

# PREPARE TO PERFORM

ISSUE 2  
OCT 2025



Deer Park School

## MESSAGE FROM MR SMITH

We are now nearly three weeks into the program, and I am really pleased with the number of Year 11 students who are embracing the Prepare to Perform sessions run after school - it's been great to see a large number of students staying at 3pm to work with subject teachers to give themselves the best possible chance of excelling with their GCSEs.

It's important that students pair these sessions with some independent studies; some tips from individual subjects have been added below. At this stage of the year, little and often is a good starting point in order to begin to form good habits for revision before we get to the Spring term.

### Dates for your Diary

- **Coffee Morning:** 17th October
- **GCSE Dance NEA:** 22nd October
- **GCSE Drama Workshop:** 18th November
- **Year 11 RD1 - Week beginning** 24th November
- **Year 11 Practical Practice Exams - Week beginning** 15th December
- **Year 11 Mocks - Fortnight beginning** 12th January
- **Year 11 RD2 - Week beginning** 5th February

## ASSEMBLIES

In assembly this week, I introduced the Year group to our new strapline for the year - The best view comes after the hardest climb. I described a habit pattern called 'Don't Break the Chain'. With this idea, students have a large calendar on display. They set a simple daily goal, eg - I will revise Geography key terms for 15 minutes, and then once completed, they add an X above the date on the calendar. The idea is to add an 'X' to each day that they achieve their goal. Ultimately, they are aiming to complete a long chain of Xs without breaking it.

The above idea was included in an assembly looking at habits and how getting into good habits at this stage can support students in the longer term.



# COLLEGE OPEN EVENINGS / DAYS

FOR A FULL LIST OF ALL  
OPEN EVENTS

CLICK HERE



## TUTOR SESSIONS

In tutor sessions, we have continued to explore GCSE Mindset and how to adopt this for this year. This week, students will be creating a revision schedule for the last part of this half term. Pupils have also read the Prepare to Perform newsletter as it contains vital information as to what they have to revise in each subject.

## PREPARE TO PERFORM AFTER SCHOOL SESSIONS

Our prepare to perform after school programme will run through the year. It is designed for students to be able to utilise 3-4pm to form healthy habits and learn to prioritise being organised and staying up to date with catch ups, revision and clinics specifically designed for year 11

Some key points about P2Ps for you:

We strongly advise you to attend them to support your studies and progress

They start at 3:10pm – this gives students time for a rest break, so bring a snack and a drink that you can have before they start.

The sessions will finish by 4:00pm but departments may run short, focused sessions that will not take the entire hour.

You cannot go to a different subject to ensure equity across all needs and subjects

If a session isn't running or it is invite only we recommend that you do some independent study for that subject on that night. You are welcome to use the LRC to do this

Your class teacher will be able to advise on which room to go to. Usually it is your normal classroom for that subject.

Please find attached the next two weeks of the prepare to perform programme.

# PREPARE TO PERFORM AFTER SCHOOL SESSIONS

| Date                           | Subject               | Session                                                                                                                           |
|--------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Mon 13 <sup>th</sup> October   | Option A              |                                                                                                                                   |
|                                | English               | Exploring An Inspector Calls. Pick between revising the plot, the key quotes or writing a conceptualised response.                |
| Wed 15 <sup>th</sup> October   | Science               | Chemistry Paper 1                                                                                                                 |
| Date                           | Subject               | Session                                                                                                                           |
| Thurs 16 <sup>th</sup> October | Option B              |                                                                                                                                   |
|                                | DE                    | 11B/De1 Design and Technology NEA catch up sessions with Mr Denman                                                                |
|                                | Food                  | 11B/Fd1 Food Prep and Nutrition catch up sessions with Mr Ranger                                                                  |
|                                | Art                   | TBC                                                                                                                               |
|                                | French                | Tenses session drop in with Miss Baron in 104                                                                                     |
|                                | Geography             | 11B - Geography drop in for 11B/Ge1 in room 106 with Mr Sanders/Miss Emmett, supporting with exam technique (geographical skills) |
|                                | Media                 | CSP revision (student choice) in 103                                                                                              |
| Fri 17 <sup>th</sup> October   | Self study or Drop in | Student self study in LRC or drop in                                                                                              |

# PREPARE TO PERFORM AFTER SCHOOL SESSIONS

| Date                           | Subject   | Session                                                                                                                           |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------|
| Mon 20 <sup>th</sup> October   | Option C  |                                                                                                                                   |
|                                | History   | Option C History: History drop in for 11CHi1 in room 110 with Mr Hastings. Optional drop in session for revision support.         |
|                                | Drama     | Technical Elements and Key Terminology                                                                                            |
|                                | French    | Tenses drop in session with Miss Brazao in 105                                                                                    |
|                                | Geography | 11C - Geography drop in for 11B/Ge1 in room 106 with Mr Sanders/Miss Emmett, supporting with exam technique (geographical skills) |
|                                | PE        | Paper 1 Revision - Room 121                                                                                                       |
|                                | RS        | Drop in 112- Mrs Williams                                                                                                         |
| Wed 22 <sup>nd</sup> October   | Maths     | TBC                                                                                                                               |
| Date                           | Subject   | Session                                                                                                                           |
|                                | Option D  |                                                                                                                                   |
| Thurs 23 <sup>rd</sup> October | History   | Option D History: History drop in for 11DHi1 in room 110 with Miss Outhwaite. Optional drop in session for revision support.      |



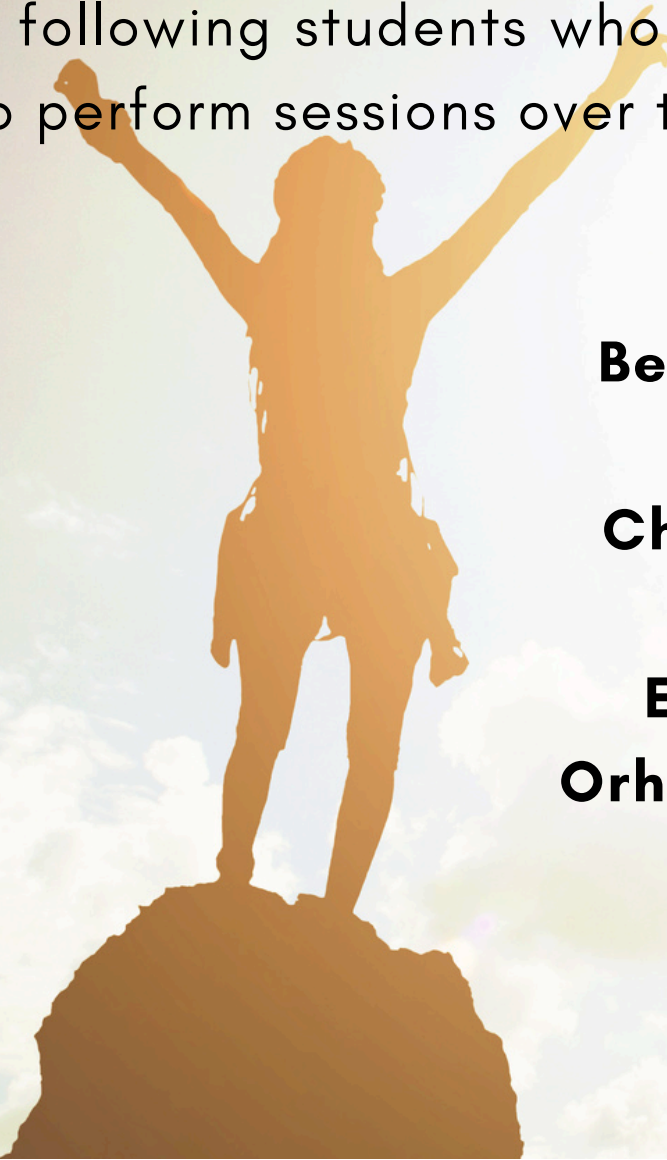


# PREPARE TO PERFORM AFTER SCHOOL SESSIONS

|                              |                       |                                                                                                                                   |
|------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                              | Geography             | 11D - Geography drop in for 11B/Ge1 in room 106 with Mr Sanders/Miss Emmett, supporting with exam technique (geographical skills) |
|                              | IT                    | 11Dit1: Continue NEA development. All advised to attend                                                                           |
|                              | Art                   | TBC                                                                                                                               |
|                              | Dance                 | Dance - Theory Drop in session in 115 focusing on Section C                                                                       |
|                              | Music                 | 11D/Mu1 Continue to work on composition 1; set to a brief - all advised to attend                                                 |
| Fri 24 <sup>th</sup> October | Self study or Drop in | Student self study in LRC or drop in                                                                                              |

# YEAR 11 SUCCESS

A big well done to the following students who have shown excellent ambition in attending the most after school prepare to perform sessions over the last two weeks



**Benjamin B**  
**Lilia H**  
**Cheresse B**  
**Lexi H**  
**Emma M**  
**Orhuerakpo O**

# FRENCH

This week, students have been focusing on their writing skills for their GCSE. We have been practising both Foundation and Higher writing activities and students have been able to create fantastic pieces of writing. They are getting into the gist of their Writing GCSE exam and getting familiar with expectations and mark schemes. It has been fantastic to see so many of the Year 11 coming to their Prepare to Perform and I can see that they are trying really hard and putting all their effort into their French - well done!

For the following Prepare to Perform we will be looking at reading, listening and speaking skills to ensure students are prepared not only for their GCSE but also for their mock exams which are fast approaching.

# GEOGRAPHY

Connecting the World & Mastering Your Exams.

Well done, Year 11 Geographers! We are rapidly approaching the finish line as we complete the final content for our course. Our current topic, 'Changing Economic World', brings together so many different areas of study, and hopefully, you are beginning to see how the entire geography course links together. This is your opportunity to really showcase your synoptic skills and deep geographical knowledge.

In our 'Prepare to Perform' sessions, we have been sharpening our exam technique and learning how to unlock the questions. Using strategies like BUGG is crucial to ensure that we don't waffle and that our answers are focused and concise. Our next session will continue this focus, introducing powerful techniques such as CLOCC and TEA. We feel that by improving your ability to understand exactly what a question is asking, you can use it as a springboard to demonstrate your excellent understanding.

Your self-study should now focus on revising older topics to ensure they remain fresh in your mind. We suggest starting with Natural Hazards. Make sure you are consistently topping up your green revision folders with a variety of tools. Effective methods include creating revision cards, detailed mind maps, knowledge organisers, and my personal favourite: a 'blurt' - where you write down everything you can remember on a topic for 15 minutes without looking at your notes!

Keep up the fantastic effort.

# HISTORY

This week, students have completed their final lessons on how the Normans reformed religion in England from 1066 - 1100, and have moved on to exam technique for their study of Norman England. To support their learning and application of exam technique over the next few lessons I would encourage students to remind themselves of our recent learning by re-reading their lesson notes, or re-reading our class resources on Google Classroom.

Attendance and engagement with prepare to perform sessions have been fantastic so far. A reminder that until half term, sessions are revision drop ins and students will be able to focus on whatever topics they would most benefit from with the help of their History teacher.



# MATHS

Below is a summary of our focus for the next four weeks:

| Lesson Content                             | <b>Foundation:</b><br>Unit 18 - Compound Measures<br>Unit 19 - Inequalities<br>Unit 20 - Pythagoras<br>Interim Assessment | <b>Higher:</b><br>Unit 19 - Circle Theorem<br>Unit 20 - Sine & Cosine rules<br>Interim Assessment |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Self-study - Week A</b><br>All students | Exam question booklet                                                                                                     | Set: Monday 13th Oct<br>Due: Tuesday 21st Oct<br><br>Set: Tuesday 21st Oct<br>Due: Monday 3rd Nov |
| <b>Self-study - Week B</b><br>All students | Sparx Maths tasks                                                                                                         | Set: Monday 6th Oct<br>Due: Sunday 12th Oct                                                       |

Should you need help with self-study or content covered in class, you are welcome to attend any of the drop-in sessions run in the department:

**Maths drop-in (all years) - Tuesday Break 1, Rooms 117 and 118**

**KS4 Core Intervention (years 9 - 11) - Wednesday Break 1, Room 117**

For now, you should aim to complete 30-60 minutes per week of independent revision outside of lessons, and in addition to the weekly self-study that will be set. Below are some suggested topics for this month.

|                     | Topic                                                              |  | Revision Guides                                                                                                                                | Sparx Maths                                                                        |
|---------------------|--------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Foundation students | Expand and Factorise (single)<br><br>Expand and Factorise (double) |  | Chapter 6, pages 40 - 47<br><br>Chapter 10, pages 72 - 77                                                                                      | U179, U365<br><br>U768, U178, U963, U228                                           |
| Higher students     | Solving Equations<br>Plotting linear and quadratic graphs          |  | Chapter 5, pages 34 - 41<br>Chapter 9, pages 62 - 69<br>Chapter 10, pages 70 - 77<br><br>Chapter 6, pages 42 - 49<br>Chapter 10, pages 70 - 77 | U755, U325, U870, U505, U599, U228, U960, U589, U665, U150, U601<br><br>U741, U989 |

## ADDITIONAL RESOURCES



[Deer Park GCSE Maths Revision website](#)

Keywords, practice exam questions by topic, Knowledge Organisers



Corbettmαths

[Corbett Maths](#)

Questions and videos for every topic, practice exam papers that can be completed at home



[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

Exam questions on every topic

# ENGLISH

One of the key targets that came out of the Literature mocks was students' lack of knowledge of quotes. This should be their focus for revision.

To revise notes, you need to do more than just read them! Write flash cards with what technique is being used, what key words you could zoom in on, what questions it would relate to, quiz yourself and your friends or find other ways of making it stick

How can I prepare for my next assessment?

In class we are doing 'A Christmas Carol'. In the final week of the half term you will be completing an exam question in class.

To prepare, make sure you are revising key quotes and completing the self study tasks.

What was our last Prepare to Perform?

Our last Prepare to Perform was on Macbeth. Thank you to all those who came - it was an amazing turn out!

If you missed it, please check Google Classroom for the resources.

What is our next Prepare to Perform?

Our next session is on An Inspector Calls. To make the most of the session, try to revise the plot and/or key quotes before the session.

Where can I get any help?

A reminder that every Wednesday, break 1 Mrs Walters will be in Room 117 with Core teachers providing support.

# MEDIA

Year 11 continue to focus on the Social, Online and Participatory Close Study Products, having now completed their study of both Marcus Rashford and Kim Kardashian (as brands online). We now draw our attention toward mobile games Lara Croft Go and BlackPink The Game. We will look at these case studies through all 4 media frameworks: Media Language, Media Audience, Media Industry and Media Representation. Students will also complete a Paper 1 walking talking mock this term and will submit their NEA for initial grading.



# SCIENCE

Students revising science, and indeed any subject, benefit from the little and often approach. An exemplary revision timetable is now posted on the GCSE science website which is accessible via google classroom. When considering how to approach revision consider the following factors

1. Schedule your study sessions- create a reasonable routine that is achievable. Make sure you schedule breaks and use a stopwatch to set time objectives. Listening to music is recommended during the breaks.
2. Ration your learning- plan your study process gradually. Start with simple concepts and build them towards more elaborate ones. When learning to solve equations write down all the steps to follow and break the process down into bitesize chunks. This will make the process much easier and free up working memory.
3. Use graphics and diagrams to help you organise your thoughts and revision. This will help reduce overload!
4. Use different learning channels- Use a mixture of media to help you learn. Do not just use text but a combination of audio, animations, charts and videos. This will stimulate different parts of your working memory and make you revision more effective.

By making these small adjustments, short bursts of targeted, focussed revision, will make all the difference.

(Ruiz Martín, 2023)

# DANCE

## Practical - NEA REHEARSALS

Your first NEA is on **Wednesday 22nd October!** Please make sure you have populated the sign up sheet on **google classroom** to attend **at least 1 afterschool** rehearsal the week commencing **13th October 3-4pm**. There will be **no Dance Live on 15th-16th October** so that you are able to use the Studio.

It is extremely important that you are rehearsing independently over the next two weeks to prepare for your NEA. The Dance Studio is always available on Mondays after school 3pm - 4:15pm and Break 2 on Mondays, Wednesdays, and Fridays.

Please check when your break intervention sessions are over the next fortnight and bring leggings so that you are able to dance.

Please find attached your music to rehearse.

It's the final push for 15% of your grade, you've got this!

## Theory - 100 QUESTION CHALLENGE

In assembly this week, Mr Smith spoke about habits and creating a chain!

I challenge you to 100 days of 100 questions! Every weekday, challenge yourself to answer 1 GCSE Dance question from the 100 question challenge on Google Classroom.

Don't break the chain!



# ART

Students are now moving back to sketchbook work and focusing on their sustained project (NEA). They need to start thinking about their final piece—what do they want to create for their chosen deadly sin, and does their sketchbook include A01, A02, and A03 to back up their research? Many of the students are still not up to date with their NEA. I please urge you at home to check in with your child and check they are where they need to be.

This week, students are to ensure they have stuck in their graphite drawings of their chosen objects for their Seven Deadly Sins project. They must include annotations explaining the materials they used and how they used them. If a student knows their writing is scruffy, they should type and print the annotations, as presentation is still key! Secondly, they will need to do the same for their painting of the lighthouse and their colour wheel. These should be stuck in the back of their book.

# DESIGN TECH

Students have been working on their NEA (non-examined assessment) in lessons, at home and in their P2P sessions after school. The students that have attended these sessions have added real, tangible marks to their coursework which counts towards their final GCSE grade. I have been expressing the importance of this in lessons. When students put in the effort in their NEA and in particular their P2P sessions they get more individual feedback and face to face time with their teachers, therefore making much more progress overall.

The D&T students are also aware that Mr Denman and Mr Moores both offer extra, voluntary catch up sessions every Thursday lunch time where we can again offer this help and support.

**Many of the students are still not up to date with their NEA.** I please urge you at home to check in with your child and check they are where they need to be.

We have a **deadline of the 24th October for the first 3 sections of their NEA** - Investigation, Specification and Design Ideas. All work in these sections needs to be completed by this date or it cannot be counted.

# FOOD TECH

Students have made a great start to their NEA 1 Food Investigation task during lessons and are now working towards having their practical investigations planned, there are voluntary drop-in sessions on a Thursday lunch for any students who have missed lessons due to absence. Don't forget that all of the NEA work completed this year counts towards 50% of your final grade, which will help make the exam feel less stressful in June.

Well done also to all the Year 11's who have completed their Revision self-study quizzes so far. Remember, these are due every Wednesday week B and are designed to help revise content to help with the exams in January and June.

# DRAMA

| Unit                      | Content and Revision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Devising                  | Students have completed their NEA.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Presenting and Performing | <p>Students have been given a monologue and dialogue from the play ‘Two’ by Jim Cartwright.</p> <p>Students should have a copy, but can attain another if they have lost it.</p> <p>Students should be learning their lines for their practical exam which will take place in the new year.</p> <p><a href="#">Two by Jim Cartwright   PDF - Scribd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| Performance and Response  | <p>Students should be revising their set text of Blood Brothers for the first section of the exam.</p> <p>A Revision guide that will support students with this is linked below:<br/><a href="#">Blood Brothers Revision Guide</a></p> <p>They will also be learning about how to complete the 30 mark question in this paper. The response students will be completing will be based on the performance ‘Things I Know To be True’ by Frantic Assembly. Their educational pack is a good resource to remind them of the performance and intentions (<a href="#">Frantic Assembly Education Pack</a>.) Additionally, students could be using the <a href="#">GCSE OCR Drama Revision Guide</a> to aid them with both Section 1 and Section 2 of the exam.</p> |

# IT

An amazing week for progress in their NEA with 2 days off their timetables to be able to focus on the main creating task of their spreadsheets. Great effort Year 11!

Their NEA hand in date is **Friday 24th October**  
After half term there will be some formal feedback given and the students can improve their NEA during the Prepare to Perform after school sessions and break time drop ins.

A reminder that this piece of work is worth 30% of their final grade.  
If there are any concerns please contact us





# PE

1. Please find the following useful revision video playlist - AQA GCSE PE . This has been shared on google classroom for all students.
2. Students are exploring the three types of lever systems and why some movements have a mechanical advantage. Can they name which one?
3. NEA Written (25 marks) - access your NEA written coursework for an extra hour a fortnight from home via google classroom. Adding a detailed overview linked to recent performances shows your knowledge of the sports you play with reference to aspects of the course e.g. components of fitness - (revision video linked). We will soon be adding training types (poster below) to better their identified weaknesses.



# RS

As we continue to work through revising Islam, students would benefit from developing revision timetables, as well as independent revision of key concepts and key quotations. Below are some ways to help students structure their independent revision:

| Technique                  | How to Use it for RS                                                                                                                                                                                        | What it's Best For                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Flashcards / Post-it Notes | Create cards with a key term (e.g., Tawhid) on one side and the definition on the other. Use the Leitner System (moving cards you know to a later review pile).                                             | Key Terms, Definitions, Sources (e.g., Bible/Qur'an references). |
| Blurting / Brain Dumping   | On a blank sheet of paper, write the main topic (e.g., 'Salvation') and then write everything you can recall about it in 5 minutes. Check against your notes and add what you missed in a different colour. | Consolidating a whole topic and identifying knowledge gaps.      |

|                                             |                                                                                                                                                                                                                          |                                                                               |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Quote Sheets (Short &amp; Versatile)</b> | Create a list of no more than 10-15 short, powerful quotes for each religion/theme. Focus on quotes that can be applied to multiple questions (e.g., "Love your neighbour" works for relationships, crime, and justice). | <b>Memorising Evidence (AO1)</b> for 6/12-mark questions.                     |
| <b>Dual Coding / Mind Maps</b>              | Draw simple symbols or diagrams next to your notes to link information visually. For example, draw a balance scale next to notes on 'judgement' or two hands shaking next to 'reconciliation'.                           | <b>Making abstract concepts memorable</b> and seeing the 'big picture' links. |
| <b>Teach It</b>                             | Explain a topic (e.g., 'The importance of pilgrimage for Muslims') out loud to a family member, a pet, or a wall. If you can teach it, you know it.                                                                      | <b>Confirming deep understanding</b> and boosting recall.                     |

Please continue to utilise the drop in sessions :  
Mrs Williams **Tuesday Break 1- 112**  
Mrs Watson **Thursday Lunch- 112**

# MUSIC

Over the past 2 weeks Year 11 have continued to analyse the second set work, the 1st movement of Beethoven’s 1st Symphony. There is an opportunity to see this performed live by the Bournemouth Symphony Orchestra on 14th October.

In addition to this, students have been working on their NEA in class, focusing on the 1st composition, set to a brief. Students are able to access this from home and develop their ideas using the online platform ‘Flat’.

Finally, students should be working on their ensemble performances, and where applicable, should have discussed this with their instrument teachers to select appropriate pieces. Students who are sequencing and not completing the traditional performances should be working on this at home, and have access to the musical score they need to rewrite.





Our first Year 11 Parent Coffee Morning will take place on:

**Date: Friday 17th October**

**Time: 9.30 - 10.45**

**Location: The school Library**

Theme: How to support your child with Revision

Your insights and involvement are invaluable as we work together to make this year successful, however we do appreciate the constraints of working parents and the slides and information will be sent out via our Prepare to Perform newsletter, should you not be able to make it.

**To help us arrange seating and refreshments, please confirm complete the sign up on edulink**

Our future coffee mornings will be held on the following dates between 9.45-10.45

**Friday 12th December - How to support your child preparing for the practice exams**

**Thursday 5th February - How to support your child's health and Wellbeing during Year 11**

**Friday 20th March - How to support your child's resilience during the final term**

## HEALTH AND WELLBEING



### A DIFFERENT FISH FINGER SANDWICH

**A DIFFERENT FISH FINGER SANDWICH. OR FISH BURGER.  
SERVES 4 AS A DIFFERENT KIND OF BUTTIE.**

8 slices bread or 4 of your favourite buns  
2 whole haddock fillets, weighing about 300g in total, skinned  
1 small bag spiced or salted nachos, crushed to the size of breadcrumbs  
50g plain flour  
2 eggs, beaten

A pan of vegetable oil for shallow frying or a fryer, set to 175°C.

#### **METHOD:**

Blitz or crush the nachos and pour into a bowl.  
Pour the beaten egg into a separate bowl.  
Place the flour into a third bowl and arrange them in the following order; flour, egg then crushed nachos.  
Cut fish fillets into finger sized pieces, resembling fish fingers.  
Place each piece of fish into the flour, then the egg and finally the nacho 'crumbs'.  
Once all the fish has been crumbed, carefully lower into the oil and cook for 4 to 5 minutes, until golden brown.  
Now the bun is up to you; I like mine toasted with lettuce, tomatoes, gherkins and mayonnaise, maybe even keep a few of those nachos for on the side.



This dish has been specially created by celebrity chef, Mark Lloyd.

#### **EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:**

Helps improve mood, regulates blood pressure and stabilises blood sugars.

#### **The best time to eat this dish:**

At lunchtime before an exam or afternoon of revision.

**Reason:** Haddock is high in protein, low in fat and packed full of essential B vitamins. All the nutrients in this dish are useful for helping our bodies stay energised and motivated. Omega 3s stimulate brain function and increase your concentration. Wholemeal bread or buns will maintain your energy levels for longer and enhance your memory function.



# HEALTH AND WELLBEING

## Physical activity: Why is it important?

'Exercise is really important to me - it's therapeutic. So if I'm ever feeling tense or stressed or like I'm about to have a meltdown, I'll put on my iPod and head to the gym or out on a bike ride along Lake Michigan with the girls.'

Michelle Obama

<https://www.youtube.com/>

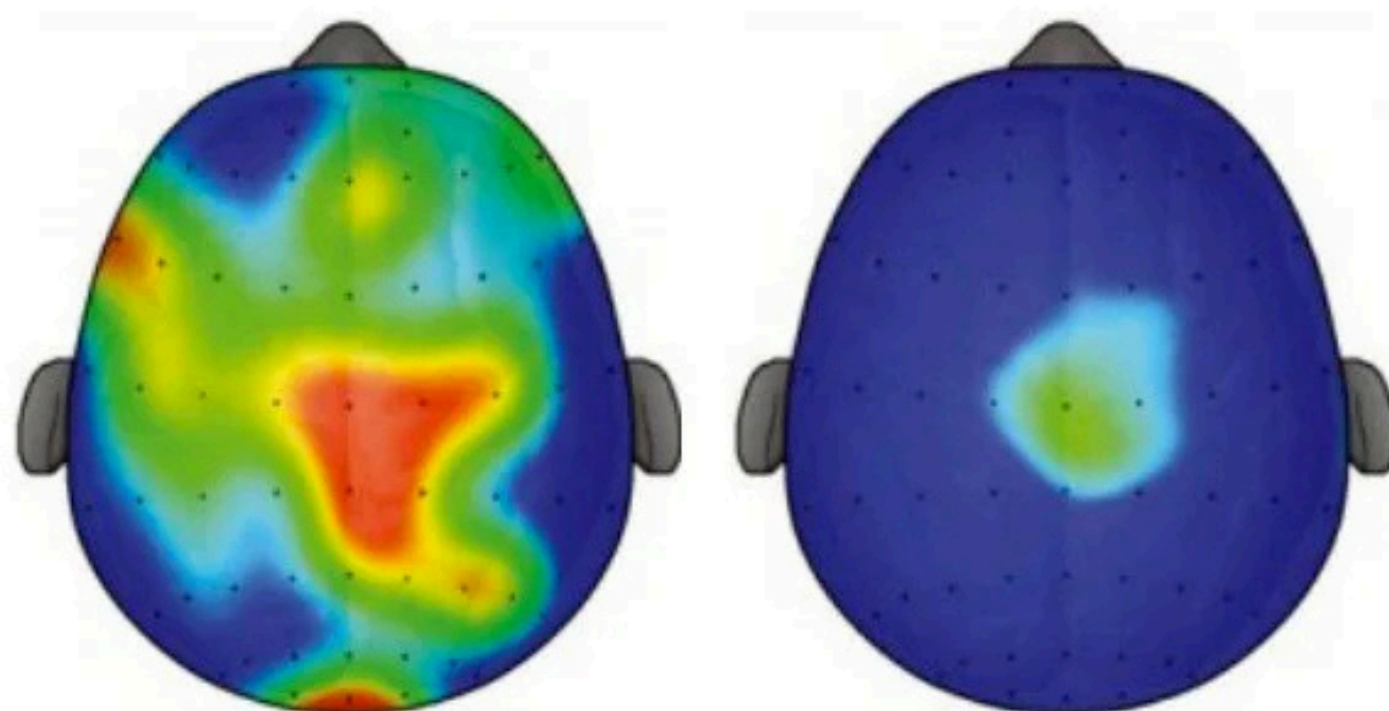
## The effects of physical activity on our brains

In the lead up to exams, and any stressful time in our lives, exercise is crucial for relieving stress and helping our minds and bodies to cope.

You may think that taking a short period away from your studies would be counter-intuitive, but it is proven to be of significant benefit.

Exercise has been proven to help increase memory power, another key factor for success in examinations. Exercise can help improve your concentration levels, allowing you to study and focus for longer, thus benefiting your studies and academic outcomes.

[https://www.youtube.com/watch?v=hmFQqjMF\\_f0](https://www.youtube.com/watch?v=hmFQqjMF_f0)



**Exercise      No Exercise**

**Red areas are very active, blue areas are least active**