



NEWSLETTER

~ Issue 8 ~

2020

21st Safar 1442 AH

Friday

9th October 2020

Important Dates

College Reminders

- ◆ Students in Foundation to Year 7 and VCE will return to full-time on-site schooling from Monday 12th October 2020. Remote learning will not continue for these year levels.
- ◆ Students in years 8 to 10 will return to full-time on-site schooling from Monday 26th October.
- ◆ The students studying onsite are required to arrive at the College by 8:20am, finish at 3:50pm (Monday to Thursday) and 2:30pm on Friday.

F - Yr 7 & VCE Return Onsite

Monday 12th October 2020

Public Holiday (AFL Grand Final)

Friday 23rd October 2020

Yr 8 - 10 Return Onsite

Monday 26th October 2020

Curriculum Day (Student Free Day)

Monday 2nd November 2020

Public Holiday (Melbourne Cup)

Tuesday 3rd November 2020

Term 4 Ends

Friday 4th December 2020

Message from the Principal

Dear Parent and Carers

Assalam-O-Alaikum

It is difficult to believe that we are already in Term 4.

We truly miss the very reason for establishing this institution – students. As they say, ‘a house is not a home’ if there’s no one living there. The College grounds have looked and felt empty and desolate without the students. After all, what is a school without the voices of learning, enjoyment, interactions? Where is the inevitable untidiness and the mess, whether organised or not, of lived in spaces?

We truly miss our students.

Alhamdulillah Term 4 has started, and we can reflect on so many good things that have happened and look forward to so many things that are about to happen.

First of all, we are looking forward to having our students back in the college for onsite learning from Monday 12th of October 2020 and some retuning from Monday 26th of October as per the letter sent to parents on 8th of October 2020.

A lesson learnt from the last few months is that teachers need the students as much as the students need their teachers. Our small daily experiences with our students forge a deep bond. We learn with them, we laugh with them, we play with them and share experiences with them to support them when they are not having the best of times. This bond is another reason that has made us very eager to see our students back with us in the college.

Secondly, we would like to assure our community that our highest priority concern is of the mental health, safety and wellbeing of every student and staff member. We shall endeavour to mobilise all available resources effectively to ensure support for these needs.

In these challenging times, some of the students have progressed more quickly in their learning in the remote and flexible learning environment, some have managed to maintain their rate of progress and some have fallen behind despite theirs,

their families' and teachers' best of efforts. It will be our target to ensure that those who have fallen behind can catch up and those who have progressed considerably can continue at their excelled pace.

Although we have been missing our students, but in their absence, we have spent a lot of resources to ensure that our students come back to a better, safer, greener, cleaner and brighter college. I hope that our students, staff and community would appreciate the efforts of our hard-working maintenance staff.

Let us make dua that May Allah Subhanahoo Wata'ala Help us Progress in doing what Pleases Him and Help us Stay Away from all that Displeases Him.

Wassalam

Zulfiquar Ali

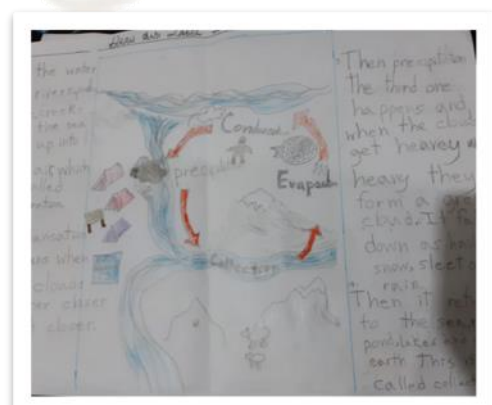
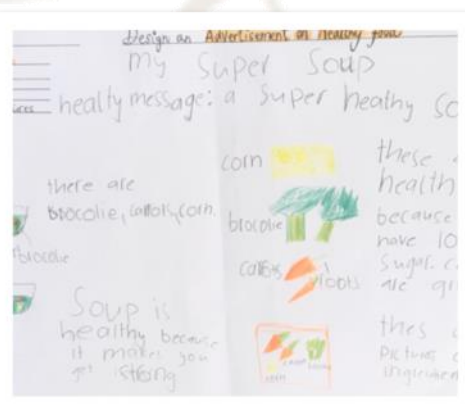
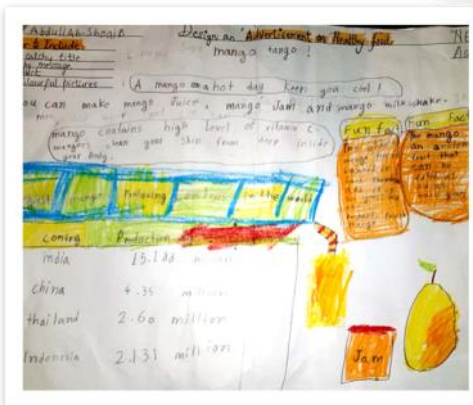
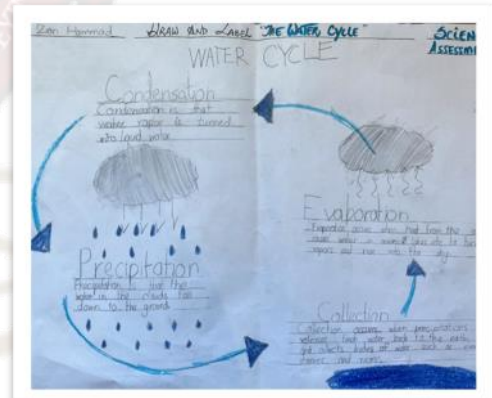
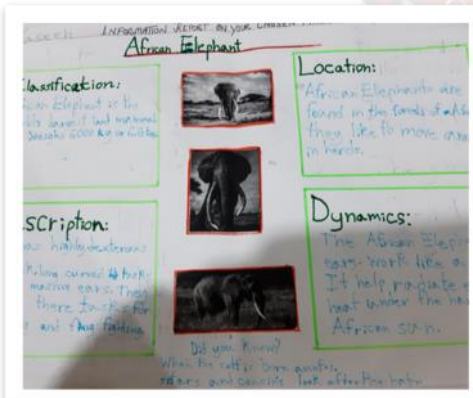
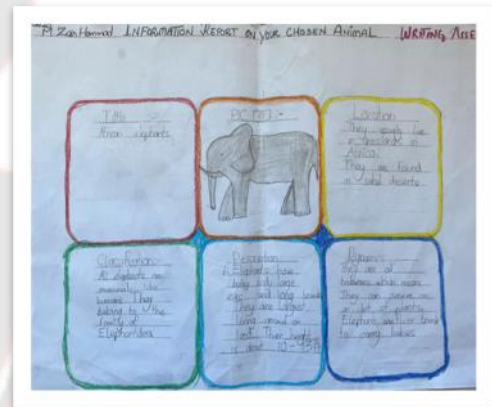
Principal

Exceptional Online Remote Learning Tasks—Year 2B

Throughout Term 3, we studied online via Zoom and were able to successfully cover all content, Alhumdulillah. Even though majority of content was covered via the online platforms, however, some tasks were completed on A3 posters. I must say, majority of my students put in such an exceptional effort in their work and presented it with such dedication, that I cannot help but recognise them for their efforts throughout their online learning journey hence, showcasing their efforts in the Al Iman College's Newsletter! I would also like to acknowledge the efforts put across by their families for being consistent, patient, and supportive in their child's learning throughout this term. It is an absolute pleasure to see these boys grow in their learning; even though all teaching and learning was done remotely. I am pleased of these students for giving their best in all their allocated tasks and hope that inshaAllah this will continue into the next term as well!

Ms. Saima Shinwari

Year 2B form teacher and Level Coordinator F-2
(Please see images of the students' works below)



3B Defies COVID-19 Level 4 Restrictions with Super-Parental Power

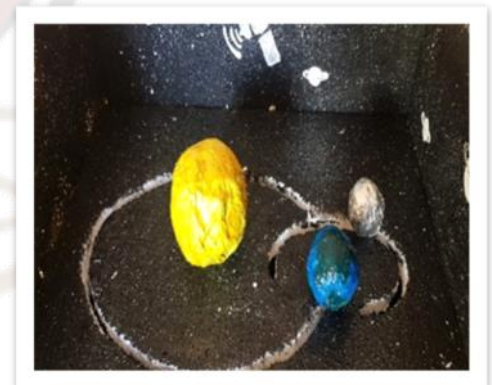
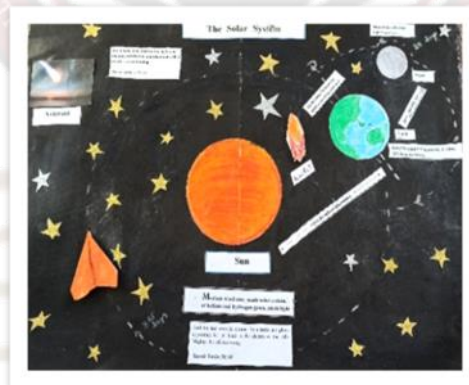
Term 3 was yet another trial for the educational community across Victorian schools. The students of 3B were not exempted from the hardship and challenging environment imposed due to COVID-19 Level 4 ('State of Disaster') restrictions. But, then came the super-powered heroes to the aid of students – the super parents. The term couldn't have been so successful without the parental support. Masha Allah. May Allah Subhanahu Wa Taa'lah reward each person individually and collectively for making the Term 3 successful and full of fun-learning activities.

Empowered with this unique super-natural power of parental support, the youngsters marched on, unafraid, determined and fully charged, on their endeavor of learning. Integrating their learning from science, humanities, mathematics, technology, Tarbiyah and from a special lecture on 'Muharram and Its Significance' [delivered by a Molana of the school on new Islamic Year 1442, – Jazakamullahe Khairun, Ustad, for your efforts], the boys developed individual 'projects' of their learning. The projects were well planned, creatively made using environment-friendly material, thoroughly reviewed with an elder of the family and deeply reflected upon by the students themselves. Further to capstone their learning, the students wrote information reports on their projects and gave brief presentations.

To sum it up, 3B boys, despite being challenged by new and varied IT and home-schooling based issues, marched on to the end, keeping their heads high, making their parents and the Institution proud. Keep calm, have fun and keep learning!

Ust Jawwad Ali

Year 3B Form Teacher



عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ جَاءَ رَجُلٌ إِلَى رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَقَالَ يَا رَسُولَ اللَّهِ مَنْ أَحَقُّ النَّاسِ بِحُسْنِ صَحَابَتِي قَالَ : أُمَّكَ قَالَ ثُمَّ مَنْ قَالَ أُمَّكَ قَالَ ثُمَّ مَنْ قَالَ ثُمَّ مَنْ قَالَ ثُمَّ أَبُوكَ

A man came to the Prophet and said: O Messenger of Allah! Who from amongst mankind warrants the best companionship from me? He replied: "Your mother." The man asked: Then who? So he replied: "Your mother." The man then asked: Then who? So the Prophet replied again: "Your mother." The man then asked: Then who? So he replied: "Then your father." (Bukhari)

English Department

Year 7: Cover Page—Skellig

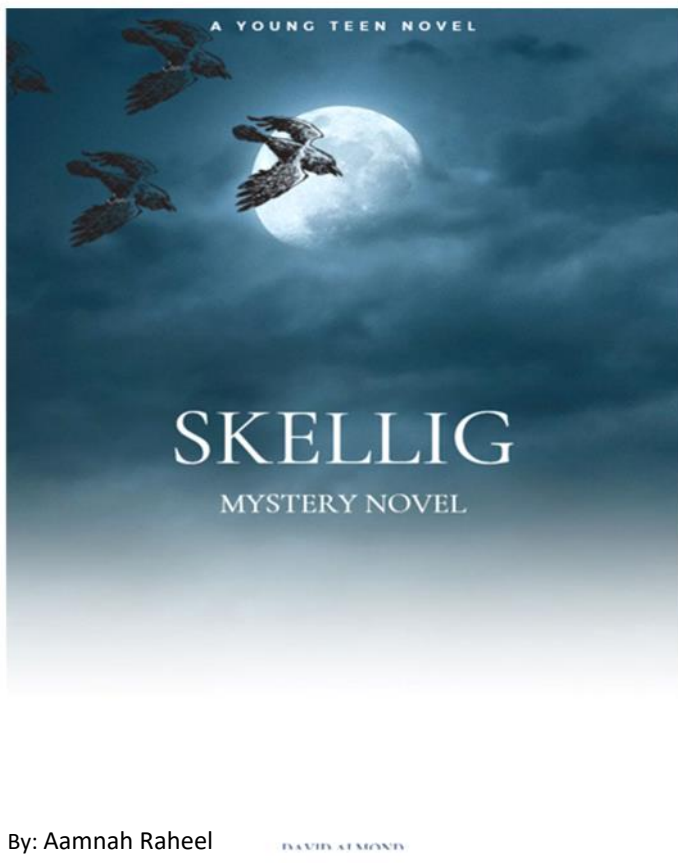
One of the key skills students will learn throughout their |Secondary school is the ability to analyse. Hence in Year 7 English, students read the novel Skellig and analysed the use of themes, ideas and symbols presented in the novel. To build a connection with the novel, some students created a collage on the cover of the novel while others reimagined the cover. I am delighted to share their creativity and hence attached are some examples of student work.

Ms Sevde Isitan

Year 7 English Teacher



By: Asma Ahmad



By: Aamnah Raheel

DAVID ALMOND



By: Fatema As-Sadii



By: Athaya Putra



By: Basant Elsayed



By: Qaylah Mohamad

English Department

Year 8: Narrative Writing

While students read and explored narratives in term 3, English, they also worked on completing their own narratives. It was interesting to note that students were creative in bringing their own ideas and stories to life using narrative techniques learnt in class. Since a lot of students did an amazing job in creating their stories, below is an exceptional piece presented by a group. I hope everyone enjoys reading it :)

Also find attached a few cover pages of the narrative booklets produced by students.

Ms Sevde Isitan

Year 8 English Teacher

A Fable written by Asmah Abubaker and Ainan Al Amin

Once upon a time there were two trees. One of the trees was very hardworking. She beared lots of delicious fruit, while the other just slept all day. He was too lazy to do anything at all.

“Why don’t you make yourself useful?” remarked the diligent tree. “If you don’t the master will chop you down.”

“I don’t care”, said the lazy tree stubbornly, “I don’t think he would anyway.”

So, she continued to sleep all day, thinking she would get away with it.

The hardworking tree warned her many times, but she didn’t listen. She thought the master would just keep her even if she didn’t work hard. But unfortunately, she was wrong.

One day they heard an ear-piercing sound. It was the sound of an axe being sharpened with a stone.

“Hmmm. I wonder what the master is going to use that for”, said the lazy tree.

The diligent tree rolled her eyes. “Yes. I wonder”, she said sarcastically.

She sighed as the man approached them. Her efforts of trying to make her partner see sense were worthless. She was going to learn the hard way.

The man readied the axe, getting into position. The lazy tree was struck with fear. “What is happening? What did I do?”

“Nothing. That’s what.”

“Wh-what do you mean? What do you mean by....”

Unfortunately, she didn’t get to finish her sentence.

“You should have listened to me.”

The farmer later planted another tree. A younger tree who was not like the tree who she was replacing.



By: Sumaiya Abdullah

By: Homaia Bano



By: Ruqaiyah Rizni

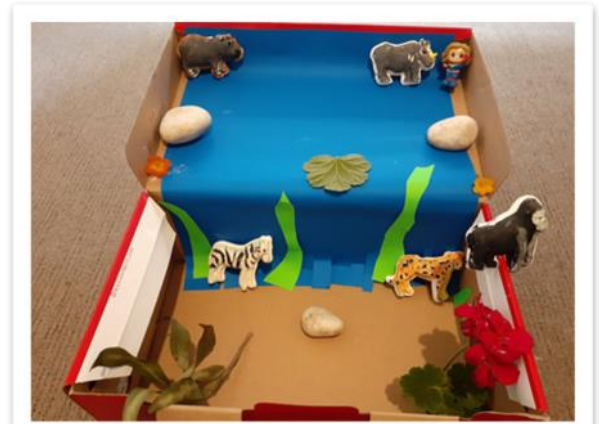
Science Department

Year 7 Science Project

In Term 3, Year 7 students explored the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. Students were asked to create a model of a habitat for their chosen animal of research and classification.

Mrs Amal Shihata & Ust Abdullah Al Amin

Year 7 Science Teachers



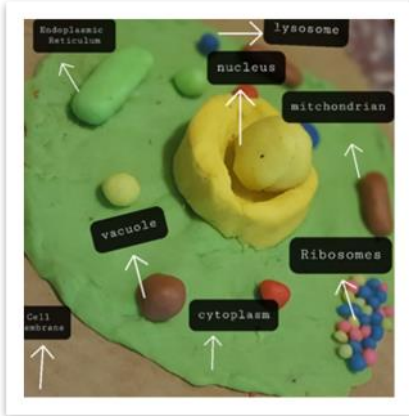
Science Department

Year 8 Science Project

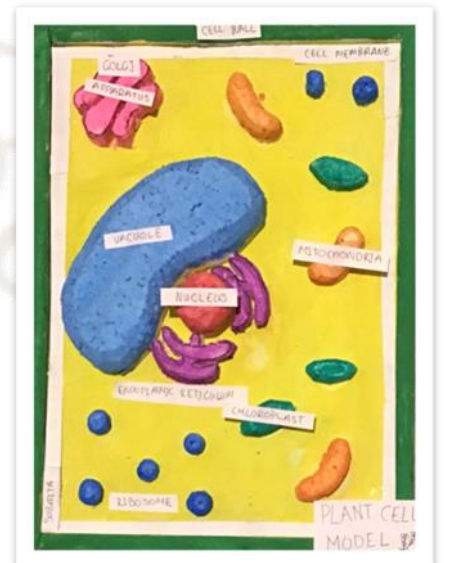
In Term 3 2020, Year 8 students were introduced to cells as microscopic structures that explain macroscopic properties of living systems. They studied how to link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Students task was to build a 2D or 3D model of either a plant or animal cell with clear labelling of the cell organelles and with clear and accurate representation of their size and shape.

Mrs Amal Shihata & Ust Rashid

Year 8 Science Teachers



A Student from 8B used Minecraft to make his cell model



Science Department

Year 10 Science Project

In Term 3, Year 10 students studied the processes that underpin heredity and evolution. Students studied the structure of DNA and what chemicals form the subunits of the DNA molecule. Students were asked to prepare a model of DNA using any recyclable items handy at home.

Mrs Amal Shihata & Ust Abdullah Al Amin

Year 10 Science Teachers



Art Department

Water colour painting – Year 7/ 8

In Term 3, our Year 7/8 Art students were introduced to water colour painting. As they progressed, they worked on how to build colour and create gradient. Once students learnt the techniques, they fine-tuned their art-work by exploring the concept of precision. It was amazing to see that students had done well in developing their artistic skills

Ms Azra Saeed

Year 7/8 Art Teacher



Perspective Drawing – Year 9/10 Art

During term 3 students were exposed to depth cues in drawings. While working on them, they applied the concept of distance and linear perspectives. They learnt how objects merge or change size as they move further into distance. As students successfully applied the concept in their drawing, they were also able to apply their mathematical knowledge into practice to understand and develop the picture with the correct measurements.

Ust Jawwad Ali

Year 9/10 Art Teacher



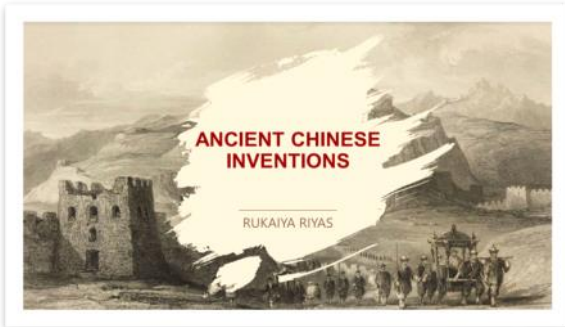
Humanities Department

Year 7 Research Project – Ancient China

Students learnt about Ancient China in term 3, Humanities. They analysed the factors that contributed to the settlement and roles of key groups in the Chinese society. Through the research project, students built on their understanding of how China has evolved over time as a society and the effects of its history on their present. It was amazing to note that students explored their creativity by incorporating content with presentation skills to exhibit work of great quality.

Ms Mariam Barakat

Year 7 Humanities Teacher



ANCIENT CHINESE INVENTIONS
RUKAIYA RIYAS



THE WATERWHEEL
The water wheels were made in ancient China, when the Ming Dynasty ruled (1368-1644 years ago). There were many water wheels in the banks of the Yellow River. It had many names such as the 'Heaven Wheel' and the 'Tiger Wheel'. Building a water wheel helped to provide power for the ancient Chinese. It helped them in their daily lives. In ancient China, water wheels were attached to rivers that helped to power their machines to do their work.



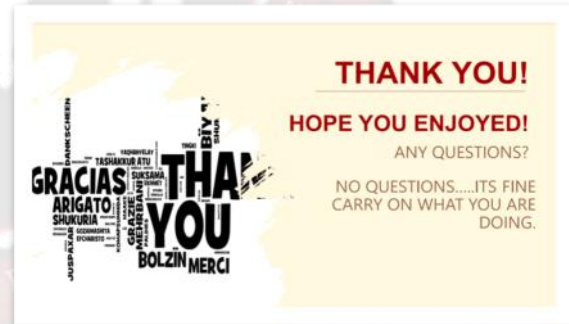
SILK
Silk is a fabric first produced in ancient china from the filaments of the cocoon of the silk worm. It became a staple source of income for small farmers and, as weaving techniques improved, the reputation of Chinese silk spread so that it became highly desired across the empires of the ancient world.



ASTRONOMY
Chinese astronomy is fascinating in that it developed largely clear of the Indo-European sphere and developed its own particular methods and nuances. The Chinese were careful in keeping astronomical records, enabling modern historians to establish that Chinese astronomy remained largely unchanged from 1800 BCE onwards.



THREE ANCIENT CHINESE INVENTIONS
BY: ASMA AHMAD



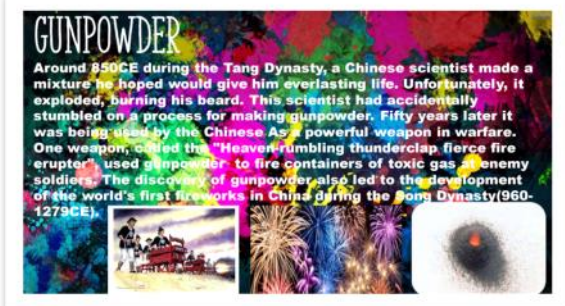
THANK YOU!
HOPE YOU ENJOYED!
ANY QUESTIONS?
NO QUESTIONS.....ITS FINE
CARRY ON WHAT YOU ARE DOING.



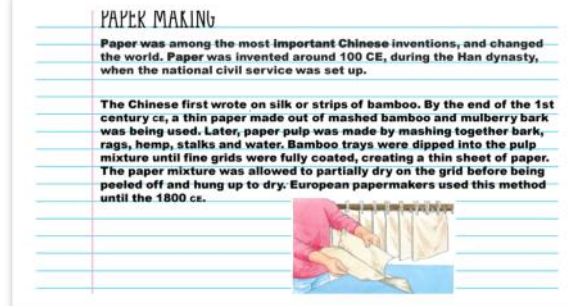
SILK
Silk was ancient China's most important trade product. For a long time, only the Chinese knew how to make it. It is spun from the cocoons of silkworms, which feed on mulberry leaves. It became highly prized, particularly by the ancient Romans, who exchanged a large amount of gold for it. It was such a valuable resource to the Chinese that people were executed if caught stealing silkworm eggs or cocoons.



ANCIENT CHINA'S BEST-KNOWN DISCOVERY IS SILK-WEAVING. LEGEND HAS IT THAT THE WIFE OF HUANG DI (THE MAN CREDITED WITH INVENTING ANCIENT CHINA'S WRITING SYSTEM AND CALENDER) WAS THE FIRST TO WORK OUT HOW TO UNRAVEL SILK COCOONS. SHE IS SAID TO HAVE ACCIDENTALLY DROPPED A COCOON IN WATER. THIS ENABLED HER TO UNRAVEL THE THREAD.
THROUGH ITS EXPORT OF SILK CLOTH AND LATER SILK-MAKING TECHNIQUES TO MARKETS SUCH AS ANCIENT ROME, ANCIENT CHINA BECAME VERY WEALTHY. ITS KNOWLEDGE OF SILK-MAKING GAVE IT GREAT STATUS IN ANCIENT TRADING MARKETS.



GUNPOWDER
Around 850CE during the Tang Dynasty, a Chinese scientist made a mixture he hoped would give him everlasting life. Unfortunately, it exploded, burning his beard. This scientist had accidentally stumbled on a process for making gunpowder. Fifty years later it was being used by the Chinese as a powerful weapon in warfare. One weapon, called the "Heaven-rumbling thunderclap fierce fire erupter", used gunpowder to fire containers of toxic gas at enemy soldiers. The discovery of gunpowder also led to the development of the world's first fireworks in China during the Song Dynasty (960-1279CE).



PAPER MAKING
Paper was among the most important Chinese inventions, and changed the world. Paper was invented around 100 CE, during the Han dynasty, when the national civil service was set up.
The Chinese first wrote on silk or strips of bamboo. By the end of the 1st century CE, a thin paper made out of mashed bamboo and mulberry bark was being used. Later, paper pulp was made by mashing together bark, rags, hemp, stalks and water. Bamboo trays were dipped into the pulp mixture until fine grids were fully coated, creating a thin sheet of paper. The paper mixture was allowed to partially dry on the grid before being peeled off and hung up to dry. European papermakers used this method until the 1800 CE.










Humanities Department




Year 8 Story Board – Japan Under the Shoguns

While exploring the history of Asia, our year 8 students learnt about Japan Under The Shoguns. Through term 3, they embarked on a historical journey to identify and explore the key ideas that lead to building a well-disciplined society that is rich in culture. One of the key tasks students completed in their learning was to create a story board, developing on the timeline of the historical period. It was great to see that, in completing this task students went on to do their own research and were keen to discuss topics of interest that were worth exploring. Well done, Year 8's.

Ms Azra Saeed

Year 8 Humanities Teacher

Japan under the Shoguns (700 CE – 1900) – Storyboard.	
<p>Nara Period (710-794)</p> 	<p>Maram kamil</p> <p>In 710, the seat of the capital was moved from Naniwa to a new imperial capital in the Nara. In 710, however, a prominent courtier and aristocrat in a story which celebrated the new location. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance.</p>
<p>Heian Period (794-1185)</p> 	<p>In 794, the capital was moved to Heian-kyo (modern Kyoto). Following the characterisation of the capital in China, the new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance.</p>
<p>Kamakura Period (1185-1333)</p> 	<p>After the Taira clan overtook the throne in 1185, the Minamoto clan established a military government to rule the country. This marked the beginning of the shogunate. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance.</p>
<p>Muromachi Period (1333-1573)</p> 	<p>The Muromachi period, characterised by the Ashikaga shoguns, was a period of relative stability and cultural flourishing. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance.</p>
<p>Azuchi-Momoyama Period (1573-1603)</p> 	<p>The Azuchi-Momoyama period was a brief period at the end of the Warring States era when Oda Nobun and his successor Toyotomi Hideyoshi imposed order on the country. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance.</p>
<p>Tokugawa Period (1603-1867)</p> 	<p>The Tokugawa period, also known as the Edo period, was a period of peace and stability. The new capital was built on a site of a former Buddhist temple, and the location was chosen for its symbolic significance.</p>
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<p>Nara Period (710-794)</p> 	<p>Emperor Kanmu began with the establishment of their capital Nara at 710. During this era imperial was solidified and the prophecy of succession from their sun goddess, Amaterasu came into view. They were marked with two of the most powerful schools of Buddhism, Tendai and Shingon. The era came to an end when the Emperor Kanmu decided to move their capital after the death of Empress Koken to move the court away from Nagaoka-kyo. At first the emperor decided to relocate the capital to Nagaoka-kyo in 784 but due to flooding the capital was then moved to Heiankyo in 794 where it meet its end.</p> <p>https://www.japanpitt.pitt.edu/timeline/nara-period-710-794</p>
<p>Heian Period (794-1185)</p> 	<p>This period is considered one of the culturally richest in Japanese history. They saw the inception of samurai. They saw one of the most long lasting art and books one of which was the Sei Shonagon's, The Pillow Book (Makura no soshi) Waka a 31-syllable piece of poetry it also flourished at this point in time as a result the Heian Period is looked on as the highest point in Japanese culture.</p> <p>https://www.japanpitt.pitt.edu/timeline/heian-period-794-1185</p>
<p>Muromachi Period (1337-1573)</p> 	<p>This period was under the control of the Ashikaga Shoguns. It overlaps with other periods such as the Warring States Period. However, they were unable to establish a firm grip on the power. Because of this the Muromachi period was a time of civil war, peasant uprisings, instability and lawlessness. Even so, the Muromachi period was a flourish for architecture such as Kinkakuji. Cristian missionaries managed to squeeze themselves into Japan amongst all the chaos and by the time of the 1500's 2 per cent of the population was converted to Christianity. The period ended with the fall of the Muromachi shoguns and rise of powerful war lords such as Oda Nobutaka, Toyotomi Hideyoshi and Tokugawa Ieyasu who would then unify Japan for the first time.</p> <p>https://www.japan-talk.com/it/new/muromachi-period</p>

<p>Azuchi-Momoyama Period (1573-1603)</p> 	<p>This period was brief, and it occurred around the end of the Warring States Era when Oda Nobunaga and his successor Toyotomi Hideyoshi imposed order in the aftermath of the decaying Ashikaga shogunate. This period was marked by increased growth of the merchant class and the patronizing of arts like the tea ceremony. Hideyoshi also tried to compress the belief of Christianity among his people.</p> <p>https://www.japanpitt.pitt.edu/timeline/azuchi-momoyama-period-1568-1603</p>
<p>Tokugawa Period (1603-1867)</p> 	<p>This period is considered the most stable and historically the most peaceful in Japanese timeline. The Tokugawa period began with Ieyasu's victory at the Battle of Sekigahara and the unification of political power and the Tokugawa clan. This event marked the beginning of around three centuries of shogun rule by the Tokugawa clan and an almost equivalent period of peace. This period was also marked by an almost complete withdrawal from international trade and relations with other countries. The spread of Christianity was grinded to a halt and missionaries were expelled from Japan, there were special trading ports. This ended in 1854 when the US forced them to trade with them. This would eventually lead to the fall of the Tokugawa rule.</p> <p>https://www.japanpitt.pitt.edu/timeline/tokugawa-period-1603-1868</p>

1. <https://www.japanpitt.pitt.edu/timeline/nara-period-710-794>
 2. <https://www.japanpitt.pitt.edu/timeline/heian-period-794-1185>
 3. <https://www.japanpitt.pitt.edu/timeline/muromachi-period-1337-1573>
 4. <https://www.japanpitt.pitt.edu/timeline/azuchi-momoyama-period-1568-1603>
 5. <https://www.japanpitt.pitt.edu/timeline/tokugawa-period-1603-1868>

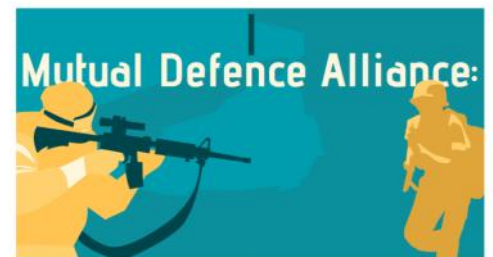
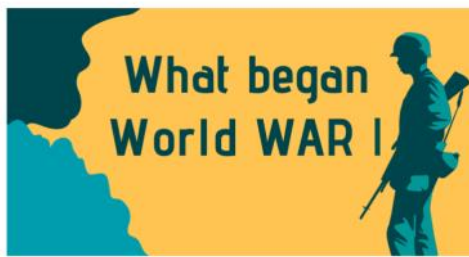
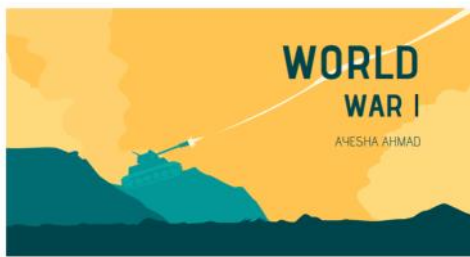
Humanities Department

Year 9 WW1 – Presentations

As students are introduced to World War in Humanities, they are first exposed to the historical event of WW1 in Year 9. While learning about the causes and consequences of WW1 in history, they also discussed the effect of it at present and in the future. It was interesting to note that while students were able to build on their understanding of the consequences of WW1 through stories and narratives, they were also able to discuss the events that caused the War. To delve deeper into their understanding, students created presentations to demonstrate the content learn in class with more information they leant through their research. Thank you, Year 9's for doing a great job.

Ms Azra Saeed

Year 9 Humanities Teacher

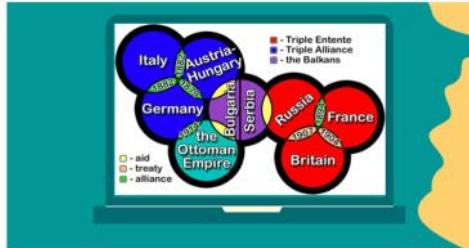


A defense pact is a type of treaty or military alliance in which the signatories promise to support each other militarily and to defend each other. These treaties meant that if one country was attacked, the allied countries were bound to defend them.

Before World War I began, the following alliances existed:

- Russia and Serbia
- Germany and Austria-Hungary
- France and Russia
- Britain and France and Belgium
- Japan and Britain

When Austria-Hungary declared war on Serbia, Russia got involved to defend Serbia. Germany, seeing that Russia was mobilising, declared war on Russia. France was then drawn in against Germany and Austria-Hungary. Germany attacked France by marching through Belgium pulling Britain into war. Then Japan entered the war to support its British allies. Later, Italy and the United States would enter on the side of the Allies.



Imperialism is when a country increases their power and wealth by bringing additional territories under their control, usually without outright colonizing or resettling them. Before World War I, several European countries had made competing imperialistic claims in Africa and parts of Asia, making them points of contention. Because of the raw materials these areas could provide, tensions around which country had the right to exploit these areas ran high. The increasing competition and desire for greater empires led to an increase in confrontation that helped push the world into World War I.



As the world entered the 20th century, an arms race had begun, primarily over the number of each country's warships, and the increasing size of their army's countries began training more and more of their young men to be prepared for battle. The warships themselves increased in size, number of guns, speed, method of propulsion, and quality armor.

