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The Spirit of Giving

Madinah Ismail, 11E3

Tauheedul's annual Winter Gift Programme saw students and staff channel a powerful altruistic force to welcome and embody the spirit of giving from the very onset of the scheme.

The year 2019 yielded an impressive array of charitable activities expertly managed by the students. Most notably, endeavours included members of our 'Purple Hearts' charity club distributing fresh, hot meals to the homeless during the Christmas period, as well as countless other fundraising events and schemes within school. From the Year 9 students' bake-sale that raised over **£1000 in half an hour**, to the countless hygiene-packs prepared by Year 8 students for the homeless as part of the 'Community Spirit' initiative, students enjoyed the opportunity to engage in serving those suffering amidst the bitter, chilling weather conditions of the winter season.



Commenting on her visit to the local hospital to distribute books to children and the elderly, Fatima Sayed, a Year 11 student, said,

"The whole experience was incredibly rewarding. The Winter Gift Programme has undeniably put smiles on the faces of many less fortunate than us, and it has ignited a deep sense of reflection and gratitude within me."



Sixth Form students tailored their gift packs to vulnerable women and children at Blackburn's 'The Wish Centre', who play a vital role in providing support to victims of domestic violence and abuse. In collaboration with Nightsafe, they also delivered gifts to young people currently seeking shelter at Nightsafe accommodation centres. The initiative allowed a unique connection to be made between the lives of youth living completely different realities, providing an eye-opening experience for the students.



"It was touching to see our students respond so well to the programme this year. I can only praise everyone involved for their tireless efforts, and I pray the Almighty rewards them for their charitable contributions towards serving the less fortunate members of our community," said Mrs Mulla, PE teacher.



The heart-warming response of the local neighbourhood to our Winter Gift Programme serves as a much-needed reminder to be thankful for the endless bounties bestowed upon us. As a school, we aim to continue our work within the community, remaining as a pillar of support for those who need it.





Chair's Reflections...

All praises to the Almighty, Lord of the Worlds and the Master of our fortunes, and salutations to our beloved Prophet Muhammad (PBUH), the Seal of the Prophets and the guide for all our actions.

Star Readers' Challenge

In a study published in the mid-1990s, Betty Hart and Todd Risley argued that, by the time they are five years old, a child in poverty has heard 30 million fewer words than their peers who have parents from professional backgrounds. Although the validity of the study has since been challenged, there is little doubt that children from impoverished backgrounds hear far fewer words and develop language skills much more slowly in their formative years. And, as other research has outlined, the biggest factor in a child's literacy level at age 11 is their language ability at five years old. These studies outline the scale of the challenge for parents, families and schools in some of our poorest communities in the country.

To address this, all of our schools have launched the Star Readers Challenge.

Reading stimulates the brain, nurtures the imagination, and creates new memories. It gives us access to knowledge and information to make smart decisions, and provides an insight into the past, the present and the future. Reading allows us to learn more about the existing world and the eclectic people who inhabit it, and to conjure new realms that test the breadth of our creativity and inventiveness. At its best, reading helps us to make sense of our own reality, see things from other people's perspectives, and expand our horizons beyond the limits of our towns, cities and schools.

As the novelist George R.R. Martin once wrote, 'A reader lives a thousand lives before he dies...The man who never reads lives only one.'

Perhaps most importantly though, reading helps us to develop and expand our vocabulary, making us better writers and more articulate communicators in all walks of life. In short, it improves our life chances substantially.

The Star Readers' challenge provides a list of recommended reading for each year group in our primary and secondary schools. Our teachers have selected challenging and engaging texts from a diverse range of genres to ensure there are books that appeal to everyone. From contemporary classics like Harry Potter, His Dark Materials and the Hunger Games Trilogy, to universal favourites like To Kill a Mockingbird, Alice in Wonderland and The Lion, the Witch and the Wardrobe, the challenge features

acclaimed titles dating back to Aesop's Fables and includes ground-breaking literature from the past two centuries. All of the books are aligned with our leadership specialism and have been selected with the age of students in mind, both in terms of their reading ability and the main themes that are explored.

A prestigious Star Readers' Certificate will be awarded to pupils who read at least ten books on the list for their year group during the course of the academic year. There will be a special Star Readers Awards Ceremony organised in each school to recognise pupils' commitment to reading, and pupils will also have the opportunity to organise interactive book clubs, where they will develop their critical thinking skills through discussing and analysing their favourite texts.

In addition to the Star Readers' Challenge, we are also developing new approaches to the teaching and marking of literacy across the curriculum, the development of oracy, the use of our digital screens to promote initiatives such as 'Word of the Day' and reading age tests for pupils entering each key stage. Through each of these initiatives, and many more, we hope to 'close the gap' and help each of our pupils (regardless of their background) to develop vocabulary and language skills and make the most of the opportunities that present themselves.

After all, there is no better way to improve the life of our children than to equip them with the words needed to richly describe it.

I must at least try....

In June 1985, two British mountaineers Joe Simpson and Simon Yates made the first-ever climb of the West Face of the 20,000-foot Siula Grande mountain in Peru.

As all mountaineers know, it is the descent which is more dangerous and so it proved for Simpson and Yates. Early in the descent, Simpson fell and fractured his right knee. Blinded by snow, and despite the immense cold, Yates managed to find a way of lowering Simpson down the mountain in a series of difficult drops. However, Simpson fell into a crevasse and Yates eventually had to make the terrible decision to cut the rope on which Simpson was hanging, dooming his friend to certain death.

However, Simpson survived the fall. He found a way to climb out of the crevasse over several hours and then crawled and dragged himself (despite his broken leg) six miles back to camp, going three days and three nights without food or drink, just in time as Yates was about to leave.

In his book, 'Touching The Void', Simpson writes: 'As I gazed at the distant moraines, I knew that I must at least try. I would probably die out there amid those boulders. The thought didn't alarm me. It seemed reasonable, matter-of-fact. That was how it was. I could aim for something. If I died, well, that wasn't so surprising, but I wouldn't have just waited for it to happen. The horror of dying no longer affected me as it had in the crevasse. I now had the chance to confront it and struggle against it. It wasn't a bleak dark terror anymore, just fact, like my broken leg and frostbitten fingers, and I couldn't be afraid of things like that. My leg would hurt when I fell and when I couldn't get up, I would die.'

Great mountaineers accept that they may pay the ultimate price in their pursuit of unique achievements. They know that failure is likely, but rather than let this inhibit their ambitions, it should drive them to push harder.

In our schools and at home, we have to educate our children and young people to be aware of the risks they face in pursuing their ambitions, and to accept that the greater their ambition, the more likely they are to fail and fall. However, as Simpson demonstrated, this should not mean that we lack that ambition and that desire to achieve great things. This requires us to teach our learners to see failure as necessary to achieve success, and frequent failures as prerequisite to great success. It also means that our students need to have the resilience to accept setbacks, learn from them and keep moving forward.

As Simpson counselled himself on that dark, cold night on the Siula Grande, 'I must at least try'.

Progress 8....'Breaking the +2.0 Barrier'

On 6th May 1954, Roger Bannister famously completed a mile within four minutes. Though someone else ran a mile in under four minutes within a year of Bannister's achievement, the Englishman has gone down in History as having broken the 'four-minute mile barrier'.

It is not quite as impressive or as famous as Bannister's accomplishment(!), but we made some news in February as the Government's school league tables were published. For the first time ever, we broke the '+2.0 barrier', securing a P8 score of +2.16. All praises to the Almighty, the league tables show that, amongst over 6500 schools, we had the best Progress 8 score. Last year, students at TIGHS made more progress (compared to their peers of similar ability) than at any other school across the country. Remarkably, this has been achieved for the fifth time in six years.

Whilst it is nice and humbling to be recognised every now and then, we should not be too obsessed or excited by league table positions. By the grace of the Almighty, we do not need accolades to tell us that we have been blessed with a special school. We have amazing people working for us, have the most wonderful girls under our charge, are supported by the most loyal of parents and serve a really noble cause. In fact, the top three positions in the league tables are occupied by Star schools – testament primarily to the Grace of our Lord, the intelligence of our ideas and the moral purpose that drives our mission and our students, teachers and parents each day.

May the Almighty guide us to remain humble and hardworking; may He illuminate our path with wisdom and good judgment; and may He inspire within us the sincerity of endeavour, unity of purpose and clarity of thought needed to sustain success and achieve His pleasure. Aameen.

I hope that you enjoy this edition of the As-Sawt magazine and remember the school in your prayers.

Hamid Patel

(Mufti) Hamid Patel
Chair of the Local Governing Body, TIGHS



The Omnipresent Shadow Named Internet Censorship

By Hana Ali, 10M3

Since the early ages, censorship has played an invisible yet vital role in steering the choices made by the human mind. The population explosion of the 21st Century has come with an exponential growth in technological advances. This means the ability of censorship to travel between materialistic peripherals, from advertisement to social media, has become unstoppable.

So, does censorship of media mean the loss of truth?

Censoring content on the internet is a dangerous game to play; it gets worse when you realise we are not the players, merely the observers. Of course, there is much goodness that comes out of internet censorship: identity theft online becomes more difficult, fake news sources are contained - to an extent, and graphic content is removed from sites. It remains, however, that censoring media online hardly needs to be justified by those who do it - the very people who claim to censor as a form of 'protecting' viewers from harm may also be the ones concealing the truth from us.

Much of internet censorship is a political strategy - this, at least, many of us are keen to notice. The absence of details, ambiguous language and selectively chosen figures in various news articles

constantly guides the reader towards forming a particular opinion, echoing **George Orwell's famous dystopian novel, 1984**, "*Don't you see that the whole aim of Newspeak is to narrow the range of thought?*" Censorship has become our reality of the fictional '*Newspeak*'.

Furthermore, social media website 'regulators' removing posts by content creators contributes to corroding the golden age of free speech by limiting what can be published or accessed. And still, the reach of censorship expands, right into the heart of the commercial world, allowing certain businesses with 'uncontroversial' fronts to thrive over others.

Quite obviously, the idea of censoring content on the internet can be distilled into one word - control. Ultimately, a stranger on the other side of a screen is choosing what you can and can't see: in

the modern world, this translates into what we can and can't learn, since the internet has become our greatest source of information.

Returning to 1984, Orwell writes,

'Always there will be the intoxication of power, constantly increasing and constantly growing subtler.'

It is the idea of subtlety that should trigger in us a healthy dose of skepticism and judgement; the whole concept behind censorship is the practically undetectable nature of withholding information. This effectively brings about societal ignorance as we remain in the dark about topics such as humanitarian crises worldwide. The omnipresent shadow of internet censorship flits just out of our eyeline, asking us to understand what we have given up in our pursuit of a 'safe' world online.



A Spiritual Insight

By Mariya Pennells, 11E3

On 20th December, the culmination of weeks of effort came together to produce Tauheedul Girls' most exciting and engaging Spirituality Day yet. The event is celebrated with spirited sentiment by students, giving them the opportunity to explore core aspects of faith values.

This year, an interactive, carousel-style exhibition around Seerah (the life of the Prophet Muhammad peace be upon him) was set up in the prayer hall, with a wide range of activities and stations detailing different aspects of the Prophet's life. Students were invited to taste Sunnah foods (foods eaten by the Prophet), collaborate in creating a calligraphy canvas with attributes of the Prophet, and learn more about the Prophet's exemplary lifestyle. An array of incredible visuals also enhanced the exhibition's reach to students, with models of famous landmarks that appear in stories from the Prophet's life, as well as interactive displays showing the spread of Islam across the globe over centuries since the time of the Prophet.

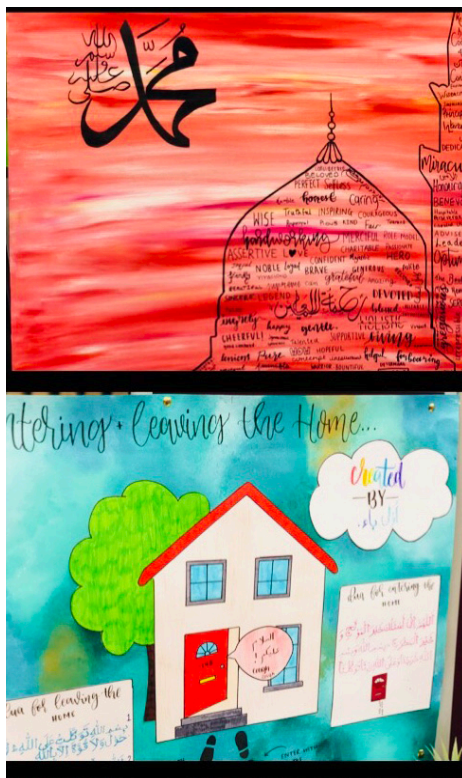
An exceptionally rewarding aspect of the exhibition came from the fact that stations were manned primarily by students, who

Reflecting on her experience, Zainab Dasu, Year 11, said, *"Spirituality Day helped me rethink the past term and gave me the opportunity to set goals to implement the Sunnahs (actions) of our Prophet in my daily life. I learnt a lot during the day and hope to act upon the morals I have learnt in the following year."*

would present thorough, short presentations to each group of peers taking a tour of the stations. This system allowed the girls to become proactive learners, sharing with others the beautiful aspects of the Prophet's life from which many lessons can be learnt and many Sunnahs (Prophetic actions) reproduced. The event prompted students to hold discussions with each other and connect through their common

love for the Prophet, reinforcing the strong values of community that are prevalent in Islam.

Furthermore, discourse around the character of the Prophet encouraged students to carry out introspective evaluations into how they may alter aspects of their own lives in order to imitate that of the Prophet's, thereby gaining blessings and reward.





Ingenious Eco-Initiative

Aaminah Issa, 9T4

As recycling becomes a habit, the next step to improve our school's eco-friendly stance becomes harder – how do we push ourselves further after each new endeavour? For students at the Social Enterprise Club at Tauheedul, partnering with TerraCycle held the answer.

TerraCycle is an innovative recycling company that has reached the forefront of global efforts to improve the environment. Eliminating the idea of waste by recycling the 'non-recyclable', millions of pounds of waste is diverted from landfill sites each month, massively improving the way materials for new products are sourced.

Upon conducting research, it was found that crisp packets were the most prevalent packaging item in the school's waste bins.

Mrs Aga, Humanities teacher and Head of the Social Enterprise Club, stated,

"We are striving towards reducing waste materials from our school, one packet at a time."

After brainstorming possible strategies, the eco-warriors at the club decided on designing bins specially for the disposal of crisp packets. The recycling initiative is set to become an inclusive effort by students and teachers to collect the wrappers using bins distributed around the school, after which they will be taken to a local TerraCycle collection point in Darwen. The new project, launched on 7th February, will



contribute to the UK's largest crisp packet recycling scheme by Walkers, ensuring efforts within the school can contribute to large-scale projects across the country.

In the future, members at the Social Enterprise Club look to participate in Waste Week 2020 to explore the uses and challenges plastic poses to the environment, as well as learning more about practical ways to tackle the problem of waste.



Faiqa Murtaza, a Year 8 student and member of the Social Enterprise Club, reflected,

"I think that partnering with Terracycle and Waste Week 2020 will be good for our school because we can recycle rubbish knowing it will be made into something useful for others."



Sports Roundup

Amina Kamaluddin, 9T4

Already this autumn term, Tauheedul Girls have participated in various sporting pursuits. Kicking off the new academic year, Year 7 took part in a team building challenge, working together in activities such as orienteering and climbing. Later within the term, the Year 7 futsal team managed to qualify for the futsal league final and amazingly came third! However, the real test was for the football team competing in the Under 13s EFL cup against neighbouring schools within the borough, a journey filled with both highs and lows.

The annual Winter Sports Day also saw Year 7 and 8 students participating in football, dodgeball and netball against other forms. On this day, the Year 9 Sports Leaders put their leadership skills to work by managing fixtures and refereeing. In the afternoon, the two year-groups performed gymnastic routines commemorating WW1, which were judged by a panel of staff and tallied up alongside the morning scores.

Mrs Mulla, teacher of PE, remarked, *"Our Year 9 newly-qualified Sports Leaders did a great job as referees on Sports Day, inspiring younger years with their leadership skills learnt in the 6-week programme."*

As the participation of women in rugby continues to rise, Tauheedul Girls maintained their efforts to inspire in students a passion for the sport, as a new team of first-time players competed in the annual girls' rugby tournament at Blackburn Rugby training ground.

Ayesha Patel, Year 9, remarked,

"This tournament was empowering, positive and great fun."

She went on to explain, *"The highlight of my day was definitely when we met England Women's Katy Daley-Mclean."*

Katy talked about her achievements such as captaining the Roses to a Rugby World Cup trophy in 2014. She also mentioned how her setbacks made her even stronger and how her dedication in rugby got her to where she is today, inspiring the girls to relentlessly pursue their passions in the face of challenges and gradually tackling the stereotypes of females in sport.





Maths and Unity Make an Epic Afternoon

By Faiqa Murtaza, 8S1

Imagine the face of Sherlock Holmes, seconds away from receiving a new crime to solve; there is a slight spark of curiosity, then, after the challenge is deemed fit, a grin of unhidden excitement escapes. Now imagine this scene playing out in the cold corners of the maths class, as students grasped the chance to channel their detective dreams into **Tauheedul's annual 'Maths Murder Mystery' challenge.**

Two lucky students from every Maths class in Key Stage 3 were chosen to compete in the competition. After a quick registration, students dived into some delicious snacks to prepare their brains for the strenuous tasks ahead. To add to the pressure, staff members decided to mix students from different year groups together, forming new groups of keen crime-scene investigators in which teamwork was vital for success.



Fatimah Asif, a Year 8 student, said,

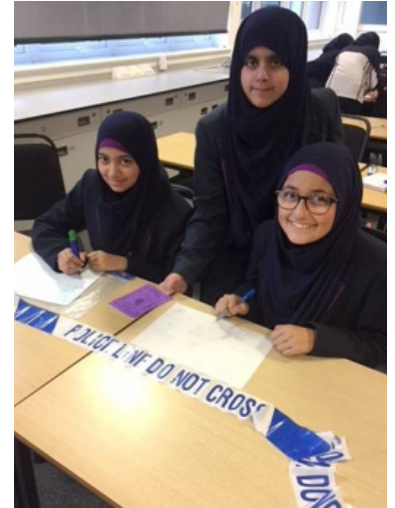
"When we found out we weren't with our friends, we were definitely shocked. However, we learned to work together and get along."

Students were first given a scenario of a burglary, a list of suspects, and a series of maths problems to help them solve the crime, with just under an hour to decipher the tasks. With determination, the teams of detectives persevered and managed to communicate excellently with their peers.

Next was the Maths Relay Race, where students had to solve as many maths problems as they could in an even smaller time frame. All teams pulled through and solved an average of 6 puzzles each.

Ms. Ahmed, Maths teacher and organiser of the event, said, *"All participants tried their very best, and we couldn't ask for more. The event was a triumph!"*

At the end of the day, winners and runners-up who succeeded in unravelling the **'Maths Murder Mystery'** were presented with prizes. The event was a great opportunity for students to enjoy maths in an unusual, engaging way alongside new peers whom they could instantly connect with. Well done to all students who took part.



Anne Frank: The Whisper that Echoed Far into the Future

By Humaira Toorawa, 13B8

Her name is one of international recognition; her tragic story bears witness to the horrors of the Holocaust. But there is more to this teenager than tragedy; for generations to come, the voice of a child calls out from diary pages, dancing through the fear-stricken streets of Nazi-occupied Amsterdam and defying the command to remain silent; after all, 'The young are not afraid of telling the truth.'



Annelies Marie Frank, born in 1929, was a child trapped amidst the brutal reign of Hitler's Nazi Germany. Hitler's relentless persecution of Jews forced Anne and her family into hiding in 1942, remaining undercover for 25 months in the 'Secret Annex', after which the family were arrested. Anne died in the Bergen-Belsen concentration camp in February 1945, only weeks before of the liberation of Bergen-Belsen by the British.

The Diary of a Young Girl, in which 13-year-old Anne chronicles her daily life whilst hiding away, invisible to the world, is astounding in its wilful desire to remain positive despite the hounding fear of being discovered.

Outwardly silent, Anne turned to the pages of her diary to speak her mind, retaining,

'In spite of everything, I still believe that people are really good at heart.'

Often writing about how she feared for her life, Anne nevertheless rejected the vision of a corrupt world, yearning to look beyond the misery unfolding around her.

Her story is one of inspiring resilience, brought to life by powerful words which outlived her existence and carved the legacy of a writer she would often dream of. Reading her work, I stumble upon a metaphor that curiously describes the writer herself.

"Look at how a single candle can both defy and define the darkness."

Anne has become as much the hero of her story as she has the victim. Incredibly, her silent musings still echo across the world today.

A Novel Idea

By Amina Iqbal, 12B3

Traverse through J.K. Rowling's fantastical dimension in the Harry Potter series; catch a glimpse of the Holocaust's numbing terror in Anne Frank's diary, or relish in the age-old classics that define the world of literature - these are the priceless joys of reading.

Through the realm of fiction one can find a means of escapism, revealing a wealth of invaluable social and cultural expressions to forge a template of the world - all between the two covers of a book. In fact, according to The Reading Agency, reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others.

Yet, in the fast-evolving world revolutionised by pioneering technology, it seems avid readers are a dying breed.

To revitalise the endangered enthusiasm of reading, the school has launched the Star Readers Challenge. Each year-group is provided with a selection of books that they are encouraged to read at the recommendation of experienced staff. The list is inclusive of a range of genres to widen the scope of appeal to all, whilst also incorporating a reward initiative for students who read ten books by the year's end. Directed by librarians, students can easily access

and loan the recommended books from the school library in order to embark on a stimulating and imaginative read.

Nasrin, a Year 12 student and frequent reader, comments,

'The Star Readers Challenge has invited many students, from both main school and Sixth Form, to venture on a quest of reading they otherwise wouldn't have. Amongst my personal favourites and definite recommendations thus far are The Kite Runner and The Last Lecture.'

Each month, the student who borrows the greatest number of books from each year group is crowned '**Reader of the Month**'. This leader board system allows progress to be tracked across the school and is displayed on digital screens. Igniting friendly competition and introducing shared reads amongst students has proved to be a great force of encouragement for peers who wish to debate and discuss topics from the novels, whilst also enhancing student comprehension skills.

So, if you haven't already, why not visit the library and begin your reading journey?



'Crime and Punishment' by Fyodor Dostoevsky

By Rayhana Gajaria, 13B8

When one commits a crime, we automatically correlate the individual with the characteristics of a criminal. However, when we are faced with a psychological fiction like Russian author Fyodor Dostoevsky's *Crime and Punishment*, this idea is completely subverted. Instead, we are taught to look beyond the criminal psyche and empathise with the effects of psychological malaise.

The novel is told from the perspective of the protagonist, Raskolnikov, who is a 23-year-old, ex-university student. Socially withdrawn and secluded, he murders Alyona Ivanovna, an elderly pawnbroker, as well as her sister Lizaveta, who spontaneously walks in on the scene. Initially confused and disgusted by the brutality of his heartless actions, over the course of the novel, I began to realise that the complexity of the murder can only be justified to the criminal himself.

He confides in Sonya, the daughter of his friend, and justifies his actions, saying: "I did not kill so that, having obtained means and power, I could become a benefactor of mankind. Nonsense! I simply killed - killed for myself, for myself alone." He further states, "I've only killed a louse, Sonya, a useless, loathsome, harmful creature."

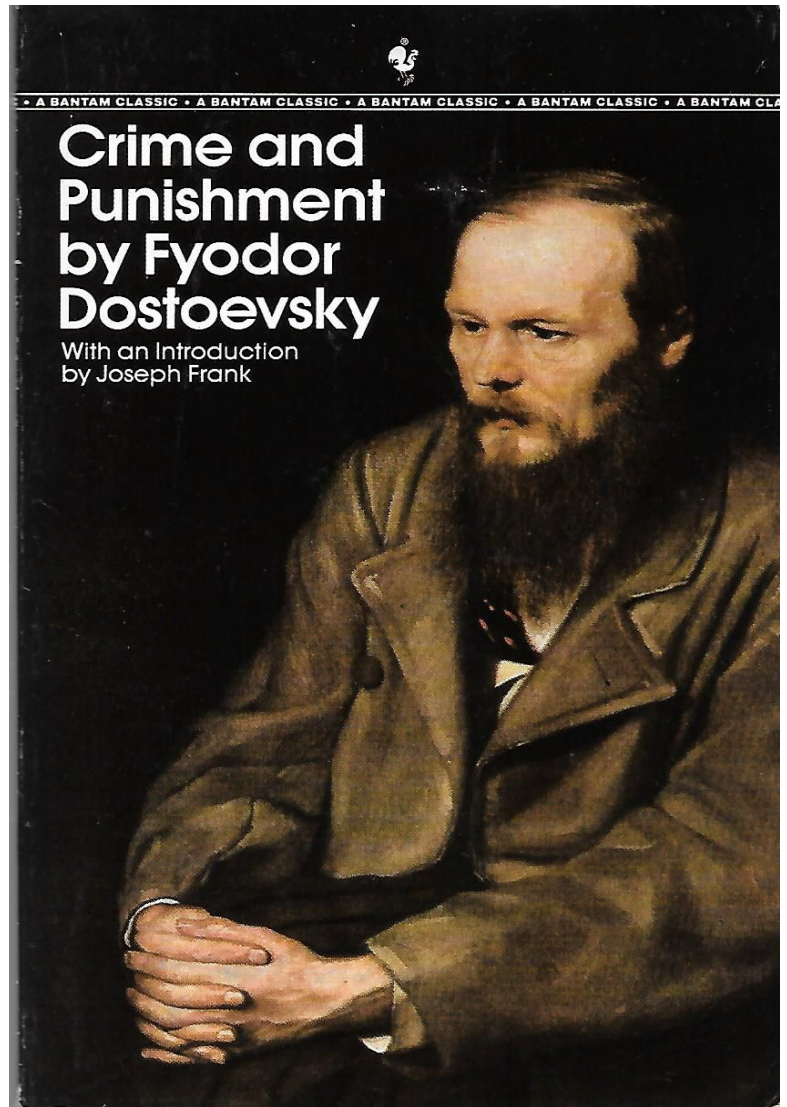
Despite Raskolnikov's apparent confidence, he sparks readers' concern with his lamentable state upon each mention of the murder, for, "What was taking place in him was totally unfamiliar, new, sudden, never before experienced".

Dostoevsky is best known for writing novels that portray a great understanding of psychology and has done an excellent job of manipulating the reader into caring for the protagonist, despite the dark nature of his crime.

Raskolnikov's often contradictory statements blur his motives to murder, confirming, if anything, his ever-declining mental state. Whilst posing as a cold-blooded murderer in one scene: "I simply killed - killed for myself, for myself alone," the protagonist later adopts a noble stance on his actions, saying, "dedicate it to the service of humanity and the general good... One death and a hundred resorted to existence." Dostoevsky's threading of Marxist motivation into the novel astonishingly offers our undeniably guilty murderer the status of a hero amongst the proletariat; the crime, whilst spotlighting the protagonist's ruthless actions, also demands the reader to question the role of society in pushing criminals to the lengths they go to. Admittedly, the crime belongs to Raskolnikov alone, but to prevent future criminality, is it not time we tried and tested the upper echelons that dictate our societies?

Ultimately, it is irrefutable that Dostoevsky has influenced many with the morals of this novel. Raskolnikov's internal struggles are relatable as they bring to light the insufficiency of social circumstances in creating happiness, offering one's relationship with themselves as an alternative route to self-acceptance. For me, *Crime and Punishment* highlights the importance of understanding our feelings and accepting them accordingly.

The novel is brilliant yet deliberately provoking. At times I wished to escape Dostoevsky's horrors; now I long to return to his world of thrilling crime.



'The Fever Code': A Feverishly Good Read

By Humaira Choksi, 9T4

James Dashner's fifth book in The Mazerunner series reveals the early lives of characters I have come to know so well whilst locked away in his dystopian world of science fiction. Far from overkill, the novel allows an insight into the minds of the innocent child protagonists who are forced to age before their time.

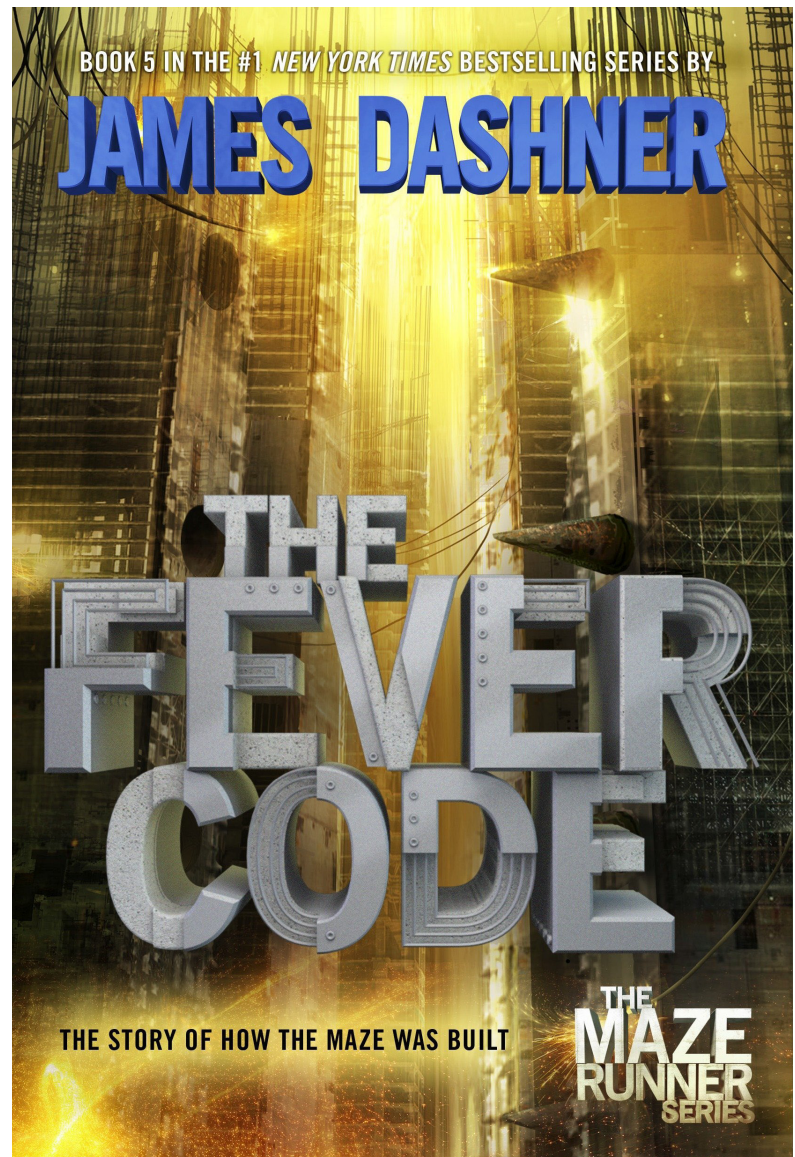
If the tragic events of the earlier released novels are anything to go by, suffering has become a livelihood for the lab-rat citizens of Dashner's world, who possess an immunity to the deadly Flare disease that slowly eats away at the world's population. Thomas, the protagonist, alongside Teresa and other immune children taken from their families, is forced into a system called WICKED which claims to fight the disease. Injecting the minds of their subjects with serums, WICKED hopes to track brain functions and monitor all reactions to various, traumatising stimuli in their search for the Cure.

At the commission of Dr. Paige, Thomas invests his exceptional intelligence into designing the Maze, another simulation created to wheedle answers out of the few, healthy minds that remain.

Using the age-old mantra of 'greater good' in order to justify crimes as noble sacrifices, WICKED send their puppets into emotional ruin. Wracked with guilt, haunted by his own betrayal, and faced with the role of bystander in watching the Maze's horrific events unroll, Thomas finds his faith in friendship and trust. It is at points such as these where I found myself snapped away from the intelligence of the characters to be reminded of their incredibly vulnerable youth, sacrificed in service to an organisation that is remorseless in its advances.

Though living in a merciless world, Dashner's characters do not fail to intrigue. Newt easily became my favourite, with his contrasting moments of hopelessness, rare but comical snide remarks and mostly, his determination to love and care in spite of everything. In *The Fever Code*, he is desperate to maintain contact with his sister though they have been forcefully separated, regularly risking his own safety to catch a glimpse of her. As the only character among the friends who is vulnerable to the Flare, Newt's unwavering loyalty to Thomas during his moments of disorientation also stands out for me, as his selfless compassion is always present.

The Fever Code allows you to dive into a world of sci-fi intelligence that remains tragically humane with its cast of lovable characters, whose pain is transmitted so clearly through the pages. Providing the backstory to the earlier novels, Dashner's tale is one of youthful innocence stripped by a distrusting, isolated existence. I strongly recommend this book because of its relevance. Despite its dystopian setting, it provides an accurate portrayal of how pressure to grow up in cruel environments can ultimately make one forget the value of life at its prime.



The Newsletter for Tauheedul Islam Girls' High School and Sixth Form College

Editor - Humaira Toorawa



Upcoming Events

Monday 24th February
School Re-opens

Tuesday 25th February
Y8 Quarry Bank Mill Trip

Friday 28th February
Y11 History Elizabeth Revision
Conference Trip
Y11 Geography Super Learning Day

Monday 2nd March
Y12 BTEC Health & Social Care Work
Experience
Y11 BTEC Art Exam Days Commence

Friday 13th March
Y12 Psychology Conference Trip

Monday 16th March
Y10 Internal English Exams

Thursday 26th March
Y8 Parents' Evening

Friday 27th March
Y13 & Y12 Social Sciences Super Learning
Workshop

Monday 30th March
Y12 AS Level Mock Exams Week
Y11 History Revision Webinar

Tuesday 31st March
Sixth Form BTEC Parents' Morning

Thursday 2nd April
Y7 Parents' Evening

Monday 6th April
End of Term Holiday (2 Weeks)
Y10 GCSE French Speaking Exams
Commence

Friday 17th April
Y10 GCSE Urdu Speaking Exams
Commence

Monday 20th April
School Re-opens
Y13 A Level Mock Exams Commence

Thursday 23rd April
World Book Night
Junior Maths Team Challenge Trip

Friday 24th April
Ramadhaan Commences
Y10 GCSE Arabic Speaking Exams
Commence

Thursday 30th April
Y7 & Y8 UKMT Junior Maths Challenge

Friday 8th May
May Day Holiday

Monday 11th May
Y7-9 Internal Exams Commence (2
Weeks)
GCSE, Y12 and Y13 Exams Commence

Monday 25th May
Half-Term Holiday (1 Week)

Monday 1st June
School Re-opens

Monday 8th June
Y8 Salters' Festival of Chemistry Trip
Y12 A Level & BTEC Science Work
Experience & Mini MBA Week

Friday 12th June
Y10 History International Museum of
Slavery Trip
Y10 Geography Clapham River Trip

Monday 15th June
Y12 Summer Trip
Y10 Internal Exams Week Starts

Tuesday 16th June
KS3 Sustainability Conference Trip

Friday 19th June
Y11 Summer Trip

Tuesday 23rd June
Y9 Geography Salford Quays Trip
Y9 History Imperial War Museum and
People's History Museum Trip

Thursday 25th June
Y12 Careers & Aspirations Day

Monday 29th June
Y7 & Y8 Summer Trip
Y12 Social Sciences Trip to Media City,
Imperial War Museum and Lowry Gallery

Tuesday 30th June
Y10 Summer Trip

Wednesday 1st July
Y9 Summer Trip

Monday 6th July
Y10 Enterprise Week Commences

Monday 13th July
Y7 & Y8 Enterprise & Leadership Day
Y9 & Y10 Sports Day

Tuesday 14th July
Y7 & Y8 Sports Day
Y9 & Y10 Enterprise & Leadership Day

Wednesday 15th July
Spirituality Day
School Closes for Summer Break



Tauheedul Girls



Part of Star



INVESTOR
IN PEOPLE



SERVICE

Being a responsible citizen
in our community



TEAMWORK

Working together
for excellence



AMBITION

Aspiring to be
our best



RESPECT

Treating others as we
wish to be treated