leaving school we took a bus to the train station and then a train to Stratford. From the Stratford train station, we walked to the museum. We were struck with fascination as soon as we walked through the door...

Firstly, we walked around and mostly explored the ground floor. We saw many interesting artefacts. These artefacts included many vehicles from the past, we saw the different parts and mechanisms of several cars. Also, we learnt a lot about the many discoveries found by scientists during previous years. These facts were very interesting and mind-blowing. I know they will help many of us in the future and prove to be useful in our future years.

After having explored the ground floor we took a lift to the second floor, where we split up into groups for the day. One group went to the Wonder Lab and the other went to the 'Tomorrow's Land' exhibition. In the Wonder Lab, we learnt many things while having a fun

time too. Overall, most people thought the friction slide was the best activity. "It was really fun; it increases your heart beat and makes you very exciting". Also, we learnt how different materials affect the force of friction. We also learnt much about the Solar System as well as stars. This was very exciting as well as extremely beautiful and illuminating. Some other highlights of the Wonder lab were "the Magnetic Liquid, the Flowing Mist, Visible Vibrations and Waves simulation display".

Later, we had the most fulfilling lunch. Afterwards we went to the 'Tomorrow's Land' exhibition where we got a chance to learn about the future driverless cars and trains. It was really exciting to find out about the future of driving and in fact some of these cars are already being tested in parts of the UK. It was an interesting trip overall and I can say we were all very grateful for the experience. We were exhausted when we finally left the museum and made the journey back to school. The memories of that day will be cherished a lifetime and the thought that it improved our understanding of scientific procedures and processes a bit more in detail is really rewarding.

*By Mariha Matin- Year 7A*



## Year 7 End of year trip

Our end of year trip was amazing! We had a wonderful bowling experience and sadly, I lost but it was really fun. We were competing with the teachers and it was really funny seeing them lose to the year 7's. We all loved it and it was really good even though I lost. We split into groups of seven and played against each other; we talked and enjoyed the game. It was an exciting experience to go bowling with our entire year group. We had a spectacular time and the teachers were very informative and helpful overall.

After the game, we went to the Grill in Stratford and we had a selection of lamb burger or chicken steak burger. The majority of us picked chicken steak burger with a side of freshly baked chips. They also gave us complimentary flavoured sparkling drink as a gift which was very mouth-watering and refreshing. The staff were very nice and welcoming and the place was enjoyable. We had the whole restaurant all to ourselves! We also ordered a delicious Oreo milkshake which was creamy but cool to drink.

Overall, the trip was a success. In addition, we are very grateful for our teachers taking us to an amazing trip.

*By Mahek and Sara – Year 7G*





# Year 11 Journey

Assalamu alaikum, today I will be discussing my journey through year 11. At the start of year 11, I still hadn't acknowledged the fact that my GCSE's were this year, in terms of the preparation and pressure. Despite all reminders around me, and the constant reminders of family and teachers, I hadn't started the ultimate preparation towards the final exams.

Alhamdulillah, after some time it hit me that 'what am I doing!!' 'Why haven't I started?' Throughout the year I just about finished my homework on time, let alone revise anything extra. The main obstacle in my way was PROCRASTINATION! Everyone's number one enemy. There would be days in which I had no work for the next day, so just read a book, sat on the phone for hours on end, slept or did anything other than revision. Thinking about it now I regret wasting so much time.

If I could go back in time I would definitely change my whole method of revising, by creating a timetable in which I wouldn't feel pressure, but I would get work done bit by bit. Therefore my advice to anyone proceeding onto their GCSE's would be to remove yourself from all forms of procrastination, and start revising from beforehand, so not everything piles up onto another. Now that I've started revising Alhamdulillah, I feel pressure being lifted off my shoulders as I know my preparation has started, and is continuing at a constant pace.

Time management is also a key aspect in year 11. We have our Alimah/Hifdh/Islamic studies exams and it is just as important to pass them. Therefore revising after lessons, in any spare time is essential, so that both Islamic and NC subjects can be handled well.

Other than that, time management was hard for me as I had so many other factors around it, such as; family commitments, education, and definitely self-reflection time. I personally preferred reflecting over my day as it always allowed me to acknowledge where I was going wrong and what I was doing right, that needed to be continued. Also, just as a reassurance to myself that I can do anything if I put my mind to it, because dealing with pressures from all sorts of people wasn't easy. Even though they had their best interest in mind for me, it was mentally draining at times for me, so it was important that throughout this year I told myself to breathe and just carry on putting in the effort.

***By Umara Kashif Year 11G***



## Year 8 end of year trip

On Monday 15th July, Year 8 went on their end of year trip. We first went to a restaurant called Pie Republic, where we had a delicious lunch, including pies, burgers and mojitos. We then made our way to Flip Out trampoline park where we had an awesome time, bouncing on the trampolines and jumping into the foam pit. Afterwards, when everyone was hot and tired, we enjoyed cold and refreshing slush. It was a really fun trip, and I enjoyed spending time with my friends.

*By Zarah Alam - Year 8G*

## Homework club

I am in homework club and I think this club has really benefitted me in my education, because it is 45 minutes of extra revision and a lot of help.

### **FREEDOM**

We have the freedom to do any type of work that we need to do. If we need any help with our work, we can ask the teacher and we can also ask for help from our friends and classmates.

### **THE EXTRA TIME!**

Homework club is also an extra club time for revision because we can just sit there and focus on our studies. This is because everyone is doing their own separate work and their own studies. This creates a relaxing and independent learning environment/atmosphere for all the students to work in.

If students can go to homework club, then they can have some free time at home, where they can relax and just eliminate all their stress because they have already had 45minutes at school to complete their work, instead of cramming all the work the night before.

Also homework club is beneficial for those students who do not have internet or electrical devices at home, because in homework club students have the facility to ask if they can conduct research in the computer rooms, or research other books in school to complete their work.

*By Tasnia Chowdhury 9G*

# Parents Anjuman 2019

Year 10 students performed a heart touching performance about parents. This made our hearts soften and our eyes shed tears of compassion.

The performance started off with the blessed words of Allah followed after by the beautiful translation, which we all could implement in our lives.

After, there was a speech highlighting how vital it is to respect and care for parents. Students learnt that they should not take their parents for granted before they leave the world. A relatable lesson was learnt by the students, the fact that they shouldn't disrespect their parents for others as they didn't spend their lives building yours.

One of the female scholars melodiously sang a heart-touching nasheed that made students, as well as teachers flood with tears, due to her soft voice, the impeccable vocal chords and the eloquent verses of the nasheed. This was a memorable element of the assembly, which put it all together.

THE PROPHET MUHAMMAD (SAW)"THAT THE PLEASURE OF ALLAH LIES IN THE PLEASURE OF THE FATHER AND THE DISPLEASURE OF ALLAH LIES IN THE DISPLEASURE OF YOUR FATHER. ALLAH SAYS IN THE QURAN"AND DO GOOD TO PARENTS"

*By Amaani Tafader Year 9*

# Ramadhan Anjuman

The year 10's presented an assembly to enrich and inform the rest of the students about the blessed month of Ramadhan, its virtues and how we can gain virtues from it. This was made to make the students laugh but remember the key points and reasons in Ramadhan.

Two students harmonised and sang a beautiful nasheed dumbfounding the students. A lot of effort was put in this assembly. This nasheed made us realise what an opportunity Allah has given us, how fast it passes by and how important it is to take benefit of each and every moment of this blessed month of Ramadhan.

Straight after that, they performed a role play. This informed them about the do's and donts during Ramadhan. This was an important and beneficial explanation. This helped those who were in doubt clear all those doubts. It was informative but entertaining.

Lastly, they displayed a speech on how to manage time. This was done in an efficient and productive way. It enlightened the students to look at time management in a different perspective and how to implement it in their daily life, especially in the month of Ramadhan.

WHAT AN ANJUMAN! IT ENLIGHTENED THE STUDENTS AND MADE THEM AWARE OF THEIR MISTAKES, CORRECTING THEM AND MAKING THE STUDENTS BETTER INDIVIDUALS.

*By Year 9 students*

# THE WORLD IS TOO SHORT

*Things come and go  
Making us feel so low  
Sometimes making us cry  
Staring into the starry sky*

*No matter how much we plan to do,  
There's no guarantee we'll be there too,  
No matter how much you try  
Things will always make you wish you could fly*

*Away from all the difficulties you face  
There's no doubt, not a trace  
We all fail to realise  
This life is a trial in a pretty disguise*

*Run after this world, you will lose both  
Run after the other, you'll get the two, its an oath  
Always put trust in Allah. I will guarantee  
You will always and forever succeed*

*Things come and go  
Making me feel so low  
But we should always have patience  
And never sell our perserverance.*

*By Maryam Suhail 9G*



# Hajj Exhibition 2019

On Tuesday 16 July azhar year 9 students held a beneficial and enlightening event. This was a demonstration by the students on how to perform hajj. It had detailed explanations and engaging activities.

The pilgrims for the day started off their once in a lifetime experience at the airport. The students recreated the airport and they even gave the visitors an experience on how it would be to travel on Saudi airlines. They started off at Mina, travelling to Makkah, then arriving at Arafat and finished at Muzdalifah. The visitors enjoyed their experience and benefited from it enormously.

At Mina they learnt about their stay there,, their departure from there and the prayers performed there. They did tawaf in Makkah and visited the well of zamzam, later moving to Arafat where they learnt about what pilgrims would do in Arafat and that the day of reckoning would take place in the plains of Arafat.

In Muzdalifah they learnt about the number of stones collected from there and the salaahs they will join there and finally they came out of ihram in mina by pelting the jamarat, animal sacrifice, shaving and Tawaf e Ziyaarah. Lastly, they ended at Medina. There they got an amazing recreation of the blessed land, which its breeze touched the blessed face of the beloved prophet Muhammad (SAW).

WHAT AN EXPERIENCE FOR THOSE, HOPEFULLY, INTENDING TO GO PERFORM HAJJ THEMSELVES, SOON! MAY ALLAH GRANT THEM ALL AN OPPORTUNITY TO VISIT THE SACRED LAND AND DO PILGRIMAGE OF IT! Ameen

*By Maryam Suhail Year 9*

# My Arabic lesson in year 8

This year in our Arabic lessons my class and I have been exploring themes involving Identity, my food and drink and health and body. These topics familiarised us with common Arabic vocabularies.

In “Identity” we learned to describe our family and friends their physical appearance and their character as well we also described our relationship with them. We read different texts in Arabic and translated them, also we answered comprehension questions.

My following topic to study was “food and drink” which was interesting, I learnt how to talk about my meals, favourite food and drink in Arabic. “Health and body” was another enjoyable theme, as we preformed role plays with our friends, which helped us to practice our speaking skills and utilise them in daily life.

Studying Arabic in year 8 has been a fascinating experience and I look forward to my Arabic lessons in year 9 inshaalah

*By Umaymah Asim – Year 8A*



In our Arabic lesson in year 8 we learnt many topics such as spare time activities, my school and countries of the Arab world.

In spare time activities we learnt how to talk about routine house works such as “سبالملا يوكا” and “دعاسا” “خبطملا يف يم ا” and many more. We also did speaking task where we mentioned what we do in the house and our favourite video as well as watching videos in Arabic about favourite hobbies.

Another topic which we studied was “my school” we read texts about school day, subjects and uniform. Furthermore, we did roleplays and presentations in Arabic, made posters and learnt new vocabs. This was an enjoyable topic as we can relate to it more.

Finally, we studied about “countries of the Arab world” we read about many Arab countries such as Tunisia, Egypt, Iraq and Lebanon.

We studied their landmarks and capital cities and we designed posters about it which was the best part!

*By Zuha Khalid – Year 8A*



# Student SACRE

This year I have been fortunate enough to be a part of Student SACRE where we discuss and learn about different religions by speaking to various faith leaders. Last year I put myself forward for being a part of the Executive group and partook in the planning for our next sessions. After a year of being on the Exec team, I was given the opportunity to stand up for being chair. I had prepared a speech and delivered it in front of the many students from other schools and was elected to have the lucky role of chair. At that point I was really excited as I had just achieved something great but I was also aware that I had taken on a great responsibility.

Later that evening, I was invited to attend an interfaith event hosted by the mayor of Newham due to my position on the exec. We arrived at approximately 6:30, were given drinks and seated on tables each with a table host. We spoke and introduced ourselves to a few people before the programme started.

The host of the event gave a few speeches and asked us all questions to discuss in our groups about the differences within our community and how we can overcome them and all get along, then feedback to everyone, to open up our minds and air our views. Ms Clinton (the head of student scare) pushed me a little to be the one from our table to who gives an input in front a group of around 200 adults and me being the only school student. At first I was a bit hesitant as I didn't know how to start, but after I stood up and was handed the microphone, the words just flowed out of my mouth and I felt very confident, I was even able to get an applause from everyone.

Throughout the event I continuously expressed my views and took part in the conversations. The mayor of Newham delivered a very relevant and effective speech about diversity and cohesion and created a sense of urgency for action within our community and gave us ways we can achieve this goal. She was an empowering speaker and had great influence over the audience. Ms Clinton personally took me up to her, introduced me to her and we took pictures together. The event was extremely enjoyable and beneficial concluding with food being served to all the guests. From these amazing opportunities, I have learnt to be more understanding, open-minded, confident, outspoken, social as well as gaining leadership and commitment skills. In all honesty, I have thoroughly enjoyed my experience as part of student SACRE this year.

*By Maryam Ahmed Year 9*



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