

# AS-SAWT THE VOICE



Tauheedul Girls

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

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## Celebrating Seventy Years in Style

BY HUMAIRA OUGRADAR, 9H2

Bunting, balloons and a basket-full of scones: the air at Tauheedul was sugared with merriment.

The cause for celebration? Nothing other than Her Majesty The Queen's Platinum Jubilee – a remarkable occasion celebrating The Queen's 70 years of service, by far the country's longest reigning monarch. With several days of revelry planned nation-wide, how did Tauheedul get involved?

To begin with, students contributed to The Queen's Green Canopy, a unique tree-planting initiative where citizens were encouraged to 'Plant a Tree for the Jubilee'. Equipped with spades and cradling the young sapling between them, a group of students carefully planted the tree into the Peace Garden, where it became the latest addition to verdant greenery planted earlier this year. As the tree flourishes, it will serve as a legacy marking The Queen's incredible leadership and inspiring nature over the years.

her personal time! Students grasped the opportunity to unleash their fantasies through the *Star Jubilee Stories competition*, which invited them to submit a short fiction piece inspired by Her Majesty The Queen. **Humaira Ougradar, in Year 9, and Aisha Sheikh, in Year 10**, both scored outstanding wins with their playful pieces on the queen's mischievous childhood adventures, receiving £150 prize vouchers each as well as a dazzling £150 per winner for the school library.

Further inspiration came from The Queen's 70-year reign; Star Academies honoured this by pledging at the start of the academic year a daunting yet thrilling challenge for *70,000 hours of service* to be undertaken by learners across all Star Academy schools. Thus began a scramble as eager volunteers funnelled their way into every service opportunity possible: organising and hosting charity fundraisers, litter-picking schemes, care-home visits and food bank support to name only a few. At TIGHS alone, a staggering 20,000 hours of service have been completed, and the girls are not looking to stop anytime soon.

And finally, the partying. A special themed '*Best of British*' lunch served; baskets of scones delivered to staffrooms; non-uniform day with a splash of Union Jack colours – The Queen's Platinum Jubilee was celebrated in fitting, British style.

At the head and heart of our country stands a woman whose services are unparalleled and whose spirit of selflessness is endlessly inspiring. Students at TIGHS took great pride in commemorating this landmark in her truly glorious reign.



Aside from her leadership, one can't help wondering what The Queen does in





## 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.

### The Power of Taking Responsibility

When the noble Prophet Muhammad (PBUH) was fifty years old, a decade of proselytising had passed and the nascent religion was still weak, with fewer than 200 followers. In an effort to give Islam a firmer foothold, the noble Prophet (PBUH) visited Taif to persuade its leaders and its communities to accept the new religion. Instead of welcoming the noble Prophet, he was sworn at, stoned, bloodied and chased out of the town.

Chastened and humiliated, the noble Prophet (PBUH) raised his hands to the heavens and prayed to the Lord:

*"O, my Lord...To You I complain of the feebleness of my strength, of my lack of resources and my being unimportant in the eyes of people, O, Most Merciful of all those capable of showing mercy! You are the Lord of the weak, and You are my own Lord. To whom do You leave me? To a distant person who receives me with hostility? Or to an enemy You have given power over me? As long as you are not displeased with me, I do not care what I face. However, Your favour is a more expansive relief to me. I seek shelter in Your Light - the light which illuminates the Heavens and dispels all sorts of darkness, and which controls all affairs in this world as well as in the Hereafter. May it never be that I should incur Your wrath, or that You should be displeased with me. I must remove the cause of Your displeasure till You are pleased. There is no strength nor power but through You."*

It is a beautiful and poignant prayer, one that roused the heavens – a plea that not only revealed the pain of the noble Prophet (PBUH), but also demonstrated his faith and hope in the Lord. Just as importantly, the noble Prophet does not complain about the failings of the people of Taif or the wrongfulness of

their abuse and assault on him. Rather, he takes responsibility for the failure – his frailty and lack of resources – and considers that he may have caused the displeasure of His Lord.

1400 years later, as we travail through the trials and challenges of our own lives, it is a reminder for us that staying hopeful about the future in the midst of failure is about being accountable for our actions, in looking at oneself before seeking to criticise others, and in the power of the Lord's Decree in all affairs of our lives.

Taking responsibility when things go wrong, rather than succumbing to the inclination to blame others, is a hopeful and optimistic act. It is about taking control, learning from your mistakes and improving oneself. In short, it is an act of faith.

### 'Read... in the name of Your Lord...'

On the Night of Power around fourteen centuries ago, a meditating, illiterate orphan Arab was instantly transformed into a Prophet of God with the very first revelation of Islam... '*Read*'.

In Islam, the value of reading has never been in question. It has the power to transform lives, help us to learn more about our world, and inspire us to communicate with and relate to diverse peoples and cultures around us.

Over the next few months, we are launching several initiatives to encourage our learners to read more and to become the very best readers that they can be.

All learners will undertake a reading test to identify those who need support to read. Once these tests are completed, some of our pupils will receive support to improve their ability to read. Furthermore, all learners will participate in a '*Read Aloud*' programme with daily reading at the start of the school day. We will also continue to encourage and reward pupils

to read regularly through our 'Star Reader' initiative. Moreover, all of our teachers will encourage wider reading to deepen knowledge in their subject through 'subject readers'.

Our ambition is clear – we want all of our pupils to be fluent and enthusiastic readers – to equip them to lead independent lives, pursue their dreams and thrive in a diverse and ever-changing society.

## The Gettysburg Address and 40 years of TIGHS

On 19th November 1863, President Abraham Lincoln delivered one of the shortest and yet most famous speeches in American history.

The United States of America was in the midst of a bloody civil war to free slaves. In what became a turning point in the war, Union troops had defeated the Confederate Army at the Battle of Gettysburg. Lincoln's speech was intended to dedicate a plot of land that would become a cemetery for the fallen soldiers from that battle. Instead, the mere 272 words and three minutes that Lincoln spoke would become a rallying call for a young nation at ill with itself.

During the speech, Lincoln reflects on the ground that he is dedicating and the soldiers who gave their lives on it and would be laid to rest in it:

*In a larger sense, we cannot dedicate – we cannot consecrate... we cannot hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.*

Next year, we mark 40 years since the opening of our school. I am minded to reflect on the sacrifice of our forefathers and foremothers who gave their lives to establish our communities – and this school – in Blackburn some four or five decades ago. Just like those at Gettysburg, their struggle – and the selfless

yearning to safeguard the learning, welfare and faith of generations to come – has forever blessed our people and our school.

May our Lord reward them for their sacrifice, sustain their legacy for eternity, and use their example to inspire all of us and those who come after us to serve sincerely, selflessly and supremely. Aameen.

## Temporary Custodians of a Bigger Mission

At the end of this academic year, we will say goodbye to Mrs Modan, our Assistant Principal, and several of our teachers and support staff as they choose new paths to continue serving young people.

We will also bid farewell to our Principal, Hafez Lukman. Being Principal at TIGHS is an incredible blessing – the opportunity to serve a wonderful community of vibrant young women, loyal parents, and selfless staff. It is also an onerous, lonely and thankless task at times, demanding sustained leadership, devotion, and sacrifice.

On behalf of everyone at the school, we are grateful to Hafez Lukman for his service and wish him every success in the new role that he will fulfil for our Trust. As he hands over the baton to Mrs Akhtar, we are reminded that all of us are temporary custodians of our school, of a mission that is greater than any one individual, and a mere footnote in a wonderful story that will outlive each of us.

May our Lord protect our school and its community, grant wisdom to those who serve it, and commit all of us to give everything of ourselves to its continued success. Aameen.



Sir Mufti Hamid Patel CBE  
Chair of the Local Governing Body, TIGHS





## Living Through Literature: The Legacy of the Brontë Sisters

BY FAIQA MURTAZA, 10S1

She comes in colours – a vibrant spectrum of ideas, emotions and capabilities. Yet did women have room for colour when the world had daubed their lives with a bleak, limited greyness? For the Brontë sisters, the pen would be pivotal to reclaiming ‘the woman’ in all her colourful glory.

Charlotte, Emily, and Anne: three sisters from Yorkshire, from a devoutly religious family, from lives that would be marred by the deaths of their mother and siblings, by poor income, and by the social limitations barring women from writing openly.

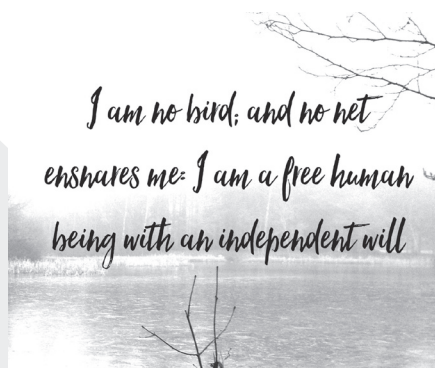
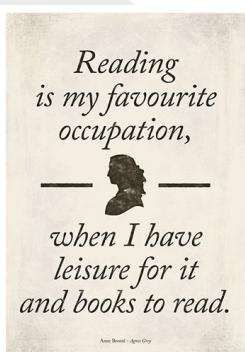
And yet, we consider the Brontës the most important literary family today due to their perseverance against the repressive patriarchy in Victorian Britain. Veiled behind the pseudonyms Currer, Ellis and Acton Bell, the sisters were keenly aware of the opposition to female writers, a precaution which paid off as their novels, after much struggle, were accepted by publishers.

With the sisters all having worked (unhappily) as governesses and teachers, they were armed with experiences which would fuel their writing. Characterised by an indomitable fearlessness, the sisters’ most famous works – Jane Eyre, Wuthering Heights and Agnes Grey – confront the stagnancy of lives and roles offered to women in their time. The pen held power unlimited as the Brontës breathed life into the journeys, emotional battles and repressive authorities faced by their female protagonists. Charlotte’s Jane Eyre captures in a sentence a message simple, yet deeply painful to



explain to a world blind to their struggles: ‘*Women feel just as men feel*’.

What started as a pastime and game of world-building between the sisters in childhood fed a passion for writing that would produce some of the greatest works to have ever been written. Unforgettable, too, is the fact that the sisters concealed their writing activities from all those around them, stoking secret flames that would later devour the literary world.





# The Voice

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## A TIGHS Time Capsule

BY HAAJARAH SYEDA, 13B1

Some of us were introverts; the others were extroverts. Some of us preferred English; the others preferred Maths. Some of us knew the school layout by the end of the first week; the others were still seen a month later reading corridor signs intently. Despite these differences, the first days of Year 7 evoked in all of us the same emotion. Hearts beating fast, palms clammy, eyes nervously wondering from person to person: *will I fit in here?*

Today, teetering on the threshold of entry into a world yet unknown, we spend some time prying open the time capsule filled to the brim with memories. A torrent of recollections is unleashed: rushing through corridors, receiving the first certificate, submitting homework in the nick of time, making new friends, presenting in assembly for the first time... The small achievements and accolades that had become the sum total of our existence.

The oft-repeated questions of *"Do we have any homework?"*, *"How long until home-time?"* and *"How many weeks until the half-term holidays?"* have suddenly and bewilderingly morphed into *"How is this is our last day of school already?"*

The last day of school. What a simple, declarative statement for a messy multitude of emotions. Fervent in our race to the next pitstop along the road



of education, we now find ourselves in that eagerly imagined destination: the future. Exhilarating though it may be, we gloomily scratch our heads and wonder why he had been so impatient to leave.

The student experience at TIGHS, contrary to popular rumour, is for both the faint-hearted and the valiant, for both the expert and the novice, and for both the dreamers and the schemers. With a universal promise to teach students the most important trait of all, discipline, it's not hard to see why. So, when the capsule reveals its contents, we will quote Shakespeare because of our English teachers' discipline with quotation logs, we will calculate prices and offers because of our Maths teachers' discipline with Times Table Rockstars, and we will opt for the fruit over the sugar because of our PE teachers' discipline with teaching us about nutrition.

Seven years of lessons, friendships and class parties have become fleeting memories, whirling in the eddy of our metaphorical capsule. And seven years on from those first, nervous days, our heads are bent low over the final paper. Hearts beating fast, pens anxiously scribbling, eyes checking the clock continuously: *will I finish this exam on time?*







## A Summer of Sports

BY MARYAM MANJRA, 10S2

The grass on the fields has been cropped short. Someone has repainted the neat white lines over them in precise geometric shapes. And all week long, the delightful racket of yelling and cheering floats in through classroom windows, enticing the seated student to pop over for a quick, curious inspection. Of course! The glorious season of summer sports is upon us.

Summertime serves endless opportunities which have students bursting to get outdoors, to lose themselves somewhere between the grass and sky. For Year 10 students, this meant the practice expedition for their Duke of Edinburgh bronze award. Finally, a chance to put into practice the weeks of camping, navigation, and orienteering training. Though the intense trekking certainly left them sore, any complaints were forgotten as they laid eyes on the breath-taking landscapes stretching out in every direction. **Mrs Mulla, teacher of PE, reinforces that, “The Duke of Edinburgh Award is an excellent opportunity for the young women in our school to learn new skills, build resilience and confidence.”**

Lower down the years, Key Stage 3 students tried their hands (and legs) at bouldering – an activity similar to climbing, only closer to ground. Expanding on their practical skills, the girls also mastered common knots used in harnessing, such as the figure of eight knot. **Year 7**

**student, Aisha Shahzab, exclaimed: “The experience was challenging but fun, and we learned a variety of skills.”**

Skills in order, the exuberant energy of competitive sports still requires management – a challenging task when adrenaline runs high. To develop this, Year 9 students have been working towards a Sports Leadership Award, demonstrating their leadership styles as they help to lead Sports Days with our younger friends from The Olive School across the campus.

Meanwhile, others have been rewarded for their dedicated months of practice, officially qualifying for the table tennis Junior Umpire Award. Transforming their enjoyment as spectators of the game into something serious, the girls have become adept at officiating, chasing the pinging white balls with swivelling eyeballs and deftly applying their mental catalogue of rules within a split second - no point or error goes amiss. This qualification is recognised all over England, and scaffolds students with early experience in the intense yet rewarding field of umpiring.

You see now, how sports in summer has a tune of its own: the thud of the rounders bat connecting with the ball; the springing grass beneath spongy trainer soles; and the mighty heat-haze bathing the world in a dizzying, golden hue. The wait is finally over.





## Tauheedul Girls in the Cyber World

BY AAMINA BIBI SIKANDAR, 9H4

Where are women when you need them? They are, since you ask, in training, preparing to even out the numbers in the field of cyber security, to bring their brains to the boardroom and expand our expertise in a sector that grows more important with each day.

At Tauheedul, budding tech-enthusiasts from Year 8 were entered into the CyberFirst Girls Competition run by the National Cyber Security Centre. Competing in the first round of challenges online, the girls tackled tasks under the categories of logic and coding, networking and cyber security, and finally, cryptography. Utilising the internet along with their data-filled brains, they passed with flying colours – onto the regional finals.

Arriving at HOST, the heart of MediaCityUK in Salford, the girls huddled amongst a crowd of other schools from the North West. With updated challenges harder than anything they had yet encountered, could they crack the code? Seated at desks and bent over screens, the team fought to decrypt messages using encryption algorithms, tapping away furiously as the live leader-board leered over them – 7th, with a slim 30 minutes to go. And with the leader-board suddenly switched off, they would have to suffer uncertainty until the very end.

Hearts pounding and adrenaline coursing through their

bodies, our finalists sat in suspense, awaiting the final results. Somehow, they had done it! Champions of the North West, the team were bundled with gifts – notably, a laptop each to take away, along with other tech-treats.

**Sanah Ibrahim, a Year 9 competition participant, states:**

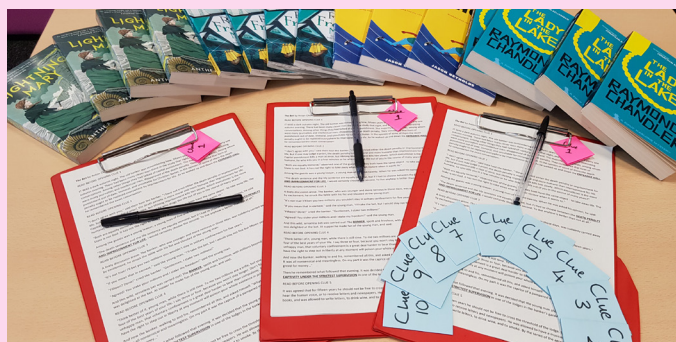
*“This was an incredible experience and I have learnt so many new skills. I’d love to study cyber security further.”*



## The World Book Night ‘Bet’

BY AISHA AHMED, 8L1

For the avid reader, the right book can have the mind hurtling through any array of emotions. But what about those not yet initiated – where can they find a key to this world?



The answer is in the treasure waiting at the end of a hunt, which is exactly what this year’s World Book Night provided. Selected students were invited to take part in a competitive treasure hunt across the school building

and outdoor grounds. Inspired by Anton Chekhov’s short story, ‘The Bet’, the English department asked students to find ten clues, of which some required them to visit ‘the department which taught about human rights’, to decide in which area of the school ‘medication was administered’ and to seek out where the ‘latest tree had been planted’.

The clues were cleverly designed to link to different parts of the story, bringing literature to instant life. Split into groups, students listened carefully as extracts from ‘The Bet’ were read aloud - one lapse in concentration and they would miss out on crucial details which answered the questions posed afterwards. Each answer led to a location across the school, where another neatly folded clue quivered in anticipation of their arrival.

**Year 8 student, Haleema Mela, commented, “This was an amazing experience for me. I can’t stop thinking about the debate from the short story - I wish I had read this sooner!”**



## Work Hard, Play Harder

BY SAFAA BOHRA, 8E1

As the month of June wore on, temperatures increased and there was a palpable sense of anticipation in the air. For students at Tauheedul, the end of the year offers a chance to display leadership, demonstrate innovation and enjoy trips rewarding a year's worth of hard work.

First, the much-anticipated annual Blackpool Pleasure Beach trip, which saw coachloads of girls whisked off to enjoy a day in the sun: the air sprinkled with sea salt, the slush bluer than ever, and the swooping rides glinting like metal mammoths – what better way to let go of all your troubles?

Back at base, a whole host of events exploded onto the scene, from the Year 10 learners putting life and limb into perfecting their charity stalls during Enterprise Week, to relentless practising of rounders skills and gymnastic routines behind the scenes in preparation for intensely competitive Sports Days ahead.

One group, however, wandered a little slower, drinking in the vibrant energy with the weight of departure. For Year 11, despite the blur of GCSE exams ending, preparations for their Leavers' Assembly, and rushing to have their leavers' books signed, these were days of goodbye; their journey was finally over. We bid them farewell and wish them all the best on their many adventures yet to come.



**Mrs Modan, Assistant Principal, said, “Although there are trips and rewards throughout the year, there’s just a different spirit and energy in summer. We’re really pleased to be able to have so much on offer for our learners.”**



## What Comes First – the Cereal or the Milk?

BY AYSHA L NAMAJI, 10S4

Sometimes, you just want a good bowl of cereal. You hurry to the kitchen, excited to satisfy your craving: pull out the cereal box, the gallon of milk, a bowl from the cupboard, and then - wait! What do you put first? The milk, or the cereal?

Personally, I will always reach for the cereal first.

The risks taken by the milk-first crew are unfathomably dangerous. What if you start shaking the cereal out of the box, only to receive a horrific shower of end-of-the-box cereal powder instead? You are left with an ocean of milk and mountain of crumbs swimming within. At least, if you put the cereal first, you are supreme; you are in control of divining that majestic ratio of cereal to milk.

Another issue – cereal flakes are loathe to enter calmly into a bowl of milk. Prepare for a tsunami of milk splash-back as the cereal unceremoniously dives in - that’s a situation no one wants to be in, especially the morning. And what if you take out too much milk, realise too late and can never find the bottom of the bowl? Shivers.

Of course, the milk-first claim their method preserves the long-awaited cereal crunch, protecting the sanctity of their morning or nightly companion. But have they considered what happens if the cereal runs out? Cereal-squad will smartly return the cereal into the box. But alas, watch on as milk-crew attempt a similar move; observe as milk splashes anywhere but into the gallon. Embarrassing.

On that note of preserving one’s dignity, we hope this serial debate can be put to rest. Stay safe, friends. Cereal first – always.





# The Voice

## Letter to Author

Dear Sarah J Maas,

Flicking through the pages of this wonder of a book, I was unaware of the destiny that awaited me: chapters oozing with drama, a world of fantastical beasts, anticipation of perilous combats and a revolutionary protagonist.

It's not an overstatement to say that I have fallen hopelessly in love with Throne of Glass. How could I possibly leave behind the world of your young assassin, Celaena, as she prepared for a tournament against 23 killers, thieves, and warriors? Failure would damn her eternally to the fiendish dungeon, whilst victory promised a position as the king's personal assassin. Finally, a bundle of misery right up my alley.

With every page, I was entranced by the way the kingdom of Adarlan rose up around me. As for the protagonist, Celaena Sardothien, I may just have found my favourite fictional character yet. She inspires me to take control of my life, to battle and confront my own hardships. *'We all bear scars,'* Celaena maintains, and this pearl, unifying the histories of people fictional and real, has stayed with me ever since. How many incredible lives have passed by me; how many scars do we each hide without even a whisper? I think you can tell, the world for me has looked quite different since this read.

Your novel arrived just in time – I had been in an unmentionably long reading rut. But suddenly, I was back in practice, back in love with the world of words. I strongly recommend this book for readers who need a refreshing new start; soon enough, your mind will be held captive in a dark, entangled universe.

Fresh, fascinating and utterly unpredictable, Throne of Glass raises new questions at every turn – I've somehow become comfortable with being constantly unsettled. Your intricate characterisation was another major selling point – I felt a strong connection to your characters, and would grieve alongside them in the face of adversity. With a book as emotionally charged as yours, becoming strongly attached was inevitable.

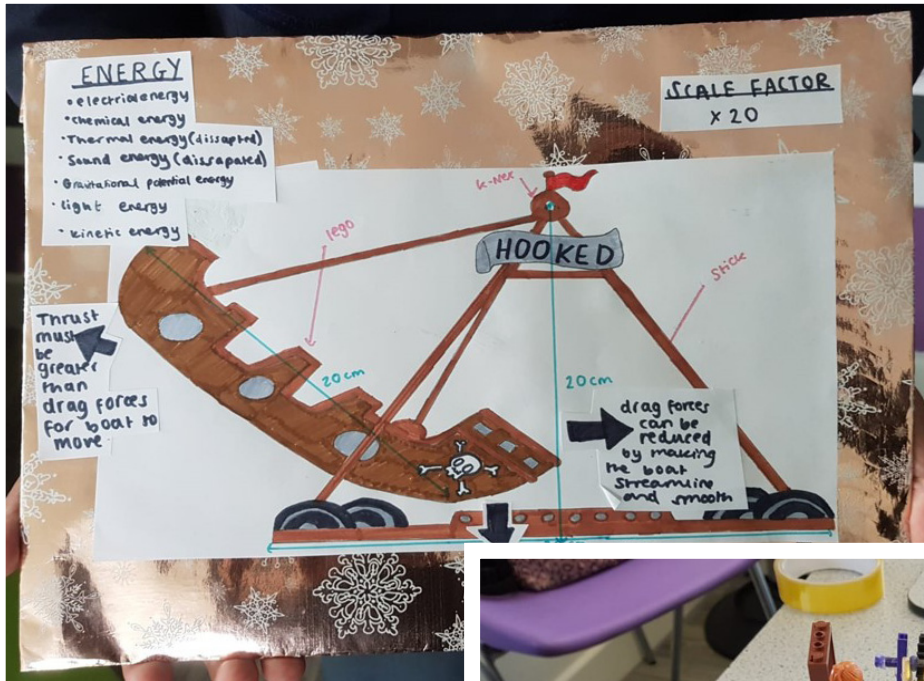
I thank you for establishing my adoration for writing and for books, for leading me to places where the world is new and the possibilities endless. Thank you, also, for locking me into the library; it is, as you write, *'...full of ideas – perhaps the most dangerous and powerful of all weapons.'*

Yours faithfully,

Raeesa Ahmed, 10S2



Students use knowledge about the conservation of energy forces combined to create and deliver presentations about theme park rides!



**DHAKIRA DAMIEL, KHADEEJAH VALLI AND AAMINAH MUNSHI (Y9)**

**AISHA FARHAN (Y9)**



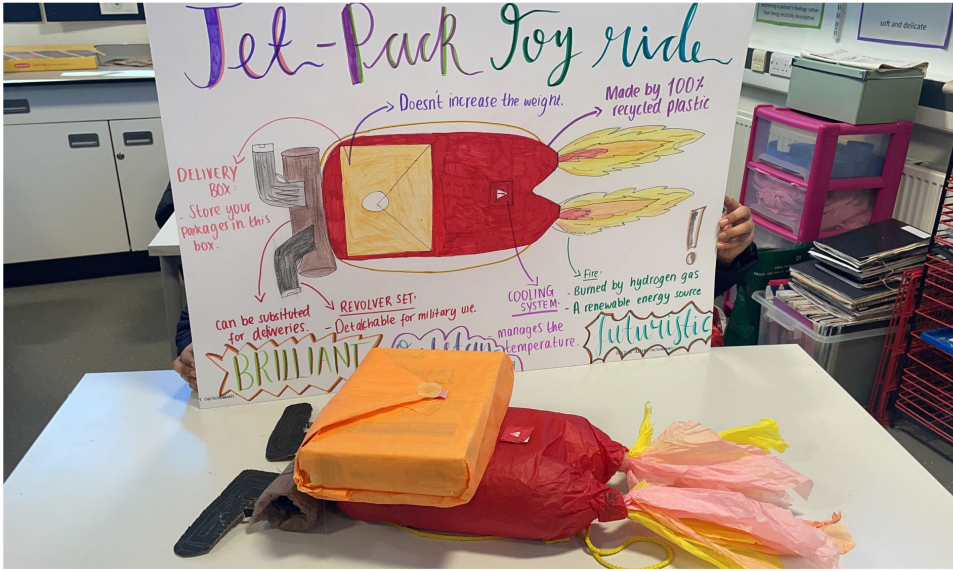
**DHAKIRA DAMIEL, KHADEEJAH VALLI AND AAMINAH MUNSHI (Y9)**



# Science

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Students combine their creative skills and scientific knowledge to create 3D models of efficient futuristic methods of transport!

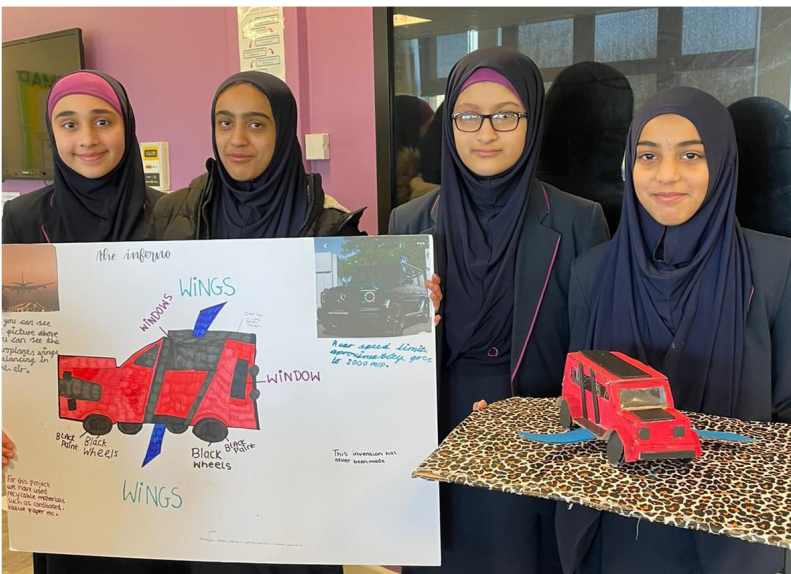


**KHADIJA HALLAK, AALIYAH  
BHARMA, MAHIRAH  
YASIN, SHIFA BUKHARI,  
ZUBAYDAH LIMABADA,  
AISHA SAEED (Y8)**

**AMMARA SHAMSHER, AMMARAH  
K, FATIMAH HASAN, ASIYA  
AHMEDJEE, ASIYAH Z PATEL,  
ZAINAB MUGHAL (Y7)**



***KHADIJAH MASTER, HALEEMA BIBI,  
LAIBA HABIB, ALEENA WAHEED (Y7)***





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

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THANK YOU, ARHAMA FARHAN, FOR YOUR EDITORSHIP OF AS-SAWT THIS YEAR.

## Snapshot of the Term



## KEY DATES

**WED 20<sup>TH</sup> JULY**  
Spirituality Day  
School Closes for Summer Holiday

**THU 18<sup>TH</sup> AUG**  
A Level Results Day

**MON 22<sup>ND</sup> AUG**  
Y6 Summer School Begins

**THU 25<sup>TH</sup> AUG**  
GCSE Results Day  
Y12 Enrolment Begins

**WED 31<sup>ST</sup> AUG**  
Staff INSET Day

**THU 1<sup>ST</sup> SEP**  
School Re-opens

**MON 24<sup>TH</sup> OCT**  
Half-Term Holiday (1 Week)

**MON 19<sup>TH</sup> DEC**  
Christmas Holiday (2 Weeks)



Tauheedul Girls



Part of Star



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