



PRESTON MUSLIM GIRLS — HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

COURSE GUIDE



HEADTEACHER'S INTRODUCTION

This booklet outlines the range of courses that pupils can study during their time at Preston Muslim Girls High School. Our curriculum is designed to nurture pupils' spiritual, moral, social, cultural, physical and intellectual development; creating a desire and hunger in all pupils to learn, regardless of their strengths or needs.

The curriculum is the gateway to opportunities; our curriculum is tailored to provide a rich learning experience for all of our pupils, delivered through a broad and balanced range of subjects that pupils study and a wide variety of additional experiences that they take part in.

The curriculum is intended to make the best of our pupils, leading them to achieve outstanding results, which in turn increase their chances of being successful in higher education and employment. The curriculum must also reflect national policy and priorities, thus our pupils study courses that lead to the English Baccalaureate accreditation.

Finally, the curriculum is enhanced through a wide range of extra-curricular activities to ensure that all of our pupils have the best possible learning experience - one that they will treasure for life.

Mr R Patel
Headteacher



TO PROVIDE AN OUTSTANDING
EDUCATIONAL EXPERIENCE
WITH VALUES OF PATIENCE,
MODESTY, GRATITUDE,
HUMILITY AND SINCERITY,
FROM WITHIN AN ISLAMIC
ENVIRONMENT WHERE
EXPECTATIONS ARE HIGH,
AMBITIONS ARE GREAT AND
VALUES ARE DEEPLY ROOTED.

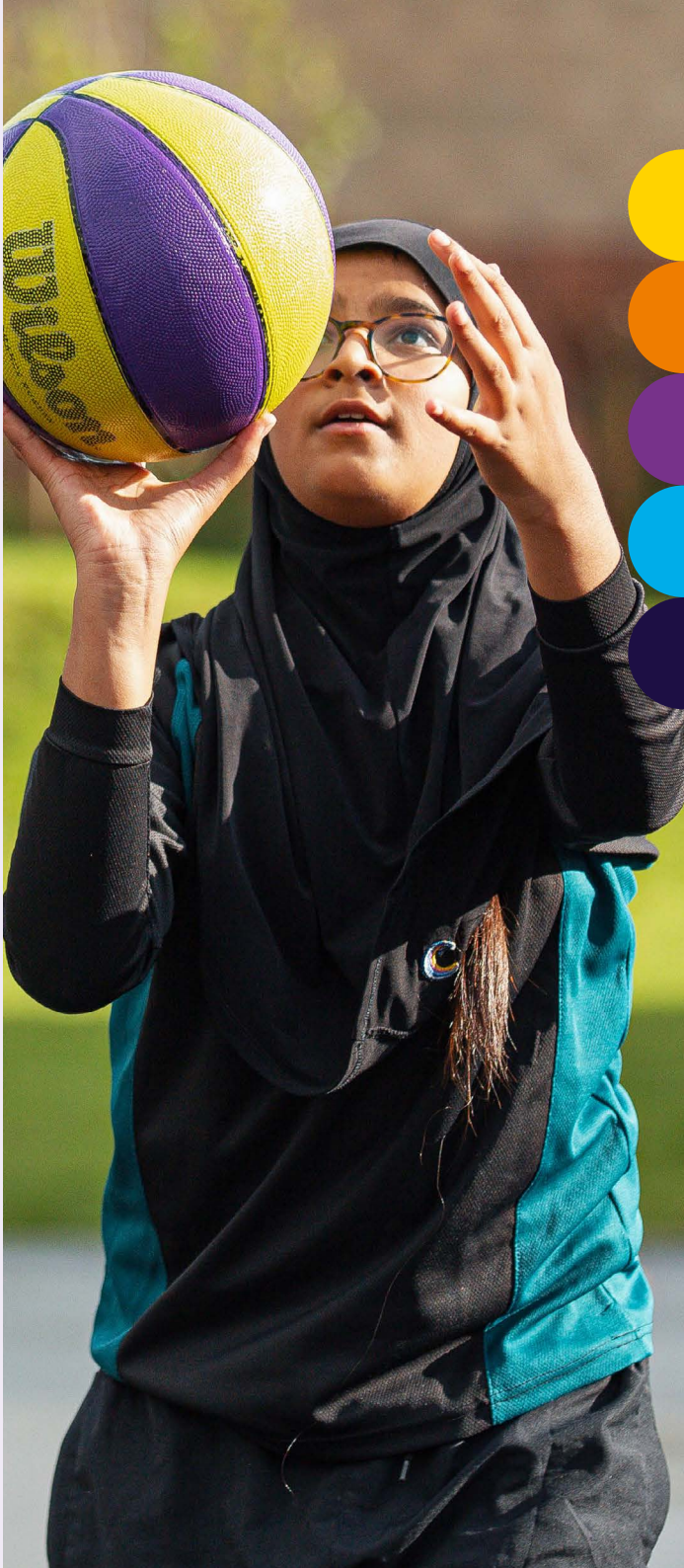


THE CURRICULUM AND
EXTRA-CURRICULAR
ACTIVITIES MAKE A
PROFOUND DIFFERENCE
TO THE EXPERIENCES
OF THE PUPILS.

OFSTED

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FAITH & CHARACTER EDUCATION

SPIRITUALITY

Spirituality is deeply embedded in every area of the school. Although the school has grown considerably, our mission and values have remained unchanged since it was founded and continue to be based on the Sunnah of the Prophet (PBUH) and teachings of the Qur'an. In a modern and multi-cultural world, it is essential that pupils respect and understand those of different faiths and cultures. We have taken lessons of respect and tolerance from our faith and embedded them in our curriculum, Form Time discussions, Halaqah topics, assemblies and all of the community and fundraising work that we do.

A great emphasis is placed on character development – promoting values such as respect, self-discipline, care, tolerance, patience, modesty, gratitude, humility sincerity and love for each other. We promote an ethical lifestyle, enabling our learners to feel empowered to fulfil their responsibilities to themselves, their families, wider humanity and the environment around them.

We promote fundamental British values to prepare our pupils to live in a multi-faith modern Britain. We want to prepare all our pupils to achieve to their potential, fully engaged citizens in multi-cultural 21st century Britain. We want to support and help them explore how they can apply faith values in their everyday lives as committed British citizens. We nurture young Muslimahs who embody the teachings of our religion whilst showing consideration for the beliefs of others.

CHARACTER

- Facilities to pray Salaah are available throughout the day. This includes bespoke facilities for ablution for both pupils and staff.
- During October to March, a timetable is created to promote the praying of Zuhrah Salaah including supervised preparation time (ablution). During December and January, a timetable is created to promote praying of Asr Salaah including supervised preparation time (ablution).
- During winter months, a fasting programme is established practice on Mondays and Thursdays.
- Lessons start and end with a prayer. Visual stimuli are also on display in all classrooms.
- Prayer spaces in the school have identified the direction of the Qibla.
- Islamic greetings are exchanged in school.
- The recitation of Surah Kahaf is timetabled for Friday.
- Pupils set themselves weekly 'Spiritual', 'Personal' and 'Academic' goals. They record and monitor their own progression.
- The importance of Sunnah foods is taught.
- External speakers (vetted) occasionally deliver special assemblies on faith and character.
- The pastoral offer includes bereavement support through special assemblies, pupil/staff mentoring and bespoke counselling.
- The school has appropriate arrangements for changing and showers.
- Pupils and staff are allowed to wear articles of clothing important to their faith beliefs, as part of the uniform (providing there are no health and safety concerns).

CREATIVITY

- The school delivers a vibrant talent programme (e.g. PMGHS Talent Day).
- Outdoor education includes FCE trips (faith trails, messy maps, DofE, green spaces, Scouts programme).
- There are opportunities to participate in Sunnah sports/ games.
- The diversity of the school community is celebrated via National and Global Days.
- There are opportunities throughout the week for meditation, silent reflection, tasbeeh and Qur'an recitation.
- The school library has a varied selection of resources that support pupils in their faith and character development.
- Pupils contribute to and participate in Assembly design and delivery.
- Islamic art is installed across the school site.

COMMUNITY

- Whole school FCE learning and events include:
 - Muharram - Islamic New Year/ Day of Ashura
 - First 12 Days of Rabiul Awwal - (Inspired by Muhammad PBUH Campaign)
 - Shab-e-Me'raj (the night of ascent) event
 - Shab-e-Baraat (15 Sha'ban)
 - Daily Ramadhan challenges (prayers, study circles)
 - Eid ul Fitr (following Ramdhaan)
 - Eid ul Adha (Feast of Sacrifice)
 - Five Days of Hajj
- Half-termly Charity Fundraising, Volunteering and Social Action projects delivered (e.g. Orphans Sponsorship programme, Winter Festive Gift Programme, Ramadhan Fundraising).
- Age appropriate Prevent awareness raising strategies and activities are developed for pupils.
- Halal Food is served on school premises.



CURRICULUM

- There are regular opportunities to celebrate the faith achievements of young people.
- Strong partnerships are established with local mosques and Islamic schools.
- Islam is taught alongside other major world faiths and beliefs in Religious Studies lessons in all year groups.
- The school has devised a 'PRSHE' curriculum implemented including Human Rights, Healthy Lifestyle, E-Safety, CSE awareness and Moral Responsibility.
- Sex and Relationships Education taught sensitively in line with the RSE policy.
- Faith Learning programme is embedded (e.g. a regular cycle of prayer and ablution workshops take place throughout the year, a few enrichment Spirituality days per year, rites of passage and Weekly Halaqah/Circles).
- The hadeeth and sunnah of the week is delivered in morning registration and assemblies.

WHAT WERE OFSTED'S MAIN FINDINGS?

What follows are direct quotations from the Ofsted report.

THIS IS AN OUTSTANDING SCHOOL

- All pupils achieve exceptionally well from their starting points.
- The conduct of the pupils is exemplary. They are mature, courteous, polite, warm and open. They are generous with their time and have raised substantial amounts of money for charity.
- Outstanding teaching is highly attuned to assessing the needs of pupils and advising them on how to make further progress.
- Governors and leaders are relentless in pursuing the very best for the pupils. The ethos of the school promotes strong, productive relationships between all stakeholders.
- Leaders at all levels know the school well, use detailed analysis and adopt a self-critical approach to reflection in order to bring about improvement.
- Attendance is above average because of the positive actions of the pastoral team.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - IS OUTSTANDING

- The governors and senior leaders have a clear, ambitious vision for the development of the school. Self-evaluation is accurate and self-critical and leads to a relentless determination to improve provision for the good of the pupils.
- Leaders have very high expectations of staff and pupils. They are relentless in pursuing a culture of openness and honesty. They are also determined that the pupils become tolerant, insightful adults who contribute positively to their communities locally, nationally and internationally.
- Governance of the school is excellent. Governors drive improvement through strong accountability frameworks.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT - IS OUTSTANDING

- Teachers' subject knowledge and detailed knowledge of examination requirements are excellent.
- Teachers have high expectations of what each pupil can achieve. They set challenging targets, including homework, and through expert questioning they ensure that each pupil gains a complete understanding of the topic before moving on. This ethos permeates the school.
- There is a rich diversity in the type of activities used to develop learning. This contributes to pupils developing a love of learning. They are eager to please, hungry to know more and demonstrate exceptional attitudes to learning throughout the school.



OUTCOMES FOR PUPILS - IS OUTSTANDING

- Current pupils in all year groups are making exceptional progress to reach very challenging targets. The vast majority of pupils are on target to progress at a rate much faster than that expected of similar pupils of their age.
- In 2016, according to the provisional 'Progress 8' measure that indicates pupils' progress from their starting points across a range of subjects, the school's performance is in the top 5% of all schools nationally.
- Work in pupils' books, in all subjects, shows that they have challenging tasks and effective intervention from teachers, which contributes to fast levels of progress.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - IS OUTSTANDING

- Relationships between staff and pupils are exemplary, with the teachers setting high expectations for all pupils. Pupils are proud of their school and their achievements.
- A strong pastoral system with a team of staff who cater for all three languages of their community provides strong home-school communications.
- The personal, social, moral and cultural curriculum is comprehensive and innovative and underpins the strong, compassionate ethos of the school.



THIS IS AN OUTSTANDING SCHOOL.
OFSTED



GCSE ENGLISH LANGUAGE

SUBJECT INFORMATION

We aim to teach lessons which inspire girls to enjoy studying English and to achieve their potential in a challenging yet supportive environment. We are very proud to be one of the most outstanding departments in the school and with the highest GCSE English Language results in the whole of Lancashire.



WHY STUDY ENGLISH LANGUAGE?

English is, of course, a vital subject in that the skills covered here underpin the whole curriculum. Moreover, any course of study beyond GCSE demands proof of achievement here, and literacy skills are necessary for the world of work. Perhaps more importantly, however, the study of English equips young people with the communication skills that allow them to present themselves confidently, encourages creativity in written and oral expression, and develops a love for literature that will last a lifetime. Every career requires the skills of reading, writing, speaking and listening, and is therefore one of life's essentials - with skills that are transferable in both personal and professional life.

AQA EXAM BOARD

ASSESSMENT INFORMATION

Exam preparation:

English Language (100% Examination)

Through the study of a selection of extracts from 19th, 20th and 21st century prose fiction and non-fiction, pupils develop skills of analysis and evaluation; develop imaginative writing skills to engage the reader; develop transactional writing skills for a variety of forms, and learn to use spelling, punctuation and grammar accurately.

- There will be two examination papers, one which will involve the analysis and evaluation of an unseen 19th century text, as well as a linked transactional writing task.
- The other paper involves the analysis and evaluation of a 20th century text together with a piece of linked imaginative writing.
- Both papers are 1 hour and 45 minutes, worth 80 marks and 50% of the GCSE.
- There is also component 3 'Spoken Language', which is a non-exam assessment (unweighted). This includes one presentation/speech, including responses to questions and feedback. An achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade. The grading system we use is on a nine point scale (9-1) with 9 being the highest and a 5 being the minimum for an expected 'good pass'.

GCSE ENGLISH LITERATURE

SUBJECT INFORMATION

The study of English Literature is essentially a study of humanity. Writers throughout the ages have dealt with the same basic human concerns, ideals and emotions; pupils of literature investigate the cultural contexts that form the background to the texts, whilst analysing the ways in which the writers communicate emotionally and intellectually with the reader today.

The subject requires an open mind, an eagerness to enter into debate (with the texts, the teacher and with fellow pupils), the ability to write structured essays, and, of course, an enjoyment of reading. Reading literary texts helps to develop an awareness of the world around you, and help you to be more articulate.

WHY STUDY ENGLISH LITERATURE?

The subject aims to develop the analytical and critical faculties of pupils, to deepen their enjoyment of reading, and to encourage confident, fluent, reasoned argument both orally and in writing. At A Level, English Literature combines well with all analytical subjects, and especially History, Modern Foreign Languages and Psychology; it is also a natural pair to Theatre Studies.

As well as this, English Literature gives breadth to the three Science-based subjects.



AQA EXAM BOARD

ASSESSMENT INFORMATION

Exam preparation:

English Literature (100% Examination)

Paper 1: Shakespeare and the 19th-century novel

Written exam: 1 hour and 45 minutes
40% of GCSE

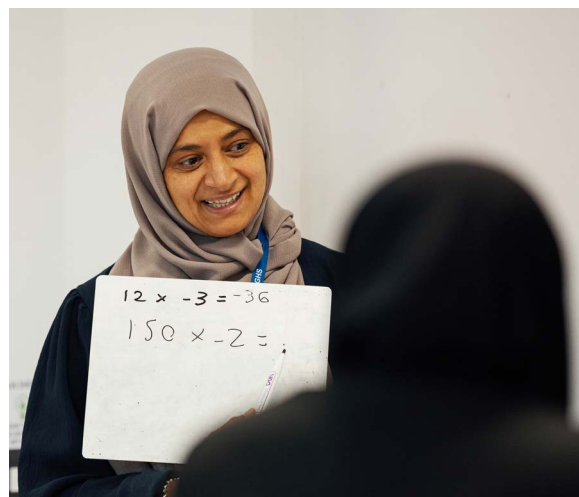
Paper 2: Modern texts and poetry

Written exam: 2 hours and 15 minutes
60% of GCSE

GCSE MATHS

SUBJECT INFORMATION

Our objective is to enable pupils to build a secure framework of mathematical reasoning, which pupils can use and apply with confidence in any spheres of their life. Mathematics contributes to the school curriculum by developing pupils' abilities to calculate; to reason; to solve problems and to handle data. It is an important core subject.



WHY STUDY MATHS?

Maths graduates may not always be aware of the various employment opportunities available to them, such as: Accountancy, Aerospace & Defence, Automotive, Biosciences, Business Support Services, Chemical and Construction Industries.

EDEXCEL EXAM BOARD

ASSESSMENT INFORMATION

- Externally assessed
- Availability: May/June and November
- First assessment: May/June

2017 Overview of content

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Overview of assessment

Written examination papers with a range of question types

Paper 1: No Calculator allowed

Paper 2: Calculator allowed

Paper 3: Calculator allowed

1 hour 30 minutes
(foundation and higher tier papers)

80 marks - 33.33% of GCSE

GCSE SCIENCE

SUBJECT INFORMATION

We aim to provide the highest standard of science education and make a difference by focussing on achievement, allowing pupils to work safely and have access to innovative, adventurous, stimulating and engaging science lessons; to create a place where young people make exciting and excellent progress, can have their dreams fulfilled and be encouraged to exceed their expectations.

WHY STUDY SCIENCE?

Science makes a positive impact on people's lives. In many cases, science saves lives. Scientists use their expertise to develop real solutions for real problems. Remedies for many of the challenges that face our world will be developed by researchers who devote their whole lives to the pursuit of science. It leads on to a wide range of career choices.

AQA AND EDEXCEL EXAM BOARD

ASSESSMENT INFORMATION

- There are six exams, taken at the end of Year 11: each of the papers will assess knowledge and understanding from distinct topic areas.
- Each written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks - 16.7% of GCSE

COMBINED SCIENCE 2 GCSE'S FOUNDATION TIER - EDEXCEL EXAM BOARD

This course provides a broad and challenging insight into the skills, content and real-life applications of science.

Subject content:

1. Key concepts in Biology
2. Cells and control
3. Genetics
4. Natural Selection and genetic modification
5. Health, disease and development of medicines
6. Plant structures and their functions
7. Animal coordination, control and homoeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles
10. Key concepts in Chemistry
11. States of Matter and mixtures
12. Chemical Changes
13. Extracting metals and Equilibria
14. Groups in the Periodic Table
15. Rates of reaction and energy changes
16. Fuels and Earth Science
17. Key concepts in Physics
18. Motion and Forces
19. Conservation and Energy
20. Waves and the Electromagnetic Spectrum
21. Radioactivity
22. Forces and Energy
23. Electricity and circuits
24. Magnetic Fields
25. Matter

GCSE SCIENCE

COMBINED SCIENCE TRILOGY DOUBLE AWARD, 2 GCSE'S - AQA EXAM BOARD

Subject content:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources
18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism



AQA EXAM BOARD

ASSESSMENT INFORMATION

- There are six exams, taken at the end of Year 11: each of the papers will assess knowledge and understanding from distinct topic areas.
- Each written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks - 16.7% of GCSE

GCSE SCIENCE

SEPARATE SCIENCES; BIOLOGY, CHEMISTRY & PHYSICS 3 GCSE'S - AQA EXAM BOARD

Studying the Separate Sciences Courses gives our pupils the opportunity to explore the sciences in greater depth. It provides a very challenging and thought-provoking approach to the Science GCSE's, giving our pupils a strong foundation to build on for a strong science career.

BIOLOGY GCSE

Subject content:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

AQA EXAM BOARD

HOW SEPARATE SCIENCE GCSE'S ARE ASSESSED

- 2 x written exams for each GCSE: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks for each exam

Each exam constitutes 50% of GCSE and are taken at the end of Year 11.

CHEMISTRY GCSE

Subject content:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

PHYSICS GCSE

Subject content:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (physics only)
9. Key ideas

Both the Trilogy and Separate Science courses contain required practicals which are assessed as part of the GCSE examinations. These are designed to promote scientific literacy and working scientific skills to enable your child to thrive in challenging science industries.

COMPUTER SCIENCE

SUBJECT INFORMATION

Computer Science is relevant to the modern, changing world of computing; it's designed to boost computing skills essential for the 21st century. OCR's GCSE (9-1) in Computer Science will encourage pupils to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology on the individual and wider society.
- Apply mathematical skills relevant to Computer Science.

WHY STUDY COMPUTER SCIENCE?

The Computer Science qualification will be relevant to the modern and changing world of Computer Science. Computer Science is a practical subject where pupils can apply the knowledge and skills learned in the classroom to real world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for pupils who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

OCR EXAM BOARD

ASSESSMENT INFORMATION

Pupils will study the following units:

Component 1: Computer Systems

Component 1 focuses on Computer Systems and is an examined unit and makes up 50% of the assessment total.

Component 2: Computational Thinking, Algorithms and Programming

Component 2 is an exam, which focuses on computational thinking and algorithms. Pupils will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms. This makes up the other 50% of the assessment total.

Component 3: Practical Programming

Pupils are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Pupils will be assessed on these skills during the written examinations, in particular component 02 (section B).



The content for OCR GCSE (9-1) J277 Computer Science has been improved and reformed to meet the demands of a modern and evolving computer science industry and educational sphere. Within this course pupils will study the following:

Component title	Content overview
Component 1: Systems architecture Computer	Systems architecture Memory and Storage Wired and wireless networks Network topologies, protocols and layers Network security Systems software Ethical, legal, cultural and environmental impacts
Component 2: Computational Thinking, Algorithms and Programming	Algorithms Programming fundamentals Producing robust programs Computational logic Translators and facilities of languages
Practical programming	Programming skills Analysis Design Development Testing and evaluation and conclusions

PROGRAMMING LANGUAGE

For component 2 pupils will need to have a good understanding of a programming language. The language we will study in-depth is Python. This is a general-purpose programming language that can be used on any modern computer operating system. It is used in applications daily such as by video sharing sites like YouTube, by Google search engine, NASA and by many more leading technologies. Alongside Python, pupils will learn the basics in Visual Basic, Java Script, HTML and SQL database.

SKILLS AND INTERESTS REQUIRED FOR COMPUTER SCIENCE

Unsure whether Computer Science is for you? Well consider the following. Computer Science is the right subject for you if:

- You have an interest in knowing how technology works
- You think mathematically and logically
- You are able to solve problems
- You are interested in new digital technology
- You are patient, hard-working and not someone who gives up easily

GCSE GEOGRAPHY

SUBJECT INFORMATION

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. Geography is unique in bridging the social sciences (Human Geography) with the natural sciences (Physical Geography).

WHY STUDY GEOGRAPHY?

Geography offers a wide range of career prospects such as: Teacher, Cartographer, Weather Forecaster, Writer, Researcher, Journalist and Emergency Manager.

THE AIM OF GEOGRAPHY AT PMGHS IS TO:

- Actively engage in the process of Geography and to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Develop pupils' knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global.

AQA EXAM BOARD

ASSESSMENT INFORMATION

There are three exam papers based upon the units in the tables opposite.



Paper 1: Living with the physical environment

What's assessed?	How it's assessed
3.1.1 The challenge of natural hazards 3.1.2 The living world 3.1.3 Physical landscapes in the UK 3.4 Geographical skills	<ul style="list-style-type: none">• Written exam: 1 hour and 30 minutes• 35% of GCSE

Paper 2: Challenges in the human environment

What's assessed?	How it's assessed
3.2.1 Urban issues and challenges 3.2.2 The changing economic world 3.2.3 The challenge of resource management 3.4 Geographical skills	<ul style="list-style-type: none">• Written exam: 1 hour and 30 minutes• 35% of GCSE

The final unit is based around skills needed for fieldwork. Pupils will carry out a fieldwork investigation based upon both human and physical geography. These skills will then be tested in an exam for unit 3.

Paper 3: Geographical applications

What's assessed?	How it's assessed
The final unit is based around skills needed for fieldwork. Pupils will carry out a fieldwork investigation based upon both human and physical geography. These skills will then be tested in an exam for unit 3. 3.3.1 Issue evaluation 3.3.2 Fieldwork 3.4 Geographical skills	<ul style="list-style-type: none">• Written exam: 1 hour and 15 minutes• 30% of GCSE• Pre-release resources booklet made available 12 weeks before Paper 3 exam• 35% of GCSE

GCSE HISTORY

SUBJECT INFORMATION

At PMGHS the History Department prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic and multi-cultural society.

WHY STUDY HISTORY?

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. It challenges pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



AQA EXAM BOARD

ASSESSMENT INFORMATION

There are two exam papers based upon the units in the tables opposite.

Paper 1: Understanding the modern world

What's assessed? In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period. We study Germany 1890-1945. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension. We study Tension in Europe and the wider world, 1918-1939.	How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours• 84 marks (including four marks for spelling, punctuation and grammar)• 50% of GCSE
	Questions <ul style="list-style-type: none">• Section A - six compulsory questions (40 marks)• Section B - four compulsory questions (40 marks)• Plus four marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

What's assessed? In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period. We study Britain: Health and the people. In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment. We study Elizabethan England, c1568-1603.	How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours• 84 marks (including four marks for spelling, punctuation and grammar)• 50% of GCSE
	Questions <ul style="list-style-type: none">• Section A - four compulsory questions (40 marks)• Section B - four compulsory questions (40 marks)• Plus four marks for spelling, punctuation and grammar

GCSE RELIGIOUS STUDIES

SUBJECT INFORMATION

Our GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring you and your pupils have a diverse choice of intriguing subjects to explore.

Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

WHY STUDY RELIGIOUS STUDIES?

It can help pupils understand global issues and become more involved as a global citizen. It can help you understand what it means to be 'British' in the 21st century. It will provide an opportunity for pupils to share their opinions in a meaningful way. With the growing multiculturalism within the UK and other parts of the world, it will give you a helping hand to understand other cultures. The GCSE course could lead to the following careers: law, government, journalism, emergency services, public relations and teaching.

Paper 1: The study of religions: beliefs, teachings and practices

What's assessed?

Beliefs, teachings and practices of the following two religions:

- Christianity
- Sikhism
- Hinduism
- Islam
- Buddhism
- Judaism
- Catholic Christianity

Content

Beliefs and teachings, Practices and Sources of Wisdom & Authority

Assessment

1 hr 45 min, 50% of GCSE

Paper 2: Thematic Studies

Content

Four Religious, philosophical and ethical studies themes from:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Assessment

1 hr 45 min, 50% of GCSE

GCSE ARABIC

SUBJECT INFORMATION

You will study a range of Arabic texts and will develop your skills in reading, writing and speaking the language. Arabic is the language of the Qur'an and a very useful language.

Learning Arabic will allow you to explore different Arab cultures and it will also broaden your knowledge of the world and people around you. Also, when travelling abroad to the Middle East, this language will help your holiday become just that little bit extra special. During this course, you will develop the four language skills, reading, writing, listening and speaking to enhance your understanding of the Arabic language.

The course will cover many core topics ranging from basic weather, shopping and conversation to more complex topics such as media, letter writing and grammar.

WHY STUDY ARABIC?

Studying Arabic at GCSE level meets both the educational and Islamic values of the school. It is the language of the Qur'an and our beloved Prophet S.A.W. If you decide to study Arabic after Year 11 then some colleges will offer the AS and A2 Arabic courses. This will add an extra dimension to your personal skills profile which will impress anyone who reads your CV. You will be in a stronger position to get a job in a company with international links, and you will improve your employability if you would like to work abroad.

EDEXCEL EXAM BOARD

ASSESSMENT INFORMATION

Listening Assessment

Pupils are assessed on their understanding of standard spoken Arabic by different speakers in a range of public and social settings. Pupils will respond to multiple-response and short-answer open-response questions.

Speaking Assessment

Pupils are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and settings. There are three tasks, which must be conducted in the following order:

Task 1: a role play based on one topic that is allocated by Pearson.

Task 2: questions based on a picture stimulus based on one topic that is allocated by Edexcel.

Task 3: conversation based on two themes. The first theme is based on the topic chosen by the Pupil in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

Reading Assessment

Pupils are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, articles and literary texts. Pupils are required to respond to multiple-response questions based on these texts.

Writing Assessment

Pupils are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Pupils are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to Pupils are in Arabic. Word counts are specified for each question. Pupils must answer all questions.

GCSE URDU

SUBJECT INFORMATION

Our aim is to offer Urdu as a modern language to all pupils and it is a compulsory subject at PMGHS for Year 7. After this, an option is available for Pupils to choose Urdu, Arabic or French. Pupils will develop their reading, writing, speaking and listening skills.

WHY STUDY URDU?

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE Urdu means you will:

- Be able to study AS and A2 Urdu courses.
- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV.

Studying Urdu can lead to careers in fields such as interpreting, teaching, languages, and community services which mean you will be in a stronger position to get a job in companies with international links and you will improve your employability if you would like to work abroad.

HOW WILL I BE SUCCESSFUL?

Attendance is crucial as new vocabulary and grammar rules are learnt every lesson. Participate in class by speaking Urdu as this will enhance your speaking and listening skills. Ensure that all your homework is completed to the best of your ability. Ask for assistance if you require help. Use an Urdu dictionary to build your vocabulary. Prepare well for all your assessments.

EDEXCEL EXAM BOARD

ASSESSMENT INFORMATION

The Urdu GCSE consists of four units based on speaking, listening, reading and writing. To achieve a GCSE in Urdu, pupils must sit in four exams at the end of Year 11 and each exam contributes 25% to a total qualification.

Paper 1: Listening and Understanding in Urdu

In this exam Pupils are assessed on their understanding of standard spoken Urdu. Pupils will respond to questions based on a recording featuring male and female Urdu speakers.

Paper 2: Speaking in Urdu

Pupils are assessed on their ability to communicate and interact effectively through speaking in Urdu for different purpose and in different settings.

Paper 3: Reading and understanding in Urdu

Pupils are assessed on their understanding of written Urdu across a range of different types of texts. Pupils required to respond to multiple-response and a short answer questions based on these texts.

Paper 4: Writing in Urdu

Pupils are assessed on their ability to communicate effectively through writing in Urdu for different purpose and audiences. Pupils are required to produce responses of varying lengths and types to express their ideas and opinion in Urdu.

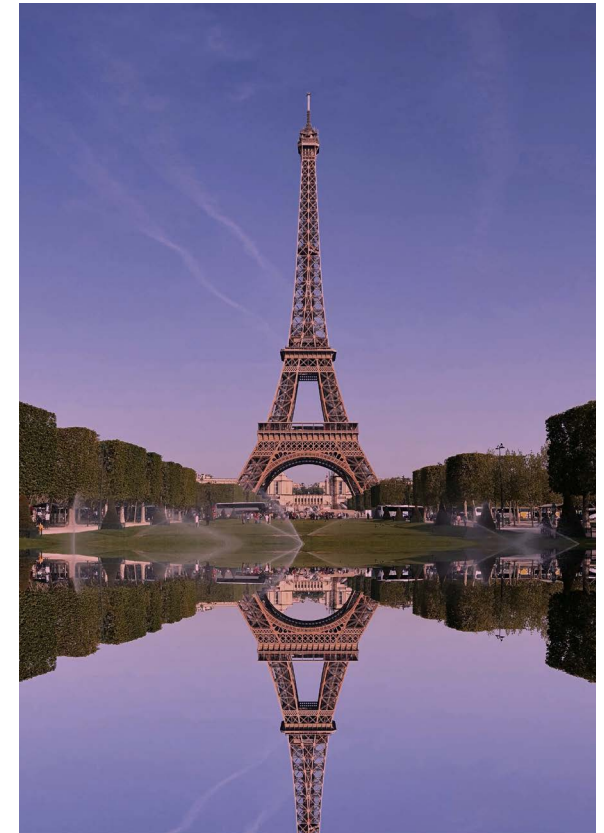
GCSE FRENCH

SUBJECT INFORMATION

We are passionate about the benefits which learning a language can bring and aim to create lessons which are challenging and promote independent thinking skills, whilst fully supporting all pupils and encouraging them to take risks. The course covers a wide variety of everyday topics such as: family, relationships and marriage; social media and mobile technology; free-time activities; home and local area; social and global issues; travel and tourism. Our objective is to enable pupils of all abilities to develop their French language skills to their full potential, equipping them with the knowledge and confidence to communicate in a variety of contexts.

WHY STUDY FRENCH?

We strongly believe in languages as a skill for life and something that pupils can enjoy and find rewarding. All four skills, listening, speaking, reading and writing, are developed, enabling the pupils to communicate and interact effectively in French. French is spoken in approximately 33 countries across 5 continents. Studying French at GCSE can lead to further study; exciting courses exist to combine French with other subjects such as Marine Biology with French, French for Law, European Business with French and many more. Language learners are increasingly viewed as a valuable asset within companies and society.



AQA EXAM BOARD

ASSESSMENT INFORMATION

These are the four units that are taught for the GCSE: speaking, listening, reading and writing.

You will be assessed through four exams; each exam represents 25%.

SPORTS STUDIES (LEVEL 2 CERTIFICATE)

SUBJECT INFORMATION

This qualification enables pupils to develop and apply knowledge of sports-related activities. This course explores current issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.



WHAT IS SPORT STUDIES?

Sport Studies isn't just about playing sports. You will learn a lot about health and well-being. You will gain many valuable skills that will help you in other GCSE subjects as well as in your future career. In addition to physical fitness some of the skills that you will develop include: communication, analysis, evaluation, team building, and leadership skills.

Sport Studies lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before, such as sports science, PE teacher, physiotherapist, professional sports person, sports coach/consultant, diet and fitness instructor and personal trainer.

OCR EXAM BOARD

ASSESSMENT INFORMATION

Contemporary Issues in Sport (written paper):

Exploring a range of current issues in sport.

Developing Sports Skills (centre-assessed):

Improving their performance in individual and sports activities. Officiating in sports.

Sports Leadership (centre-assessed):

Understand practical skills required to be an effective sports leader.

Sport and the Media (centre-assessed):

Explaining the relationship between sports and the media.

Working in the Sports Industry (centre-assessed):

Exploring wide range of career opportunities related to the sports industry.

Developing Knowledge and Skills in Outdoor Activities (centre-assessed):

Pupils learn about a whole range of outdoor and adventure activities and the organisations that provide access to them.

GCSE TEXTILES

SUBJECT INFORMATION

This course offers pupils the chance to develop real world skills in Textiles, such as sewing, stitching and construction. These skills can develop hand-eye coordination, planning, idea development, evaluation, organisation and creativity.

Pupils are encouraged to learn about materials through experimentation, combining art and design creativity with hands-on practical skills.



WHY STUDY TEXTILES?

It is important to maintain an understanding of traditional textile skills and this course allows pupils to do this while encouraging a creative approach to how they are used. During the course pupils develop skills in weaving, felting, stitching, appliqué, construction methods and printing. At every stage in the course pupils develop their own ideas, encouraging independent learning and problem-solving skills. The possibilities are endless as this course encourages pupils to develop their own ideas and to see them through to completion. Textile design is creative, enjoyable, varied and provides pupils with skills which will support them throughout their lives.

AQA EXAM BOARD

ASSESSMENT INFORMATION

- Unit 1 (coursework) - Portfolio of Work (60%) - 2 x practical projects.
- Unit 2 (exam) - Externally set task (40%) - 1 x practical exam comprising of a research sketchbook and a 10 hour final piece in Year 11.

Unit 1 Coursework 60%

Pupils will build a comprehensive portfolio of research and experimentation into various art forms, artists, textile methods and written evaluations culminating in a final personal response. Throughout the course pupils will develop and use the knowledge, understanding and skills of textile design to create relevant personal responses. They will demonstrate an understanding of how their work relates to cultural, social, contemporary, environmental and creative subjects.

Areas of study available include:

- Art textiles
- Stitched and/or embellished textiles
- Printed and dyed textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Surface pattern
- Soft furnishings and/or textiles for interiors
- Installed textiles.

GCSE ART & DESIGN

SUBJECT INFORMATION

The Art and Design curriculum provides pupils with a range of creative, exciting and stimulating opportunities to explore their interests in Art and Design in ways that are relevant and developmental. Pupils will be introduced to a variety of experiences exploring a range of media, techniques and processes. Pupils who can demonstrate the skill and ability to work independently can develop their creativity through the application of other mediums such as paint, textiles or ceramics.

WHY STUDY ART & DESIGN?

Pupils will develop the skills that they need to become confident, creative and innovative problem-solvers through artistic project based tasks. They will communicate their ideas using visual methods whilst learning practical skills.

Pupils will be encouraged to continuously improve through the reflection and critical analysis of their own work and that of other professional artists and designers. Pupils will also be expected to develop skills in independent working, time management and organisation.

Studying Art and Design alongside other academic subjects will provide pupils with a broader range of skills for the future. The portfolio of evidence that they will produce can be used during interviews with prospective employers and colleges.

Whilst you may have heard of the obvious careers within Art and Design such as Architect, Fine Artist, Graphic Designer, Fashion Designer, Sculptor or Gallery Assistant there are many other careers

available for those who are able to envision, design and create beautiful things. For a list of over 150 different career paths within Art and Design you can visit the following website: www.studentartguide.com/articles/art-careers-list.



AQA EXAM BOARD

ASSESSMENT INFORMATION

Unit 2: Portfolio of work x1 sustained project and x1 short project.

Unit 2: Externally set task (40%) - 1 x practical exam comprising of a research sketchbook and a 10 hour final piece in Year 11.

GCSE BUSINESS

SUBJECT INFORMATION

The specification for this subject is structured into two themes, taking pupils from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2).

Theme 1: Investigating Small Business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for pupils to explore core concepts through the lens of an entrepreneur setting up a business.

Content overview:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a Business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Content overview:

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making product decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions.

WHY STUDY BUSINESS?

This GCSE course could lead to the following careers:

- Accountancy
- Marketing
- Public Relations
- Business Law
- Management
- Human Resources



EDEXCEL EXAM BOARD

ASSESSMENT INFORMATION

There are 2 written examinations, one per theme (each lasting 1 hour and 45 minutes), each with a weighting of 50% of the qualification (90 marks per paper). Both exam papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.

GCSE DESIGN TECHNOLOGY FOOD PREPARATION & NUTRITION

SUBJECT INFORMATION

The Design Technology Food Preparation and Nutrition GCSE will help pupils to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. They will also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security. Pupils will master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow pupils to demonstrate their practical skills and make connections between theory and practice.

WHY STUDY FOOD PREPARATION & NUTRITION?

After taking this course, pupils can embark on AS or A Level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. They will also have the knowledge and skills to feed themselves (and others) affordably and nutritiously, for life.



AQA EXAM BOARD

ASSESSMENT INFORMATION

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition.

Written Exam

The exam will be 1 hour 45 minutes - 100 marks, Section A 20 marks, Section B 80 marks.

Coursework

The second part of the assessment will be non examination assessment and will consist of two tasks, involving practical work.

Task 1: Food investigation task (15%) (10 hours)

Pupils will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

Task 2: Food preparation assessment (35%) (20 hours)

Pupils will plan, prepare, cook and present a 3 course menu within 3 hours. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

BTEC LEVEL 2 FIRST AWARD IN HEALTH & SOCIAL CARE

SUBJECT INFORMATION

The BTEC Health and Social Care programme is aimed to support our learners to succeed and progress in their education.

The course has been developed to:

- Give learners a more focussed understanding of health and social care through the selection of optional specialist units.
- Give learners the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.
- Give opportunities for learners to achieve a nationally recognised Level 2 Health and Social Care qualification.
- Support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship.

WHY STUDY HEALTH & SOCIAL CARE?

On successful completion of the BTEC First Certificate pupils may progress on to the BTEC Level 3 Extended Diploma in Health and Social Care or other BTEC Level 3 course, or alternatively an apprenticeship or training position. This course could, thereafter, lead to careers such as:

- Nursing
- Social Work
- Mental Health
- Childcare
- Support Work
- Youth and Community Work

EDEXCEL EXAM BOARD

ASSESSMENT INFORMATION

There are three assessed units:

1: Human Lifespan Development

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

2: Health and Social Care Services and Values

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

3: Health and Well-being

Learners will study the factors that affect health and well-being, learning about physiological and lifestyle indicators, and how to design a health and well-being improvement plan. The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

PRSHE

SUBJECT INFORMATION

Personal, Relationships, Sex and Health Education (PRSHE) is a statutory but non-examined subject. PRSHE education at Preston Muslim Girls High School is a planned developmental programme of learning through which young people acquire the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are a part of growing up. Your child will learn about and explore concepts such as citizenship, healthy eating, physical activity, mental and emotional health, bullying, well-being, and sex and relationships.

As part of a whole-school approach, the three overlapping and linked 'Core Themes' (Health and Well-being, Relationships and Living in the Wider World), are expressed as areas of core knowledge, understanding, language, skills and strategies. The curriculum has been devised with an understanding of age appropriateness and pupil readiness and some content may be revisited multiple times in different contexts as pupils progress through the school.

Our Programme of Study contributes to personal development by helping pupils: to build their confidence, resilience and self-esteem, to identify and manage risk, to make informed choices; and understand what influences their decisions. It enables them to recognise, accept and shape their

identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships and develop the essential skills for future employability to better enjoy and manage their lives safely, happily and successfully.

Our RSE teaching is in accordance with Islamic principles and values. It emphasises the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in Modern Britain.

PRSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being.



TEACHERS HAVE HIGH EXPECTATIONS OF WHAT PUPILS CAN ACHIEVE. THEY PLAN INTERESTING LESSONS THAT HELP PUPILS TO LEARN EFFECTIVELY AND MAKE GOOD PROGRESS.

OFSTED



THE SCHOOL IS VERY MUCH AT THE HEART OF THE COMMUNITY, GOVERNORS AND SENIOR LEADERS WORK TOGETHER VERY EFFECTIVELY TO MOVE THE SCHOOL FORWARD.

OFSTED





PRESTON MUSLIM GIRLS

— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

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