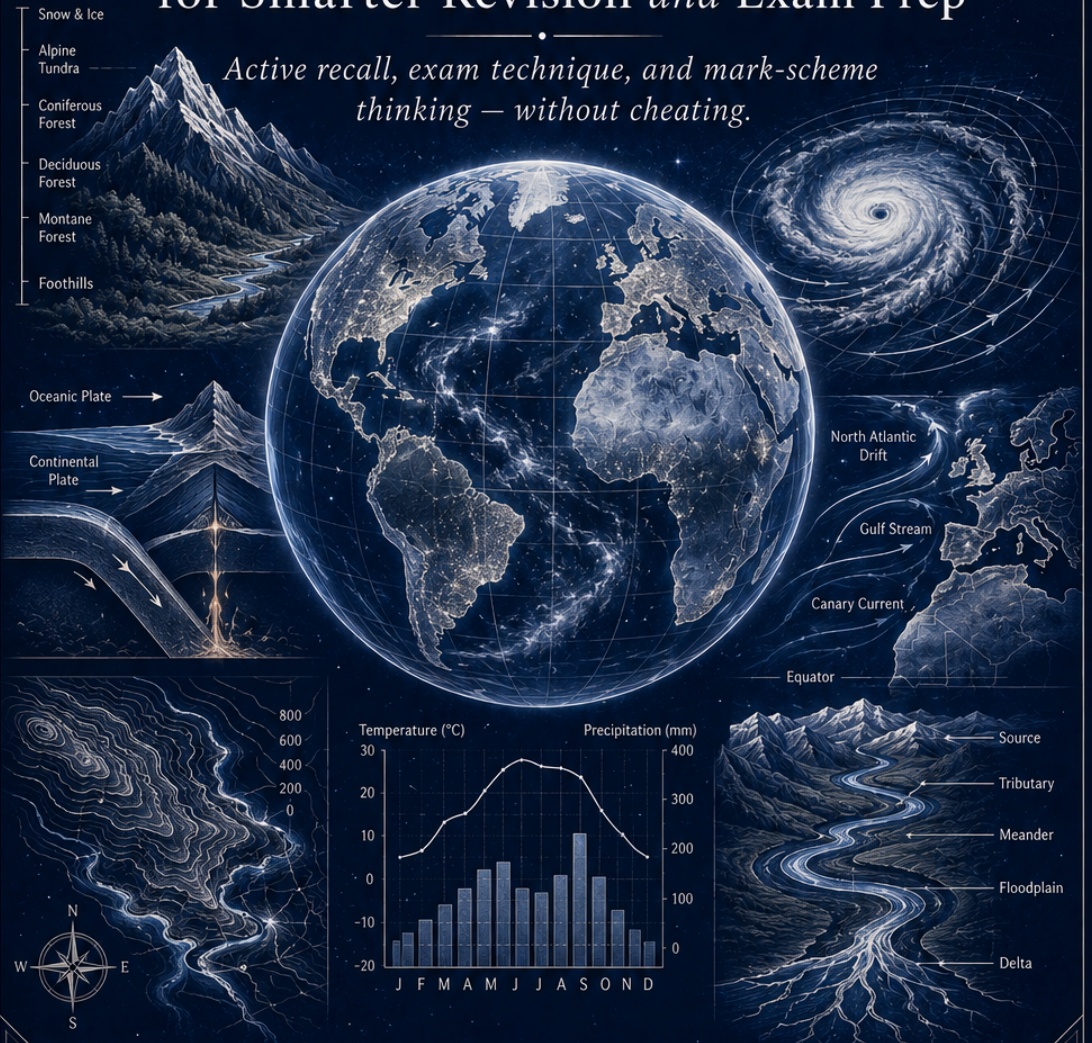


A-LEVEL GEOGRAPHY 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

Active recall, exam technique, and mark-scheme thinking – without cheating.



by James R. Martin

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How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

Note on Exam Boards and Syllabi

A-Level Geography is offered by AQA, Edexcel, OCR, and WJEC/Eduqas, and while each board structures its specification differently, the core geographical concepts, analytical skills, and synoptic thinking required are remarkably consistent. Whether you are studying AQA Geography (7037), Edexcel Geography (9GE0), OCR Geography H481, or WJEC/Eduqas A-Level Geography, you will encounter overlapping content across physical and human geography, including tectonic hazards, coastal systems, water and carbon cycles, globalisation, changing places, and resource security.

The prompts in this book have been carefully designed to target the knowledge, understanding, and higher-order skills that are common across all four A-Level specifications. They focus on the processes, systems thinking, place-specific detail, and theoretical frameworks that every A-Level Geography student needs, regardless of which board they follow. Where a topic appears on one specification but not another, the prompt remains valuable because it develops transferable geographical thinking and synoptic awareness.

All A-Level boards reward students who can deploy accurate geographical terminology, support arguments with detailed place-based evidence and case studies at multiple scales, apply geographical theory and models critically, and construct extended evaluative arguments that reach substantiated conclusions. These are exactly the skills that the prompts in this book are designed to develop, moving you from secure knowledge through to the sophisticated analysis and evaluation that secures the highest grades.

The prompts focus on active retrieval practice, application of knowledge to unfamiliar contexts, synoptic connections across physical and human geography, and structured exam technique for extended response questions. They are written so that you interact with an AI chatbot as if it were a knowledgeable tutor — asking it to quiz you, challenge your understanding, test your ability to apply models and theories, and mark your responses against A-Level expectations.

Remember to check your own specification and past papers to confirm exactly which topics, optional modules, and case studies you need. Use these prompts as a powerful revision tool, but always cross-reference with your exam board's official specification and any guidance your teacher has given you about what to prioritise. Pay particular attention to your board's requirements for the independent investigation (NEA), as this carries significant weight at A-Level.

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Section 1

Physical Geography – Tectonic Hazards, Coasts, and Glaciation

Physical geography at A-Level demands a far deeper understanding of earth surface processes than GCSE, requiring you to think in terms of systems, feedback mechanisms, and the interplay between endogenic and exogenic forces. You need to understand tectonic hazards not just as events but as products of plate tectonic theory, mantle convection, and the relationship between hazard magnitude, vulnerability, and resilience. Coastal and glacial landscapes must be analysed as systems with inputs, outputs, stores, and transfers of energy and sediment.

Examiners expect you to use precise process language and to explain landform formation with reference to underlying geological structure, lithology, and temporal change. You should be able to critically evaluate models such as the hazard management cycle, Park's disaster response model, and theories of coastal equilibrium, recognising their strengths and limitations when applied to real-world case studies at different scales.

These prompts will test your ability to explain complex physical processes in detail, apply theoretical frameworks to unfamiliar scenarios, evaluate management strategies with reference to sustainability and resilience, and construct synoptic arguments that connect physical processes to human geography themes such as governance, inequality, and development.

Prompt 1: Plate Tectonic Theory and Evidence
Copy this prompt into your AI tool:

Test me on the evidence that supports plate tectonic theory. Ask me to explain the following pieces of evidence one at a time: palaeomagnetism and sea-floor spreading, the distribution of earthquakes and volcanoes, continental drift evidence including fossil and geological fit, and the role of convection currents and slab pull in driving plate motion. Wait for my answer each time and check that I use A-Level terminology such as asthenosphere, lithosphere, Benioff zone, and mid-ocean ridge. Correct any inaccuracies. Then ask me how I would structure this material into a 9-mark answer — the mark scheme typically requires three developed points with supporting evidence for full marks.

What this helps you practise:

Recall and critical evaluation of the evidence base for plate tectonic theory.

How to use it well:

Focus on explaining the mechanisms that drive plate motion — examiners at A-Level expect you to go beyond describing what happens to explaining why it happens.

Prompt 2: Volcanic Hazards — Types and Processes

Copy this prompt into your AI tool:

Quiz me on the different types of volcanic eruption and the hazards they produce. Ask me one at a time to explain effusive versus explosive eruptions, the role of magma viscosity and gas content, and the specific hazards produced: pyroclastic flows, lahars, tephra falls, lava flows, and volcanic gases. For each hazard, I should explain the process, the spatial extent of danger, and the factors that influence severity. Wait for each answer and correct errors using precise volcanological terminology.

What this helps you practise:

Detailed understanding of volcanic hazard processes and the factors controlling eruption style and severity.

How to use it well:

Link each hazard type to a specific eruption you have studied, such as Mount St Helens 1980 or Eyjafjallajokull 2010, to build your case study evidence.

Prompt 3: Earthquake Processes and Seismic Waves

Copy this prompt into your AI tool:

Test me on earthquake processes at A-Level depth. Ask me to explain the elastic rebound theory, the difference between the focus and epicentre, the characteristics of P-waves, S-waves, and surface waves (Love and Rayleigh), and how seismographs are used to locate earthquakes through triangulation. Then ask me to compare the Richter scale and the moment magnitude scale, and explain why the Modified Mercalli Intensity scale measures something different. Wait for each answer before proceeding.

What this helps you practise:

Understanding of seismic wave behaviour, earthquake measurement, and the distinction between magnitude and intensity.

How to use it well:

Make sure you can explain the difference between magnitude and intensity clearly — this is a common source of confusion that examiners test.

Prompt 4: Hazard Management — The Park Model and Hazard Management Cycle

Copy this prompt into your AI tool:

Ask me to explain Park's disaster response model, including the stages of pre-disaster, the event itself, search and rescue, relief, rehabilitation, and reconstruction. Then ask me to evaluate the model's usefulness by considering its limitations: does it assume a linear recovery? Does it account for differential vulnerability? How does it apply to repeated hazard events in the same location? Wait for my answer and then challenge me to apply the model to a specific case study I have studied, checking whether the real-world evidence fits the model's predictions.

What this helps you practise:

Critical application and evaluation of theoretical hazard response models using real-world case study evidence.

How to use it well:

Choose a case study where recovery was uneven — such as the 2010 Haiti earthquake or the 2004 Indian Ocean tsunami — to test whether the model oversimplifies the reality.

Prompt 5: Coastal Systems — Sediment Cells and Budgets

Copy this prompt into your AI tool:

Test me on the concept of the coastal system as a sediment cell. Ask me to define a sediment cell and explain inputs (weathering, erosion, river sediment, offshore sources), outputs (longshore drift out of the cell, offshore transport, deposition), stores (beaches, dunes, bars), and transfers (longshore drift, onshore-offshore transport). Then ask me to explain what happens to the sediment budget when human intervention such as groynes or sea walls interrupts the system. Wait for my answer and check I demonstrate systems thinking with correct use of

terms like dynamic equilibrium and negative feedback.

What this helps you practise:

Understanding the coastal zone as an open system with inputs, outputs, stores, transfers, and feedback mechanisms.

How to use it well:

Think about how human intervention creates unintended consequences downstream — this is a favourite A-Level exam question theme.

Prompt 6: Coastal Landforms — Erosional Sequences

Copy this prompt into your AI tool:

Ask me to explain the formation of erosional coastal landforms in a connected sequence: wave-cut notches, wave-cut platforms, caves, arches, stacks, and stumps. For each, I should explain the specific erosion processes involved (hydraulic action, abrasion, cavitation, corrosion) and the role of geological structure including rock type, bedding planes, joints, and faults. Ask me how differential erosion creates headlands and bays, and how geological concordance versus discordance affects coastline morphology. Wait for each answer and push me to use A-Level terminology. Then ask me how I would frame this knowledge in a 20-mark evaluative essay — the mark scheme rewards linking processes to geological structure, not just describing the sequence.

What this helps you practise:

Detailed explanation of erosional landform sequences with reference to geological structure and lithology.

How to use it well:

Include references to specific coastal locations such

as the Dorset coast or Flamborough Head to demonstrate place-specific knowledge.

Prompt 7: Sub-Aerial Processes and Mass Movement at the Coast

Copy this prompt into your AI tool:

Quiz me on sub-aerial processes that affect coastal landscapes. Ask me to explain weathering types (mechanical, chemical, biological) and their relative importance in different climatic and lithological settings. Then test me on types of mass movement at the coast: rockfall, toppling, rotational slumping, translational slides, mudflows, and soil creep. For each, I should explain the triggering factors and the role of pore water pressure, shear strength, and slope angle. Wait for each answer and correct errors.

What this helps you practise:

Understanding of sub-aerial weathering and mass movement processes and the factors controlling slope stability.

How to use it well:

Consider how climate change may affect the frequency and type of mass movement at the coast — this links to contemporary geographical debates.

Prompt 8: Coastal Management — Hard and Soft Engineering Evaluation

Copy this prompt into your AI tool:

Give me an A-Level style extended response question asking me to evaluate the effectiveness of different approaches to coastal management. After I write my answer, mark it by checking whether I have: compared hard engineering strategies (sea walls, groynes, revetments, rock armour) with soft engineering approaches (beach nourishment, managed realignment, dune stabilisation),

considered the concepts of shoreline management plans and cost-benefit analysis, evaluated the sustainability and equity implications of different approaches, and reached a substantiated conclusion. Apply the 20-mark mark scheme criteria: Level 4 requires detailed, well-evidenced evaluation with a substantiated conclusion. Provide detailed feedback on my argument structure and use of evidence.

What this helps you practise:

Constructing an evaluative extended response comparing coastal management approaches with reference to sustainability and governance.

How to use it well:

Reference specific case studies such as Holderness, Mablethorpe, or Medmerry managed realignment to support your evaluation with real-world evidence.

Prompt 9: Glacial Processes — Erosion and Weathering

Copy this prompt into your AI tool:

Test me on glacial erosion processes at A-Level depth. Ask me to explain the following one at a time: plucking (quarrying), abrasion, freeze-thaw weathering in periglacial and glacial environments, meltwater erosion, and the role of basal sliding versus internal deformation in controlling erosion rates. I should explain how ice temperature (warm-based versus cold-based glaciers) affects the type and rate of erosion. Wait for each answer and check that I connect processes to the landforms they produce.

What this helps you practise:

Detailed understanding of glacial erosion mechanisms and the factors controlling erosion rates in different glacial regimes.

How to use it well:

The distinction between warm-based and cold-based

glaciers is fundamental at A-Level — make sure you can explain how thermal regime affects all glacial processes.

Prompt 10: Glacial Landforms — Erosional and Depositional

Copy this prompt into your AI tool:

Quiz me on glacial landforms by asking me to explain the formation of each of the following one at a time: corries (cirques), aretes, pyramidal peaks, glacial troughs (U-shaped valleys), hanging valleys, ribbon lakes, roche moutonnees, drumlins, moraines (lateral, medial, terminal, ground), eskers, kames, and outwash plains. For each, I should classify it as erosional or depositional, explain the process of formation, and describe its characteristics. Wait for each answer and check for accuracy and use of correct terminology.

What this helps you practise:

Comprehensive knowledge of glacial and fluvioglacial landform formation, classification, and characteristics.

How to use it well:

Organise your revision by grouping landforms into erosional, depositional, and fluvioglacial categories — this helps you see the system as a whole.

Prompt 11: Periglacial Processes and Landforms

Copy this prompt into your AI tool:

Test me on periglacial environments at A-Level depth. Ask me to explain the following processes and landforms one at a time: permafrost (continuous and discontinuous), the active layer, frost heave, solifluction, ice wedge polygons, patterned ground, pingos (open-system and closed-system), and thermokarst landscapes. For each, I should explain

the process of formation and the role of freeze-thaw cycles. Then ask me to discuss the challenges of human activity in periglacial environments and the impacts of climate change on permafrost degradation. Wait for each answer. Finally, ask me to consider how this material connects to a synoptic essay — the examiner rewards links between periglacial processes and climate change, carbon cycling, and resource management.

What this helps you practise:

Understanding periglacial processes, landforms, and the contemporary significance of permafrost degradation.

How to use it well:

Periglacial environments are increasingly examined in the context of climate change — prepare to discuss feedback loops involving permafrost thaw and methane release.

Prompt 12: Tectonic Hazard Profiles and Vulnerability

Copy this prompt into your AI tool:

Ask me to explain the concept of a hazard profile and how the characteristics of a tectonic hazard (magnitude, frequency, predictability, speed of onset, spatial extent, and duration) vary between different types of event. Then ask me to compare the vulnerability and resilience of two contrasting locations that have experienced tectonic hazards — one in a high-income country and one in a low-income country. I should discuss governance, preparedness, infrastructure, social inequality, and the concept of the disaster risk equation. Wait for my answer and check for balanced, evidence-based comparison.

What this helps you practise:

Comparing hazard profiles and analysing differential

vulnerability and resilience across development contexts.

How to use it well:

Use specific paired case studies such as the 2011 Tohoku earthquake versus the 2015 Nepal earthquake to provide concrete evidence for your comparison.

Section 2

Water and Carbon Cycles

The water and carbon cycles are fundamental systems that A-Level Geography students must understand in depth. These are not simply factual topics to memorise — they require genuine systems thinking, an understanding of stores, flows, and feedback mechanisms, and the ability to analyse how human activity is disrupting natural cycles at local, regional, and global scales. You need to move beyond describing what happens to explaining why flows change, how stores are affected, and what the consequences are for landscapes and climate.

At A-Level, you are expected to understand the water cycle as a closed global system but an open system at the drainage basin scale, and to analyse the carbon cycle in terms of geological (slow) and biological (fast) processes. You must be able to explain how these cycles interact — for example, how changes to the carbon cycle drive climate change, which in turn alters precipitation patterns and water availability.

These prompts will challenge you to explain the mechanics of both cycles in detail, analyse how human activities such as deforestation, urbanisation, and fossil fuel combustion disrupt natural flows, and evaluate the implications for water security, climate change, and environmental management. They will push you towards the synoptic thinking that earns the highest A-Level marks.

Prompt 13: The Global Water Cycle — Stores and Flows

Copy this prompt into your AI tool:

Test me on the global water cycle at A-Level depth. Ask me to identify and explain the major stores of water (oceans, ice caps and glaciers, groundwater, surface water, atmosphere, biosphere) and the key flows between them (evaporation, transpiration, condensation, precipitation, infiltration, percolation, throughflow, overland flow, groundwater flow, and runoff). For each flow, I should explain the driving forces and the factors that affect its rate. Wait for each answer and check I demonstrate understanding of the water cycle as a closed system at the global scale.

What this helps you practise:

Comprehensive understanding of water cycle stores, flows, and driving forces at the global scale.

How to use it well:

Quantify where possible — knowing that oceans hold approximately 97% of global water demonstrates the kind of precise knowledge examiners reward.

Prompt 14: Drainage Basin Hydrology

Copy this prompt into your AI tool:

Ask me to explain the drainage basin as an open system, identifying inputs (precipitation), outputs (evapotranspiration, channel flow to the sea), stores (soil moisture, groundwater, channel storage, interception storage), and transfers (infiltration, percolation, throughflow, overland flow, stemflow).

Then give me a scenario — such as a forested drainage basin that is cleared for agriculture — and ask me to predict and explain how the water balance and storm hydrograph would change. Wait for my answer and check that I use systems terminology and explain the chain of consequences logically.

What this helps you practise:

Application of systems thinking to drainage basin

hydrology and prediction of hydrological change following land use modification.

How to use it well:

Practise drawing annotated diagrams of the drainage basin system — being able to visualise stores and transfers helps you answer systems questions confidently.

Prompt 15: Storm Hydrographs — Advanced Interpretation

Copy this prompt into your AI tool:

Present me with a description of two contrasting drainage basins — one with impermeable geology, steep slopes, and urban land use, and one with permeable geology, gentle slopes, and dense vegetation. Ask me to predict the storm hydrograph characteristics for each (lag time, peak discharge, rising limb gradient, recession limb shape, and base flow contribution) and explain the physical reasons for the differences. Then ask me how climate change might alter the hydrograph response in each basin.

Wait for my answer and challenge any reasoning that is not fully explained.

What this helps you practise:

Advanced hydrograph interpretation and the ability to predict and explain hydrological response to contrasting basin characteristics.

How to use it well:

Always explain the mechanism — do not just state that impermeable rock causes higher peak discharge, but explain that water cannot infiltrate and so travels as overland flow, reaching the channel faster.

Prompt 16: The Carbon Cycle — Stores and Fluxes

Copy this prompt into your AI tool:

Test me on the carbon cycle at A-Level depth. Ask me to identify and quantify the major carbon stores (lithosphere, hydrosphere, atmosphere, biosphere, pedosphere) and explain the key fluxes: photosynthesis, respiration, decomposition, combustion, volcanic outgassing, ocean-atmosphere exchange, and weathering. For each flux, I should explain the process and whether it transfers carbon quickly (fast carbon cycle) or slowly (slow/geological carbon cycle). Wait for each answer and check for accurate use of terminology such as sequestration, carbon sink, carbon source, and net primary productivity.

What this helps you practise:

Comprehensive knowledge of carbon cycle stores, fluxes, and the distinction between fast and slow carbon cycling.

How to use it well:

Learn approximate figures for major stores and fluxes — for example, the atmosphere contains approximately 850 GtC while the oceans hold approximately 38,000 GtC.

Prompt 17: Human Disruption of the Carbon Cycle

Copy this prompt into your AI tool:

Ask me to explain how human activities have disrupted the carbon cycle. Test me on the following one at a time: fossil fuel combustion (transferring carbon from lithosphere to atmosphere), deforestation (reducing biosphere store and photosynthetic uptake), cement production, land use change, and the role of positive feedback mechanisms such as permafrost thaw releasing methane and reduced albedo from ice loss. For each, I should explain the specific process by which the disruption occurs and its effect on atmospheric

carbon dioxide concentrations. Wait for each answer and push me to quantify impacts where possible.

What this helps you practise:

Detailed understanding of the mechanisms by which human activity disrupts carbon stores and fluxes, including feedback loops.

How to use it well:

Link your answers to the concept of the enhanced greenhouse effect and be prepared to discuss the relative contribution of different human activities to total emissions.

Prompt 18: Water Cycle — Human Impacts and Management

Copy this prompt into your AI tool:

Quiz me on how human activity affects the water cycle at different scales. Ask me to explain the impacts of the following one at a time: urbanisation (increased impermeable surfaces, reduced infiltration, increased surface runoff), deforestation (reduced interception and transpiration, increased soil erosion and runoff), dam construction (altered downstream flows, changed sediment transport, reservoir evaporation), irrigation and water abstraction (lowering of water tables, salinisation), and climate change (altered precipitation patterns, glacier retreat, sea-level rise). For each, I should explain the impact on specific stores and flows within the water cycle. Wait for each answer.

What this helps you practise:

Analysis of human impacts on water cycle components at local, regional, and global scales.

How to use it well:

Use specific case studies such as the Aral Sea, the Three Gorges Dam, or the Ogallala Aquifer to ground your answers in real-world evidence.

Prompt 19: Ocean-Atmosphere Carbon Exchange

Copy this prompt into your AI tool:

Test me on the role of the oceans in the carbon cycle. Ask me to explain the biological pump, the solubility pump, and thermohaline circulation and their roles in transferring carbon between the atmosphere and the deep ocean. Then ask me to explain how ocean acidification occurs, what its consequences are for marine ecosystems, and how rising ocean temperatures may reduce the ocean's capacity to absorb carbon dioxide (creating a positive feedback). Wait for each answer and check that I explain the underlying chemistry and physical processes accurately.

What this helps you practise:

Understanding of ocean carbon cycling processes, ocean acidification, and the implications of warming for carbon uptake.

How to use it well:

The interaction between carbon and water cycles is a key synoptic theme — prepare to discuss how changes in one cycle affect the other.

Prompt 20: Carbon Cycle — Geological Timescales

Copy this prompt into your AI tool:

Ask me to explain the slow (geological) carbon cycle, including the processes of chemical weathering of silicate rocks, formation of carbonate sediments on the ocean floor, subduction and metamorphism, and volcanic outgassing. I should explain how these processes operate over millions of years and how they have regulated atmospheric CO₂ concentrations over geological time. Then ask me to compare the rate of geological carbon cycling with the rate at which humans are currently releasing

carbon from fossil fuels. Wait for my answer and check for accurate timescale comparisons.

What this helps you practise:

Understanding of the geological carbon cycle and its role in long-term climate regulation.

How to use it well:

Emphasise the contrast between geological timescales and the speed of anthropogenic carbon release — this demonstrates the critical thinking examiners reward.

Prompt 21: Water and Carbon Cycles — Synoptic Links

Copy this prompt into your AI tool:

Give me an A-Level style synoptic question that requires me to analyse the connections between the water cycle and the carbon cycle. For example, ask me to explain how deforestation in a tropical rainforest simultaneously disrupts both cycles, or how climate change-driven glacier retreat affects both water availability and carbon storage. After I write my answer, mark it against A-Level criteria using the mark scheme levels: have I identified specific links between the two cycles, used accurate process language, included case study evidence, and demonstrated understanding of feedback mechanisms? A Level 4 response requires synoptic connections that are analytical rather than descriptive. Provide detailed feedback.

What this helps you practise:

Constructing synoptic arguments that connect water and carbon cycle processes and demonstrate understanding of Earth system interactions.

How to use it well:

Synoptic questions require you to see geography as interconnected systems rather than separate topics

— practise making links between any two topics whenever you revise.

Prompt 22: Climate Change and the Water Cycle

Copy this prompt into your AI tool:

Ask me to explain how climate change is altering the water cycle at global and regional scales. Test me on: changes to precipitation patterns and intensity, accelerated glacier and ice sheet melting, altered evapotranspiration rates, changes to soil moisture and groundwater recharge, increased frequency of droughts and floods, and rising sea levels. For each, I should explain the physical mechanism linking rising temperatures to the hydrological change. Then ask me to discuss the implications for water security in a specific region I have studied. Wait for each answer.

What this helps you practise:

Understanding of the mechanisms by which climate change disrupts the water cycle and the implications for water security.

How to use it well:

Connect your answers to the concept of water stress and consider how climate change interacts with population growth and economic development to create water security challenges.

Prompt 23: Tropical Rainforest – Water and Carbon Cycling

Copy this prompt into your AI tool:

Test me on how water and carbon cycle through a tropical rainforest ecosystem. Ask me to explain the high rates of evapotranspiration and convective rainfall recycling, the rapid nutrient cycling and high net primary productivity, the large biomass carbon store and the role of the litter layer, and the

importance of mycorrhizal networks in nutrient transfer. Then ask me to explain how deforestation disrupts these cycling processes and what the local and global consequences are. Wait for each answer and check that I explain the interconnections between water and carbon cycling rather than treating them as separate topics.

What this helps you practise:

Integrated understanding of water and carbon cycling in tropical rainforest ecosystems and the consequences of disruption.

How to use it well:

This is an excellent topic for demonstrating synoptic thinking — practise explaining how disruption to one cycle cascades through the other.

Section 3

Ecosystems, Biodiversity, and Environmental Management

At A-Level, the study of ecosystems goes far beyond describing the characteristics of biomes. You need to understand ecosystems as dynamic systems with energy flows, nutrient cycling, trophic structures, and complex interdependencies that can be disrupted by both natural and anthropogenic forces. The concepts of succession, climatic climax communities, and the role of disturbance regimes are fundamental to understanding how ecosystems develop, change, and respond to pressure.

Biodiversity is examined not just as a concept to define but as a measurable quantity with ecological, economic, and ethical dimensions. You must understand the drivers of biodiversity loss — habitat destruction, climate change, pollution, overexploitation, and invasive species — and critically evaluate conservation strategies ranging from protected areas and habitat corridors to international agreements and ecosystem services valuation.

These prompts will test your understanding of ecological concepts at A-Level depth, challenge you to evaluate conservation and management strategies using real-world evidence, and push you to consider the ethical, economic, and political dimensions of environmental decision-making. They will help you build the kind of nuanced, evidence-based arguments that examiners reward at the highest grades.

Prompt 24: Ecosystem Energy Flows and Trophic Levels

Copy this prompt into your AI tool:

Test me on energy flow through ecosystems at A-Level depth. Ask me to explain the concepts of gross primary productivity (GPP), net primary productivity (NPP), the relationship $NPP = GPP - R$, and how energy is transferred between trophic levels with approximately 10% efficiency at each stage. I should explain why energy transfer is inefficient and where energy is lost at each trophic level. Then ask me what factors affect the NPP of an ecosystem and how NPP varies between biomes. Wait for each answer and check for quantitative understanding.

What this helps you practise:

Understanding of ecosystem energy flows, productivity measures, and the ecological significance of energy transfer efficiency.

How to use it well:

Be prepared to compare NPP across biomes — knowing that tropical rainforests have high NPP due to high insolation, temperature, and moisture demonstrates strong ecological knowledge.

Prompt 25: Nutrient Cycling — Gersmehl Diagrams

Copy this prompt into your AI tool:

Ask me to explain nutrient cycling in ecosystems using the Gersmehl model. I should identify the three stores (biomass, litter, soil) and the transfers between them (fallout, decomposition, uptake, weathering of parent material, runoff, leaching). Then present me with two contrasting biomes — such as tropical rainforest and tundra — and ask me to compare the relative size of stores and the speed of transfers in each. Wait for my answer and check that I explain the climatic reasons for the differences and can draw or describe the contrasting Gersmehl diagrams accurately.

What this helps you practise:

Application of the Gersmehl nutrient cycling model to contrasting biomes and explanation of climatic controls on cycling rates.

How to use it well:

Practise sketching Gersmehl diagrams for different biomes from memory — the relative sizes of the circles and arrows are important and commonly examined.

Prompt 26: Ecological Succession

Copy this prompt into your AI tool:

Test me on the concept of ecological succession. Ask me to explain the following one at a time: primary succession (on bare surfaces such as lava flows or glacial till), secondary succession (on disturbed surfaces with existing soil), the role of pioneer species in colonisation and soil development, the concept of seral stages and seral communities, and the idea of a climatic climax community. Then ask me to explain what a plagioclimax is and give examples of how human activity can arrest succession. Wait for each answer and push me to use specific ecological terminology.

What this helps you practise:

Understanding of successional processes from pioneer communities to climatic climax and the concept of arrested succession.

How to use it well:

Link succession to specific case studies such as primary succession on Surtsey or sand dune succession at a named coastal site.

Prompt 27: Biodiversity — Measurement and Significance

Copy this prompt into your AI tool:

Quiz me on biodiversity at A-Level depth. Ask me to define biodiversity at three scales (genetic, species, and ecosystem diversity) and explain why each level matters. Then ask me to explain how biodiversity is measured using species richness and Simpson's Diversity Index, including the formula. Present me with a simple dataset and ask me to calculate the index. Then ask me to explain the ecological, economic, and ethical arguments for conserving biodiversity. Wait for each answer and check for accurate calculation and well-reasoned arguments.

What this helps you practise:

Understanding biodiversity at multiple scales, calculating Simpson's Diversity Index, and articulating the case for conservation.

How to use it well:

Practise the Simpson's Diversity Index calculation until it is automatic — you may be asked to calculate it from data in the exam.

Prompt 28: Drivers of Biodiversity Loss

Copy this prompt into your AI tool:

Test me on the main drivers of biodiversity loss. Ask me to explain each of the following one at a time: habitat destruction and fragmentation, climate change and shifting biome boundaries, overexploitation (overfishing, overhunting, overgrazing), pollution (eutrophication, acidification, plastic pollution), and invasive species. For each driver, I should explain the mechanism by which it reduces biodiversity and give a specific example.

Then ask me which driver I consider the most significant globally and why. Wait for each answer and challenge my reasoning.

What this helps you practise:

Detailed understanding of the mechanisms driving

biodiversity loss and the ability to evaluate their relative significance.

How to use it well:

Use specific, well-evidenced examples for each driver — such as deforestation in Borneo, overfishing of North Atlantic cod, or the impact of invasive grey squirrels in the UK.

Prompt 29: Conservation Strategies — Protected Areas and Corridors

Copy this prompt into your AI tool:

Ask me to evaluate the effectiveness of protected areas as a conservation strategy. I should discuss national parks, nature reserves, marine protected areas, and biosphere reserves, considering their strengths (legal protection, habitat preservation, scientific research) and limitations (funding, enforcement, edge effects, political boundaries versus ecological boundaries). Then ask me to explain the concept of wildlife corridors and ecological networks and evaluate their role in maintaining biodiversity in fragmented landscapes. Wait for each answer and check for balanced evaluation.

What this helps you practise:

Critical evaluation of protected area strategies and ecological connectivity approaches to conservation.

How to use it well:

Reference specific examples such as the Yellowstone to Yukon corridor or UK national park designations to support your evaluation with evidence.

Prompt 30: Ecosystem Services and Valuation

Copy this prompt into your AI tool:

Test me on the concept of ecosystem services. Ask me to explain the four categories of ecosystem services (provisioning, regulating, cultural, and

supporting) and give specific examples of each. Then ask me to evaluate the approach of placing economic value on ecosystem services as a strategy for conservation. I should discuss the strengths (making nature's value visible to policymakers, cost-benefit analysis) and limitations (ethical objections to commodifying nature, difficulty of accurate valuation, risk of only protecting economically valuable ecosystems). Wait for each answer and push me to develop a nuanced argument.

What this helps you practise:

Understanding ecosystem services classification and critical evaluation of economic valuation as a conservation approach.

How to use it well:

The debate about whether nature should be valued in economic terms is a common essay theme — prepare arguments on both sides with specific examples.

Prompt 31: Tropical Rainforest Biodiversity and Management

Copy this prompt into your AI tool:

Give me an A-Level style extended response question about the management of tropical rainforest biodiversity. After I write my answer, mark it by checking whether I have: discussed the exceptional biodiversity of tropical rainforests and the reasons for it (stable climate, high NPP, niche specialisation), analysed the threats (deforestation for agriculture, logging, mining, urbanisation), evaluated management strategies (protected areas, REDD+, sustainable forestry, ecotourism, indigenous land rights), and reached a substantiated conclusion about the most effective approaches. Provide detailed feedback on my argument quality and use of evidence.

What this helps you practise:

Extended evaluative writing about tropical rainforest management integrating ecological knowledge with governance and development issues.

How to use it well:

Include evidence from specific countries such as Brazil, Indonesia, or the Democratic Republic of Congo to demonstrate detailed case study knowledge.

Prompt 32: Marine Ecosystems and Threats

Copy this prompt into your AI tool:

Test me on marine ecosystem threats at A-Level depth. Ask me to explain the following one at a time: ocean acidification (mechanism and impacts on calcifying organisms), coral bleaching (thermal stress, zooxanthellae expulsion, and recovery potential), overfishing and trophic cascades, plastic pollution and its impacts on marine food webs, and nutrient pollution leading to eutrophication and dead zones. For each, I should explain the process, the ecological consequences, and one management strategy. Wait for each answer and correct any scientific inaccuracies.

What this helps you practise:

Understanding of marine ecosystem threats, their ecological mechanisms, and management responses.

How to use it well:

Marine ecosystems provide excellent examples for synoptic answers linking carbon cycling, climate change, and biodiversity — practise making these connections.

Prompt 33: Biome Distribution and Climate

Copy this prompt into your AI tool:

Ask me to explain the global distribution of major biomes (tropical rainforest, savanna, hot desert,

temperate grassland, temperate deciduous forest, boreal forest/taiga, tundra) and the climatic factors that control their distribution — particularly temperature, precipitation, and seasonality. Then ask me to explain how climate change is predicted to shift biome boundaries and what the ecological consequences of these shifts might be, including the concept of biome lag where communities cannot migrate fast enough to track changing conditions.

Wait for each answer and check for accurate biogeographical knowledge.

What this helps you practise:

Understanding the climatic controls on biome distribution and the predicted impacts of climate change on biome boundaries.

How to use it well:

Link biome distribution to atmospheric circulation patterns — this demonstrates the kind of synoptic understanding that earns high marks.

Prompt 34: Local Ecosystem — Fieldwork-Based Study

Copy this prompt into your AI tool:

Ask me to design a fieldwork investigation to study the biodiversity or succession of a local ecosystem such as a sand dune, rocky shore, woodland, or hedgerow. I should explain my hypothesis or research question, the sampling strategy (random, systematic, or stratified), the equipment and techniques I would use (quadrats, transects, identification keys, soil testing, Simpson's Diversity Index), how I would record and present the data, and how I would evaluate the reliability and accuracy of my results. Ask each part one at a time and check that my methodology is scientifically rigorous and appropriate for the ecosystem.

What this helps you practise:

Designing a scientifically rigorous fieldwork investigation for a local ecosystem study.

How to use it well:

This directly supports your NEA preparation — use this prompt to practise justifying methodological choices, which is a key component of the independent investigation.

Section 4

Changing Places

Changing Places is a distinctive A-Level Geography topic that bridges human and physical geography by examining the relationships between people and the places they inhabit. It requires you to think about place as a contested concept — shaped by location, physical geography, demographic and socio-economic characteristics, and the cultural meaning people attach to it. You must understand the difference between place as a location with measurable characteristics and place as a subjective experience influenced by personal histories, emotions, and cultural narratives.

At A-Level, you need to engage with theoretical frameworks including the concepts of insider and outsider perspectives, sense of place, placelessness, the role of agents of change (government, planners, developers, community groups, corporations, and media), and how places are represented through maps, art, photography, literature, and data. You should be able to analyse both quantitative data (census statistics, employment data, deprivation indices) and qualitative sources (oral histories, photographs, art) to build a nuanced understanding of place.

These prompts will test your ability to analyse how and why places change, evaluate the role of different agents and processes in shaping places, critically examine place representations, and construct arguments that integrate quantitative evidence with qualitative understanding. They will push you towards the kind of sophisticated, theoretically informed analysis that earns the highest marks.

Prompt 35: Defining Place — Location, Locale, and Sense of Place

Copy this prompt into your AI tool:

Test me on the concept of place at A-Level depth. Ask me to explain the distinction between location (coordinates and position), locale (the physical setting and built environment where social relations are constituted), and sense of place (the subjective emotional and cultural meanings attached to a place). I should reference Agnew's three-part definition and explain how each dimension contributes to our understanding of place. Then ask me to give examples that illustrate the difference. Wait for each answer and check for accurate use of geographical theory.

What this helps you practise:

Understanding and applying Agnew's definition of place and the distinction between objective and subjective dimensions of place.

How to use it well:

Grounding your answers in Agnew's framework demonstrates theoretical understanding — examiners reward students who can reference and apply geographical theory.

Prompt 36: Insider and Outsider Perspectives

Copy this prompt into your AI tool:

Ask me to explain the concepts of insider and outsider perspectives on place. I should explain how people who live in a place (insiders) experience and understand it differently from those who visit, study, or represent it from the outside (outsiders). Ask me to discuss how factors such as length of residence, age, gender, ethnicity, socio-economic status, and personal history shape an individual's sense of place. Then ask me to apply these concepts to a specific place I have studied, explaining how different

groups might experience the same place differently.

Wait for each answer.

What this helps you practise:

Understanding how personal characteristics and lived experience shape insider and outsider perspectives on place.

How to use it well:

Use your own case study places to illustrate these concepts — discussing real examples you have researched demonstrates deeper engagement than generic answers.

Prompt 37: Place Profiles — Quantitative and Qualitative Evidence

Copy this prompt into your AI tool:

Ask me to explain how a place profile is constructed using both quantitative data (census data, employment statistics, demographic indicators, Index of Multiple Deprivation scores) and qualitative evidence (oral histories, photographs, field sketches, artistic representations, personal narratives). I should explain the strengths and limitations of each type of evidence and how they complement each other. Then present me with a specific dataset — such as census comparison data for a neighbourhood over two decades — and ask me to interpret what the data reveals about how the place has changed.

Wait for each answer.

What this helps you practise:

Constructing and interpreting place profiles using mixed-methods evidence and evaluating the strengths and limitations of different data sources.

How to use it well:

Practise interpreting real census data and deprivation indices for your case study areas — the ability to read and analyse data confidently is essential for the exam.

Prompt 38: Agents of Change

Copy this prompt into your AI tool:

Test me on the agents that drive place change. Ask me to explain the role of each of the following one at a time: national and local government (policy, planning, investment), transnational corporations (investment, employment, globalisation), community and grassroots organisations (protest, community-led regeneration), developers and property markets (gentrification, redevelopment), demographic change (migration, ageing populations, suburbanisation), and infrastructure investment (transport links, digital connectivity). For each, I should give a specific example from a place I have studied. Wait for each answer and check that I connect the agent to a real place and explain the mechanism of change.

What this helps you practise:

Identifying and analysing the role of different agents in driving place change, with place-specific evidence.

How to use it well:

Build a bank of specific examples linking agents to places — for instance, how government-led regeneration transformed an area or how a TNC closure caused economic decline.

Prompt 39: Globalisation and Place Change

Copy this prompt into your AI tool:

Ask me to explain how globalisation has affected places at different scales. I should discuss how global flows of capital, labour, information, and culture have transformed specific places — both positively (economic growth, cultural diversity, connectivity) and negatively (homogenisation, loss of local identity, economic vulnerability to global shifts). Then ask me to evaluate the concept of

placelessness as described by Relph and whether globalisation inevitably leads to placelessness. Wait for my answer and challenge me to support my argument with specific place-based evidence.

What this helps you practise:

Analysing the impact of globalisation on places and critically evaluating the concept of placelessness.

How to use it well:

Reference Relph's concept of placelessness and consider whether chain stores and global brands genuinely destroy local character or whether local identity persists in other ways.

Prompt 40: Place Representation — Media and Art

Copy this prompt into your AI tool:

Test me on how places are represented through different media and art forms. Ask me to explain how the following shape perceptions of place, one at a time: maps and cartography, photography, literature and poetry, film and television, social media, and official marketing or place branding. For each, I should explain how the representation might differ from the lived experience of the place and whose perspective it reflects. Then ask me to analyse a specific example of place representation that I have studied and evaluate how accurate or misleading it is. Wait for each answer.

What this helps you practise:

Critical analysis of place representations across different media and understanding of whose perspectives they privilege.

How to use it well:

Prepare specific examples of place representations — such as a tourist brochure versus a resident's account of the same place — to use as evidence in exam answers.

Prompt 41: Gentrification — Causes and Consequences

Copy this prompt into your AI tool:

Ask me to explain the process of gentrification at A-Level depth. I should define gentrification, explain the factors that drive it (property value gaps, cultural preferences, transport investment, policy incentives), and analyse the consequences for different groups — both the incoming residents and the existing community. Ask me to discuss displacement, cultural change, rising living costs, improved services, and debates about whether gentrification represents positive regeneration or social exclusion. I should reference a specific place I have studied. Wait for my answer and check for balanced analysis.

What this helps you practise:

Understanding the process, drivers, and contested consequences of gentrification with place-specific evidence.

How to use it well:

Gentrification is inherently contested — prepare to argue both sides and reach a nuanced conclusion that acknowledges complexity.

Prompt 42: Deindustrialisation and Place Identity

Copy this prompt into your AI tool:

Give me an A-Level style extended response question about how deindustrialisation has affected the identity and character of a named place. After I write my answer, mark it by checking whether I have: explained the economic changes that caused deindustrialisation, analysed the social and cultural impacts on the place and its residents, discussed how the loss of industry affected sense of place and

community identity, evaluated regeneration attempts and their success, and used specific evidence from my case study. Apply the 20-mark mark scheme criteria — Level 4 requires a response that is detailed, evaluative, and reaches a substantiated conclusion supported by specific place-based evidence. Provide detailed feedback on my argument structure and depth of analysis.

What this helps you practise:

Extended evaluative writing connecting economic change to place identity, community, and regeneration.

How to use it well:

Choose a place with a clear industrial heritage such as Sheffield, Detroit, or a Welsh valley town and research specific statistics and qualitative evidence to support your answer.

Prompt 43: Rural Place Change

Copy this prompt into your AI tool:

Test me on how rural places have changed and the challenges they face. Ask me to explain the following processes one at a time: counter-urbanisation and its impact on rural communities, agricultural change and mechanisation, the decline of rural services, second home ownership and its effects on housing affordability and community cohesion, and the role of tourism in reshaping rural economies and landscapes. For each, I should explain the mechanism and give a specific example from a UK or international rural place. Then ask me to evaluate whether rural change has been predominantly positive or negative. Wait for each answer.

What this helps you practise:

Understanding the drivers and consequences of rural place change and evaluating their overall impact.

How to use it well:

Rural change questions often require you to consider different perspectives — long-term residents, newcomers, farmers, tourists — so prepare to discuss contested viewpoints.

Prompt 44: Place Study — NEA and Fieldwork Connections

Copy this prompt into your AI tool:

Ask me to design a place study investigation that could form part of an A-Level geography independent investigation. I should propose a research question about how a specific place has changed or how it is perceived by different groups. Ask me to explain my methodology, including the use of both quantitative data (census comparisons, land use surveys, questionnaires) and qualitative techniques (interviews, photographs, oral histories, mental maps). I should explain how I would analyse and present my findings and how I would evaluate the limitations of my study. Ask each part one at a time and check that my methodology is rigorous.

What this helps you practise:

Designing a mixed-methods place study investigation suitable for the A-Level independent investigation.

How to use it well:

Use this prompt to refine your NEA methodology — the ability to justify your choices of data collection and analysis is heavily assessed.

Prompt 45: Reimagining and Place Branding

Copy this prompt into your AI tool:

Ask me to explain the concept of reimagining and place branding as strategies for regeneration. I should define what reimagining means and explain how places use strategies such as flagship developments, cultural events, heritage tourism, city

of culture bids, and marketing campaigns to change external perceptions and attract investment. Then ask me to evaluate the effectiveness of reimagining by considering whether it addresses the needs of local residents or primarily serves external audiences. I should reference a specific case study. Wait for my answer and challenge me to consider the perspectives of different stakeholders.

What this helps you practise:

Critical evaluation of reimagining strategies and their effectiveness for different stakeholders.

How to use it well:

Prepare a specific reimagining case study such as the Liverpool Capital of Culture bid, the London Docklands redevelopment, or the Bilbao Guggenheim effect.

Section 5

Global Systems, Governance, and Resource Security

This section addresses some of the most significant themes in contemporary geography: how global systems of trade, finance, migration, and information connect places and create patterns of interdependence, inequality, and conflict. At A-Level, you need to understand globalisation not just as a process of increasing interconnection but as a contested phenomenon with winners and losers at every scale, from the individual worker to the nation state.

Global governance — the frameworks, institutions, and agreements that attempt to manage global challenges — is central to this topic. You need to critically evaluate the role of organisations such as the World Trade Organization, the International Monetary Fund, the World Bank, the United Nations, and regional trading blocs, considering questions of power, representation, and effectiveness. Resource security — particularly energy, water, and food — connects these governance questions to the physical geography of resource distribution and the geopolitics of access and control.

These prompts will challenge you to analyse global systems with reference to specific case studies and data, evaluate governance mechanisms and their effectiveness, and discuss resource security issues with an understanding of the physical, economic, and political dimensions involved. They push you towards the kind of multi-scale, evidence-based analysis that characterises the strongest A-Level answers.

Prompt 46: Dimensions of Globalisation

Copy this prompt into your AI tool:

Test me on the different dimensions of globalisation.

Ask me to explain each of the following one at a time: economic globalisation (trade, FDI, TNCs, global supply chains), political globalisation (international organisations, treaties, supranational governance), social globalisation (migration, cultural diffusion, global media), and technological globalisation (the internet, containerisation, telecommunications). For each, I should give a specific example and explain how it has increased global interconnection. Then ask me to evaluate whether globalisation has been a predominantly positive or negative force. Wait for each answer.

What this helps you practise:

Understanding the multiple dimensions of globalisation and evaluating its overall impact with specific evidence.

How to use it well:

Avoid treating globalisation as a single process — examiners reward answers that distinguish between economic, political, social, and cultural dimensions.

Prompt 47: Global Trade and Unequal Flows

Copy this prompt into your AI tool:

Ask me to explain the pattern of global trade flows and why they are unequal. I should discuss the historical roots of trade inequality (colonialism, terms of trade), the role of trade agreements and trading blocs (EU, NAFTA/USMCA, ASEAN), the debate between free trade and protectionism, and the concept of unequal exchange. Then ask me to evaluate the role of the WTO in managing global trade and whether it has reduced or reinforced inequality between nations. Wait for my answer and check for balanced analysis using specific evidence.

What this helps you practise:

Analysis of global trade patterns, trade governance, and the debate about whether trade promotes development or entrenches inequality.

How to use it well:

Use specific trade data and case studies — such as the terms of trade for primary commodity exporters — to support your arguments with evidence rather than generalisations.

Prompt 48: Transnational Corporations — Power and Impact

Copy this prompt into your AI tool:

Quiz me on the role of transnational corporations in the global economy. Ask me to explain how TNCs operate through global production networks and supply chains, why they locate different parts of their operations in different countries (comparative advantage, labour costs, tax incentives, market access), and what their impacts are on host countries (employment, technology transfer, environmental degradation, cultural homogenisation, tax avoidance). I should reference a specific TNC case study. Then ask me to evaluate whether TNCs are a force for development or exploitation. Wait for each answer.

What this helps you practise:

Detailed analysis of TNC operations, spatial strategies, and contested impacts on host countries and the global economy.

How to use it well:

Choose a TNC you have studied in detail — such as Apple, Unilever, or a fast fashion company — and know specific facts about its global operations and impacts.

Prompt 49: Global Migration Flows

Copy this prompt into your AI tool:

Test me on global migration patterns and governance. Ask me to explain the following one at a time: the drivers of international migration (economic, political, environmental, social), the distinction between voluntary and forced migration, the impacts on source countries (remittances, brain drain, demographic change) and destination countries (labour supply, cultural diversity, social tension, pressure on services), and the role of international governance frameworks (UNHCR, the Global Compact on Migration, EU freedom of movement). I should use specific case studies for each point. Wait for each answer.

What this helps you practise:

Understanding global migration patterns, drivers, impacts, and governance frameworks with specific evidence.

How to use it well:

Migration questions require sensitivity and balance — examiners reward answers that consider the perspectives of migrants, source countries, and destination countries.

Prompt 50: Energy Security

Copy this prompt into your AI tool:

Ask me to explain the concept of energy security and the factors that affect it. I should discuss the global distribution of fossil fuel reserves, the geopolitics of energy supply (OPEC, energy pipelines, energy dependency), the transition from fossil fuels to renewable energy sources (wind, solar, nuclear, hydroelectric, geothermal), and the challenges of achieving energy security in a carbon-constrained world. Then ask me to evaluate the energy security challenges facing a specific country or region I have

studied. Wait for each answer and check that I balance physical, economic, and political factors.

What this helps you practise:

Analysis of energy security encompassing resource distribution, geopolitics, and the energy transition.

How to use it well:

Link energy security to carbon cycling and climate change governance — this demonstrates the synoptic thinking that earns the highest marks.

Prompt 51: Food Security and Agricultural Systems

Copy this prompt into your AI tool:

Test me on food security at A-Level depth. Ask me to explain the concept of food security (availability, access, utilisation, and stability), the factors that threaten it (population growth, climate change, soil degradation, water scarcity, conflict, price volatility), and the debate between technological solutions (GM crops, precision agriculture, vertical farming) and agroecological approaches (organic farming, permaculture, local food systems). I should reference specific case studies from both high-income and low-income contexts. Then ask me to evaluate which approach is most likely to achieve sustainable food security. Wait for each answer.

What this helps you practise:

Understanding food security dimensions, threats, and the contested debate between technological and agroecological solutions.

How to use it well:

Food security connects to the water cycle, carbon cycle, ecosystems, and global governance — use this as an opportunity to demonstrate synoptic understanding.

Prompt 52: Water Security and Conflict

Copy this prompt into your AI tool:

Ask me to explain the concept of water security and analyse why water scarcity is increasingly a source of geopolitical tension. I should discuss physical water scarcity versus economic water scarcity, the concept of virtual water and water footprints, transboundary water disputes (such as the Nile, the Jordan, or the Indus), and the role of dams and water transfer schemes. Then ask me to evaluate the effectiveness of international agreements and governance mechanisms in managing transboundary water resources. Wait for each answer and check for specific case study evidence.

What this helps you practise:

Analysis of water security issues, transboundary water governance, and the geopolitics of water scarcity.

How to use it well:

Choose a specific transboundary water dispute to study in detail — knowing the political and physical geography of one dispute thoroughly is more valuable than superficial knowledge of many.

Prompt 53: Global Governance of Climate Change

Copy this prompt into your AI tool:

Quiz me on the global governance of climate change. Ask me to explain the role of the UNFCCC, the Kyoto Protocol, and the Paris Agreement, including their key mechanisms (emissions targets, carbon trading, the concept of common but differentiated responsibilities, the Green Climate Fund). Then ask me to evaluate the effectiveness of these agreements by considering their achievements and limitations (voluntary commitments, enforcement challenges, the gap between pledges and action, the tension between development and decarbonisation). I should

reference specific evidence. Wait for each answer and push me to develop a critical evaluation.

What this helps you practise:

Understanding and critical evaluation of international climate change governance mechanisms.

How to use it well:

Keep up to date with the latest COP outcomes and emissions data — examiners value current awareness in global governance answers.

Prompt 54: Sovereignty and Territorial Disputes

Copy this prompt into your AI tool:

Test me on how sovereignty and territorial disputes relate to resource access and global governance. Ask me to explain a specific territorial or maritime dispute I have studied — such as the South China Sea, the Arctic, or the Falkland Islands — covering the geographic context, the resources at stake, the claims of different nations, and the role of international law (UNCLOS) in attempting to resolve the dispute. Wait for my answer and check whether I have analysed the dispute from multiple perspectives and considered the role of power asymmetries in shaping outcomes.

What this helps you practise:

Analysis of territorial disputes with reference to resource geopolitics, sovereignty, and international law.

How to use it well:

Territorial disputes are excellent case studies for demonstrating the interplay between physical geography, governance, and power — prepare one in thorough detail.

Prompt 55: Supranational Organisations and Global Power

Copy this prompt into your AI tool:

Ask me to evaluate the role and effectiveness of supranational organisations in managing global challenges. Test me on the following one at a time: the United Nations (peacekeeping, sustainable development goals), the World Trade Organization (trade rules, dispute resolution), the International Monetary Fund (financial stability, structural adjustment), the World Bank (development lending), and regional organisations such as the EU and AU. For each, I should explain its purpose, give an example of its influence, and identify one criticism of its effectiveness. Then ask me to assess whether supranational organisations are becoming more or less powerful in global governance. Wait for each answer.

What this helps you practise:

Critical evaluation of supranational organisations, their roles in global governance, and debates about their effectiveness and legitimacy.

How to use it well:

Be prepared to discuss the tension between national sovereignty and supranational governance — this is a key contemporary debate that features in many exam questions.

Prompt 56: Global Systems — Synoptic Essay

Copy this prompt into your AI tool:

Give me an A-Level style synoptic essay question that requires me to assess the extent to which globalisation creates winners and losers. After I write my answer, mark it against A-Level mark scheme criteria: have I discussed multiple dimensions of globalisation (economic, social, political, cultural), analysed winners and losers at different scales (individual, local, national, global), used specific case study evidence, considered the

role of governance in mediating outcomes, and reached a substantiated conclusion? Apply the Level 4 descriptors: this requires sophisticated evaluation with a clear, evidence-based judgement — not just a list of advantages and disadvantages. Provide detailed feedback on the quality of my argument, the range of evidence, and the sophistication of my evaluation.

What this helps you practise:

Constructing a synoptic evaluative essay on globalisation integrating evidence from across the specification.

How to use it well:

Synoptic essays require breadth and depth — plan your answer before writing, ensuring you draw on evidence from at least three different topics across the specification.

Section 6

Population, Health, and the Environment

Population geography at A-Level examines the complex relationships between population dynamics, health, development, and environmental change. You need to understand demographic models and theories, migration processes at multiple scales, and the ways in which population growth, distribution, and structure interact with resource availability, environmental capacity, and human wellbeing. This requires moving beyond simple description to critical analysis of models and their applicability in diverse contexts.

Health geography is closely linked to population and development themes, requiring you to understand the epidemiological transition, the global distribution of disease, the social determinants of health, and the role of governance and international organisations in addressing health challenges. You should be able to analyse the relationship between development level, health outcomes, and environmental quality, recognising that these relationships are not straightforward.

These prompts will test your understanding of demographic processes and models, challenge you to analyse the links between population, health, and environment at different scales, and push you to evaluate the effectiveness of policies and interventions. They will help you develop the evidence-based, theoretically informed arguments that earn the highest A-Level marks.

Prompt 57: The Demographic Transition Model
Copy this prompt into your AI tool:

Test me on the Demographic Transition Model (DTM) at A-Level depth. Ask me to explain each of the five stages, including birth rates, death rates, natural increase, and the economic and social conditions associated with each stage. Then ask me to evaluate the DTM critically: does it apply universally? What are its limitations when applied to countries that do not follow the European pattern of industrialisation? How do countries such as those in sub-Saharan Africa or the Gulf States challenge the model? Wait for each answer and push me to move beyond description to critical evaluation. Remind me that in a 20-mark essay, the mark scheme requires critical evaluation of the model, not just a description of its stages — Level 3 and above demand assessment of the model's applicability.

What this helps you practise:

Understanding and critical evaluation of the DTM, including its assumptions and limitations when applied to diverse national contexts.

How to use it well:

Always critique the DTM rather than just describing it — examiners at A-Level expect you to recognise that models are simplifications of reality with specific historical contexts.

Prompt 58: Population Structure and Dependency

Copy this prompt into your AI tool:

Ask me to interpret and analyse population pyramids for countries at different stages of demographic transition. Present me with descriptions of three contrasting pyramids — a young, rapidly growing population, a stable population, and an ageing population — and ask me to explain what each shape reveals about birth rates, death rates, migration, dependency ratio, and likely future challenges. Then

ask me to discuss the challenges of an ageing population for a specific country I have studied, including healthcare costs, pension provision, and labour shortages. Wait for each answer.

What this helps you practise:

Interpretation of population pyramids and analysis of the challenges associated with different population structures.

How to use it well:

Practise comparing specific countries — such as Japan, Nigeria, and the UK — to illustrate how population structure shapes social and economic policy challenges.

Prompt 59: Migration — Push-Pull and Lee's Model

Copy this prompt into your AI tool:

Test me on migration theory at A-Level depth. Ask me to explain Lee's migration model, including push factors, pull factors, intervening obstacles, and personal factors. Then ask me to evaluate its usefulness: does it adequately explain forced migration, circular migration, or the role of migration networks and diaspora communities? Ask me to apply the model to a specific migration flow I have studied and assess how well it fits. Wait for each answer and challenge me to identify where the model falls short.

What this helps you practise:

Understanding and critical evaluation of Lee's migration model and its applicability to different types of migration.

How to use it well:

Prepare a range of migration case studies — voluntary economic migration, refugee flows, rural-to-urban migration — to test whether the same model explains all types of movement.

Prompt 60: The Epidemiological Transition

Copy this prompt into your AI tool:

Ask me to explain Omran's epidemiological transition model, including the three stages: the age of pestilence and famine, the age of receding pandemics, and the age of degenerative and man-made diseases. I should explain how the disease burden shifts from infectious to non-communicable diseases as countries develop. Then ask me to evaluate the model: does it account for the re-emergence of infectious diseases (HIV/AIDS, tuberculosis, antimicrobial resistance)? How does it apply to countries experiencing a dual burden of disease? Wait for each answer and push for critical analysis.

What this helps you practise:

Understanding and critical evaluation of the epidemiological transition model and the concept of the dual burden of disease.

How to use it well:

Link the epidemiological transition to the demographic transition — understanding how they interact demonstrates sophisticated geographical thinking.

Prompt 61: Population Policies — Pro-Natalist and Anti-Natalist

Copy this prompt into your AI tool:

Test me on population policies by asking me to compare pro-natalist and anti-natalist approaches.

Ask me to explain the rationale, methods, and outcomes of the following one at a time: China's one-child policy (and its subsequent relaxation), India's family planning programmes, France's pro-natalist policies (child benefits, tax incentives), and Singapore's shift from anti-natalist to pro-natalist

policy. For each, I should discuss ethical considerations, effectiveness, and unintended consequences. Wait for each answer and check for balanced evaluation.

What this helps you practise:

Comparative analysis of population policies, their effectiveness, and their ethical implications across different national contexts.

How to use it well:

Include specific data on fertility rate changes to demonstrate the measurable impact of policies — vague claims about effectiveness are not sufficient at A-Level.

Prompt 62: Health and Development — Global Patterns

Copy this prompt into your AI tool:

Ask me to explain the relationship between health and development. I should discuss how indicators such as life expectancy, infant mortality rate, maternal mortality ratio, and disease prevalence correlate with development level, but also explain the exceptions and complicating factors (healthcare access, governance quality, conflict, cultural factors, environmental hazards). Then ask me to evaluate the effectiveness of one international health intervention I have studied, such as the WHO's role in eradicating smallpox, the Global Fund for malaria prevention, or GAVI's vaccination programmes. Wait for each answer.

What this helps you practise:

Understanding the complex relationship between health and development and evaluating international health interventions.

How to use it well:

Avoid simplistic claims that health improves linearly with development — discuss the outliers and explain

why some countries achieve better health outcomes than their GDP would predict.

Prompt 63: Population and Environment — Carrying Capacity

Copy this prompt into your AI tool:

Test me on the relationship between population and environment. Ask me to explain the concepts of carrying capacity, ecological footprint, and overshoot. Then ask me to compare the perspectives of Malthus (population grows geometrically while food supply grows arithmetically, leading to inevitable crisis) and Boserup (population growth stimulates agricultural innovation and intensification). I should evaluate which perspective is better supported by evidence and discuss the concept of the neo-Malthusian perspective. Wait for each answer and challenge my reasoning.

What this helps you practise:

Critical analysis of the Malthus-Boserup debate and understanding of carrying capacity, ecological footprint, and sustainability.

How to use it well:

This debate underpins many contemporary geographical issues — be prepared to apply these perspectives to questions about food security, resource depletion, and sustainability.

Prompt 64: Environmental Degradation and Population Pressure

Copy this prompt into your AI tool:

Ask me to analyse the relationship between population pressure and environmental degradation using specific examples. Test me on: deforestation driven by population growth and agricultural expansion, soil degradation and desertification, water resource depletion from over-abstraction,

urban environmental problems in rapidly growing cities, and the role of consumption patterns versus population size in driving environmental impact. Ask me to evaluate the IPAT equation (Impact = Population x Affluence x Technology) as a framework for understanding environmental impact. Wait for each answer.

What this helps you practise:

Analysing the relationship between population, consumption, technology, and environmental degradation using the IPAT framework.

How to use it well:

The IPAT equation helps you avoid simplistic arguments about overpopulation — always consider affluence and technology alongside population numbers.

Prompt 65: Urbanisation and Health in Developing Countries

Copy this prompt into your AI tool:

Give me an A-Level style question about the health challenges associated with rapid urbanisation in a developing country. After I write my answer, mark it by checking whether I have: discussed the health impacts of informal housing (overcrowding, lack of sanitation, water contamination), the prevalence of communicable diseases in slum environments, the emerging burden of non-communicable diseases linked to urban lifestyles, environmental health risks (air pollution, industrial contamination), and the challenges of healthcare provision in rapidly growing cities. I should reference a specific city case study. Provide detailed feedback.

What this helps you practise:

Extended analysis of urbanisation and health linkages in developing country contexts with case study evidence.

How to use it well:

Use a specific city such as Lagos, Dhaka, or Mumbai and include data on health indicators to strengthen your answer with concrete evidence.

Prompt 66: Global Pandemics and Health Governance

Copy this prompt into your AI tool:

Test me on the geography of global pandemics and health governance. Ask me to explain how globalisation facilitates the rapid spread of infectious diseases, using a specific pandemic as a case study. I should discuss the role of air travel, urbanisation, and population density in disease transmission. Then ask me to evaluate the role of the World Health Organization and international health governance in responding to pandemic threats, considering both their achievements and their limitations (funding constraints, political interference, equity in vaccine distribution). Wait for each answer and push for critical analysis.

What this helps you practise:

Understanding the geographical factors in pandemic spread and critical evaluation of international health governance.

How to use it well:

This topic connects population geography, globalisation, and governance — use it as an opportunity to demonstrate synoptic thinking across multiple topics.

Section 7

Contemporary Urban Environments

Contemporary urban environments is a major A-Level topic that examines the processes shaping cities, the challenges they face, and the strategies being developed to create more sustainable and equitable urban futures. You need to understand urbanisation as a global process driven by economic, social, and political forces, and analyse how cities function as complex systems with distinctive patterns of land use, social segregation, economic activity, and environmental impact.

At A-Level, you are expected to engage with urban models and theories — from the classical models of Burgess, Hoyt, and Harris and Ullman through to contemporary approaches that recognise the complexity of postmodern urban landscapes. You must analyse issues such as suburbanisation, counter-urbanisation, urban decline and regeneration, social and ethnic segregation, urban climate effects, and the challenge of creating sustainable cities in the context of population growth and climate change.

These prompts will test your understanding of urban processes and patterns, challenge you to apply and evaluate urban models critically, and push you to construct detailed, evidence-based arguments about urban management and sustainability. They will help you develop the sophisticated analytical skills that distinguish A-Level from GCSE-level urban geography.

Prompt 67: Urban Land Use Models

Copy this prompt into your AI tool:

Test me on classical urban land use models. Ask me to explain and evaluate each of the following one at a time: the Burgess concentric zone model, the Hoyt sector model, and the Harris and Ullman multiple nuclei model. For each, I should describe the model, explain the assumptions it makes about how cities develop, and evaluate its strengths and limitations when applied to both Western cities and cities in developing countries. Then ask me how these models relate to contemporary urban patterns. Wait for each answer and check for genuine critical evaluation rather than just description.

What this helps you practise:

Understanding, comparison, and critical evaluation of classical urban land use models and their contemporary relevance.

How to use it well:

Examiners expect you to critique these models, not just describe them — prepare specific examples of cities that do and do not fit each model.

Prompt 68: Suburbanisation and Counter-Urbanisation

Copy this prompt into your AI tool:

Ask me to explain the processes of suburbanisation and counter-urbanisation and their impacts on urban and rural areas. I should define each process, explain the factors that drive it (transport improvements, changing housing preferences, telecommunications, quality of life, affordability), and analyse the consequences for inner-city areas (population decline, service withdrawal, urban decay) and rural areas (population growth, commuting, housing pressure, service changes). Ask about each process separately and then ask me to evaluate which has had the greater impact on UK settlement patterns. Wait for each answer.

What this helps you practise:

Understanding the processes, drivers, and differential impacts of suburbanisation and counter-urbanisation.

How to use it well:

Use specific UK examples — such as commuter villages around London or declining northern city centres — to ground your analysis in real-world evidence.

Prompt 69: Urban Regeneration — Strategies and Evaluation

Copy this prompt into your AI tool:

Quiz me on urban regeneration strategies at A-Level depth. Ask me to explain the following approaches one at a time: property-led regeneration (such as London Docklands/LDDC), community-led regeneration (such as Hulme in Manchester), heritage-led regeneration, transport-led regeneration, and culture-led regeneration (such as Bilbao or Liverpool). For each, I should explain the strategy, give a specific case study, and evaluate its success in terms of economic outcomes, social outcomes, and sustainability. Wait for each answer and check for balanced evaluation that considers different stakeholder perspectives.

What this helps you practise:

Detailed knowledge and critical evaluation of different urban regeneration approaches using specific case study evidence.

How to use it well:

Prepare one or two regeneration case studies in thorough detail — depth of knowledge about a specific project is more valuable than shallow knowledge of many.

Prompt 70: Urban Climate — Heat Islands and Air Quality

Copy this prompt into your AI tool:

Test me on the urban climate at A-Level depth. Ask me to explain the urban heat island effect, including its causes (heat absorption by buildings, reduced vegetation, waste heat from industry and transport, canyon effect, reduced wind speeds) and its consequences (increased energy demand, heat-related health risks, altered precipitation patterns).

Then ask me to explain the causes of urban air pollution and the factors affecting air quality (traffic, industry, temperature inversions, topography).

Finally, ask me what strategies cities can use to mitigate these effects. Wait for each answer.

What this helps you practise:

Understanding urban microclimate modification, particularly heat islands and air quality, and evaluating mitigation strategies.

How to use it well:

Link urban climate to health geography and sustainability — cities that address heat island effects and air pollution are also improving public health outcomes.

Prompt 71: Social Segregation in Cities

Copy this prompt into your AI tool:

Ask me to explain the causes and consequences of social and ethnic segregation in cities. I should discuss how segregation arises from economic factors (income inequality, housing costs), historical factors (redlining, public housing policy), cultural factors (community networks, language, religion), and discriminatory practices. Then ask me to analyse the consequences of segregation — both negative (concentrated poverty, reduced social mobility, spatial mismatch with employment, health

inequalities) and potentially positive (cultural identity, community support, ethnic economies). I should reference a specific city case study. Wait for each answer.

What this helps you practise:

Analysis of the causes, consequences, and complexity of urban social and ethnic segregation with case study evidence.

How to use it well:

Avoid simplistic judgements about segregation — examiners reward nuanced answers that recognise both the harm of exclusion and the value of community cohesion.

Prompt 72: Sustainable Urban Development

Copy this prompt into your AI tool:

Give me an A-Level style extended response question about the challenges of creating sustainable cities.

After I write my answer, mark it by checking whether I have: defined what urban sustainability means (environmental, social, and economic dimensions), discussed specific challenges (population growth, energy consumption, waste management, transport emissions, water supply, green space), evaluated strategies such as eco-city developments, urban green infrastructure, sustainable transport systems, circular economy approaches, and smart city technologies, and reached a substantiated conclusion about the feasibility of urban sustainability. Apply the 20-mark Level 4 descriptors — the mark scheme requires detailed, place-specific evidence and evaluative depth, not just description. Provide detailed feedback on my argument and evidence.

What this helps you practise:

Extended evaluative writing about urban

sustainability integrating environmental, social, and economic dimensions.

How to use it well:

Reference specific examples such as Freiburg, Curitiba, Copenhagen, or Masdar City — but be prepared to critically evaluate whether flagship projects can be scaled up.

Prompt 73: Urban Drainage and Flood Risk

Copy this prompt into your AI tool:

Test me on urban drainage and flood risk. Ask me to explain how urbanisation increases flood risk (impermeable surfaces, reduced infiltration, rapid surface runoff, overwhelmed drainage systems) and the concept of a flashy hydrograph in urban catchments. Then ask me to explain and evaluate different approaches to managing urban flood risk: traditional grey infrastructure (storm drains, flood barriers, culverting), sustainable drainage systems (SuDS) such as permeable paving, swales, green roofs, and retention ponds, and the concept of sponge cities. For each approach, I should discuss advantages and limitations. Wait for each answer.

What this helps you practise:

Understanding how urbanisation modifies flood risk and evaluating grey versus green infrastructure approaches to flood management.

How to use it well:

Link urban flood management to the water cycle topic — explaining how SuDS restore natural drainage processes demonstrates synoptic understanding.

Prompt 74: Urban Transport Challenges

Copy this prompt into your AI tool:

Ask me to analyse the transport challenges facing contemporary cities and evaluate the strategies used

to address them. I should discuss traffic congestion, air pollution from vehicles, the contribution of transport to carbon emissions, social exclusion caused by poor public transport, and the tension between car-dependent planning and sustainable mobility. Then ask me to evaluate specific strategies: congestion charging, investment in public transport, cycling infrastructure, pedestrianisation, and the potential role of electric and autonomous vehicles. I should reference specific cities. Wait for each answer and check for balanced evaluation.

What this helps you practise:

Analysis of urban transport challenges and critical evaluation of sustainable transport strategies with city-specific evidence.

How to use it well:

Compare cities with different approaches — such as London's congestion charge, Amsterdam's cycling infrastructure, or Curitiba's BRT system — to evaluate which strategies are most transferable.

Prompt 75: Informal Settlements and Urbanisation in the Global South

Copy this prompt into your AI tool:

Test me on the characteristics, causes, and management of informal settlements in cities of the global South. Ask me to explain why informal settlements form (rapid urbanisation, rural-to-urban migration, housing shortages, poverty, lack of planning), describe their typical characteristics (tenure insecurity, inadequate services, overcrowding, environmental hazards), and evaluate different management approaches: slum clearance, site-and-service schemes, self-help improvement programmes, and in-situ upgrading. I should reference a specific case study and discuss which

approaches have been most effective and why. Wait for each answer.

What this helps you practise:

Understanding the causes and characteristics of informal settlements and evaluating management approaches in global South cities.

How to use it well:

Use a specific case study such as Dharavi in Mumbai, Kibera in Nairobi, or favelas in Rio de Janeiro and know the details of specific improvement programmes.

Prompt 76: Urban Waste Management

Copy this prompt into your AI tool:

Ask me to analyse urban waste management challenges and evaluate different approaches. I should discuss the scale of the waste problem in cities (volumes generated, types of waste, spatial inequality in waste management), the environmental impacts of landfill (methane emissions, groundwater contamination, land take), and strategies for reducing waste including the waste hierarchy (reduce, reuse, recycle, recover, dispose), circular economy principles, waste-to-energy technologies, and extended producer responsibility schemes. Ask about each aspect one at a time and push me to reference specific city case studies. Wait for each answer.

What this helps you practise:

Analysis of urban waste challenges and evaluation of waste management strategies including circular economy approaches.

How to use it well:

Link waste management to carbon cycling and resource security — waste reduction connects to multiple A-Level topics and demonstrates synoptic awareness.

Prompt 77: Postmodern Urban Landscapes

Copy this prompt into your AI tool:

Ask me to explain how postmodern urban landscapes differ from the patterns described by classical urban models. I should discuss features such as edge cities, gentrified inner-city quarters, gated communities, festival marketplaces, waterfront redevelopments, and the mixing of residential, commercial, and leisure uses. Then ask me to evaluate whether these features represent genuine improvements in urban life or whether they primarily serve the interests of affluent consumers and developers while excluding lower-income groups. I should reference specific examples. Wait for each answer and push for critical analysis.

What this helps you practise:

Understanding postmodern urban landscapes and critically evaluating who benefits from contemporary urban development patterns.

How to use it well:

Postmodern urbanism challenges the neat patterns of classical models — be prepared to explain why cities are now too complex for simple concentric zone or sector descriptions.

Section 8

Geographical Skills, Fieldwork, and the Independent Investigation

Geographical skills are assessed throughout the A-Level examination, not just in a dedicated skills paper. You need to be proficient in cartographic skills (OS maps, GIS, choropleth and isoline maps), graphical skills (climate graphs, population pyramids, scatter graphs, logarithmic scales, triangular graphs, radial diagrams), statistical skills (measures of central tendency and dispersion, Spearman's rank correlation, chi-squared test, Mann-Whitney U test), and qualitative data analysis (coding interviews, analysing photographs, interpreting representations).

The independent investigation (NEA) is a substantial piece of individual research that requires you to identify a suitable question, design and implement a data collection strategy, analyse and interpret your findings using appropriate techniques, and evaluate your methodology and conclusions critically. This component carries significant marks and provides an opportunity to demonstrate your geographical skills, intellectual independence, and ability to sustain an extended investigation.

These prompts will test your proficiency with specific geographical skills, help you practise statistical techniques and data interpretation, and guide you through the process of designing and evaluating independent investigations. They will build the confidence and competence you need to perform strongly across all components of the A-Level examination.

Prompt 78: Statistical Skills – Spearman's Rank Correlation

Copy this prompt into your AI tool:

Test me on Spearman's rank correlation coefficient at A-Level depth. Give me a small dataset of approximately 10 paired values and ask me to calculate the Spearman's rank correlation coefficient step by step. I should explain what the test measures, rank the data, calculate the differences (d) and d-squared values, apply the formula, and interpret the result. Then ask me to determine whether the result is statistically significant using a critical values table at the 0.05 significance level. Wait for each step and check my calculation and interpretation. Remind me that in the exam, the mark scheme awards marks for each step of the calculation separately — showing clear working is essential even if the final answer is incorrect.

What this helps you practise:

Calculating and interpreting Spearman's rank correlation coefficient, including significance testing.

How to use it well:

Practise this calculation repeatedly until you can do it confidently under timed conditions — it appears frequently in both the exam and the NEA.

Prompt 79: Chi-Squared Test

Copy this prompt into your AI tool:

Test me on the chi-squared test. Give me a simple dataset of observed and expected frequencies for a geographical hypothesis — such as whether the distribution of land uses matches an expected pattern — and ask me to perform the chi-squared calculation step by step. I should explain the null hypothesis, calculate the expected frequencies, apply the formula, determine degrees of freedom, and compare my result with critical values to decide whether to accept or reject the null hypothesis. Wait for each step and correct any errors.

What this helps you practise:

Performing and interpreting the chi-squared test including hypothesis testing, degrees of freedom, and critical values.

How to use it well:

Understand when to use chi-squared versus Spearman's rank — chi-squared is for categorical data while Spearman's is for ranked data.

Prompt 80: Mann-Whitney U Test

Copy this prompt into your AI tool:

Ask me to explain and perform a Mann-Whitney U test. Give me two small datasets of approximately 8 values each and ask me to test whether the samples come from the same population. I should explain the null hypothesis, rank all values together, calculate U_1 and U_2 , select the smaller U value, and compare it with critical values to determine significance. Then ask me when this test is appropriate to use in geographical fieldwork and why it is preferred over parametric alternatives for small samples. Wait for each step.

What this helps you practise:

Performing and interpreting the Mann-Whitney U test and understanding its appropriate application in fieldwork contexts.

How to use it well:

The Mann-Whitney U test is particularly useful for comparing two sample sites in your NEA — practise applying it to the type of data you collected.

Prompt 81: Triangular Graphs and Logarithmic Scales

Copy this prompt into your AI tool:

Test me on reading and constructing triangular graphs. Provide a dataset of three-component data (such as employment structure: primary, secondary,

tertiary for several countries) and ask me to plot one point on a triangular graph and read the values of two other plotted points. Then test me on logarithmic scales: give me a graph with a logarithmic y-axis and ask me to read values accurately and explain why a logarithmic scale is appropriate for data with a wide range or exponential growth. Wait for each answer and check that I can read both graph types accurately.

What this helps you practise:

Reading, interpreting, and constructing triangular graphs and understanding logarithmic scales.

How to use it well:

These are commonly examined skills that many students find challenging — practise with real exam questions until you are confident reading values accurately.

Prompt 82: GIS and Digital Mapping

Copy this prompt into your AI tool:

Ask me to explain the role of Geographic Information Systems (GIS) in geographical analysis. I should explain what GIS is, how it uses spatial data layers, and how it can be used for tasks such as site selection, flood risk mapping, accessibility analysis, and environmental impact assessment. Then ask me to explain the advantages of GIS over traditional mapping (layering, analysis, real-time data, interactivity) and its limitations (data quality, cost, technical expertise, digital divide). Finally, ask me how I might use GIS in my own fieldwork or independent investigation. Wait for each answer.

What this helps you practise:

Understanding the capabilities, advantages, and limitations of GIS and its application in geographical research.

How to use it well:

If you used GIS in your NEA, prepare to discuss its role in your methodology and how it enhanced your analysis.

Prompt 83: Fieldwork Sampling Strategies

Copy this prompt into your AI tool:

Test me on fieldwork sampling strategies at A-Level depth. Ask me to explain and evaluate the following one at a time: random sampling, systematic sampling, stratified sampling, and opportunistic sampling. For each, I should explain how it works, when it is appropriate, and its advantages and limitations in terms of representativeness, bias, and practicality. Then present me with a specific fieldwork scenario and ask me which sampling strategy I would use and why. Wait for each answer and check that I justify my choice with reference to the specific context.

What this helps you practise:

Understanding and evaluating different sampling strategies and selecting appropriate methods for specific fieldwork contexts.

How to use it well:

In your NEA, you must justify your sampling strategy — practise explaining why your chosen method was more appropriate than the alternatives.

Prompt 84: Data Presentation Techniques

Copy this prompt into your AI tool:

Quiz me on data presentation techniques at A-Level depth. Ask me to explain when each of the following would be appropriate: choropleth maps, proportional symbol maps, flow line maps, dot line maps, scatter graphs, histograms, bar charts, pie charts, radial diagrams, and kite diagrams. For each, I should explain what type of data it is best suited to,

give a geographical example, and identify one limitation. Then present me with a dataset and ask me to select and justify the most appropriate presentation technique. Wait for each answer.

What this helps you practise:

Selection and justification of appropriate data presentation techniques for different types of geographical data.

How to use it well:

In the exam, you may be asked to critique a data presentation as well as create one — practise identifying why a poorly chosen technique might be misleading.

Prompt 85: NEA — Formulating a Research Question

Copy this prompt into your AI tool:

Ask me to propose a research question for my A-Level geography independent investigation. Then critically evaluate it by checking whether it is: clearly focused and answerable, genuinely geographical (involving spatial patterns, processes, or place), measurable with data I can realistically collect, linked to geographical theory or concepts, not too broad or too narrow, and original enough to allow me to demonstrate independent thinking. Suggest specific improvements to my question. Wait for my answer before evaluating.

What this helps you practise:

Formulating and refining a focused, geographical, and achievable research question for the independent investigation.

How to use it well:

Your research question is the foundation of your entire NEA — invest time in getting it right before beginning data collection.

Prompt 86: NEA — Methodology Design and Justification

Copy this prompt into your AI tool:

Ask me to describe the methodology I plan to use (or have used) for my independent investigation. I should explain my data collection methods (primary and secondary), my sampling strategy, the equipment and techniques I will use, and how I plan to record the data. Then critically evaluate my methodology: is it appropriate for my research question? Are there risks of bias? Have I planned to collect enough data? How will I ensure accuracy and reliability? What ethical considerations apply? Suggest specific improvements. Wait for my answer before evaluating.

What this helps you practise:

Designing, justifying, and critically evaluating a fieldwork methodology for the independent investigation.

How to use it well:

Methodology justification is a major component of the NEA mark scheme — practise explaining why you chose each method over alternatives.

Prompt 87: NEA — Data Analysis and Interpretation

Copy this prompt into your AI tool:

Ask me to explain how I plan to analyse the data I collect in my independent investigation. I should discuss the specific analytical techniques I will use (statistical tests, qualitative coding, spatial analysis), explain why each technique is appropriate for my data type and research question, and describe how I will present my findings. Then ask me to practise interpreting a result: give me a hypothetical statistical result (such as a Spearman's rank coefficient of 0.72 with a sample of 15) and ask me

to explain what it means geographically, whether it is statistically significant, and what its limitations are. Wait for each answer.

What this helps you practise:

Planning, justifying, and practising data analysis and interpretation techniques for the independent investigation.

How to use it well:

Link your statistical results back to your geographical theory and research question — a significant correlation only matters if you can explain what it means geographically.

Prompt 88: NEA — Evaluation and Critical Reflection

Copy this prompt into your AI tool:

Ask me to evaluate the strengths and limitations of my independent investigation. I should discuss the reliability and accuracy of my data collection, the representativeness of my sample, the limitations of my chosen analytical methods, potential sources of bias or error, the extent to which my conclusions are supported by the evidence, and what I would do differently if I repeated the investigation. Push me to be genuinely critical rather than superficially acknowledging limitations. Ask about each aspect one at a time. Wait for each answer and challenge any evaluation that lacks depth.

What this helps you practise:

Critical self-evaluation of fieldwork methodology, data quality, and conclusions for the independent investigation.

How to use it well:

Genuine critical evaluation is what separates the strongest NEAs from the rest — be honest about limitations and show that you understand their implications for your conclusions.

Section 9

Synoptic Thinking, Extended Writing, and Exam Preparation

Synoptic thinking is the hallmark of the strongest A-Level Geography students. It means making connections across different topics, recognising that geographical processes do not exist in isolation, and building arguments that integrate physical and human geography, theory and evidence, local and global scales, and past, present, and future perspectives. The A-Level examination specifically rewards synoptic thinking through extended response questions that require you to draw on knowledge from across the specification.

Extended writing at A-Level demands a sophisticated command of essay structure, argument construction, and evaluative language. You need to construct a clear, logical argument that addresses the question directly, deploys relevant evidence from case studies and geographical theory, considers multiple perspectives, and reaches a substantiated conclusion. This goes far beyond the structured responses expected at GCSE — you are writing analytical essays, not filling in frameworks.

These prompts cover both the higher-order thinking skills you need to master and the practical exam preparation strategies that will help you perform at your best. They push you to practise making synoptic connections, constructing extended arguments under timed conditions, and developing the evaluative depth that characterises the highest-scoring responses, while also building the rapid retrieval and exam technique confidence that comes from intensive final revision.

Prompt 89: Synoptic Links — Physical and Human Geography

Copy this prompt into your AI tool:

Give me a synoptic question that requires me to connect physical and human geography. For example, ask me to discuss how physical processes create both opportunities and challenges for human activity in a named environment, or how human activity alters physical systems with consequences for both the environment and people. After I write my answer, assess whether I have made genuine connections between physical and human geography rather than writing about each in separate paragraphs. Check for specific evidence, accurate process language, and a clear argument. Provide detailed feedback.

What this helps you practise:

Constructing synoptic arguments that genuinely integrate physical and human geography rather than treating them separately.

How to use it well:

Practise spotting connections between any two topics you revise — ask yourself how each topic links to at least two others across the specification.

Prompt 90: Evaluating Geographical Models and Theories

Copy this prompt into your AI tool:

Ask me to select a geographical model or theory (such as the DTM, Rostow's modernisation theory, the Butler model, the Hjulstrom curve, or a model of coastal management) and evaluate its usefulness. I should explain what the model predicts or describes, identify its assumptions and limitations, and assess its applicability to different real-world contexts. Push me to go beyond saying it is 'too simple' — I should explain specifically what it fails to account for and

whether modified versions address these shortcomings. Wait for my answer and provide detailed critical feedback.

What this helps you practise:

Critical evaluation of geographical models and theories, moving beyond superficial critique to nuanced assessment of their applicability.

How to use it well:

Examiners reward students who can both use and critique models — practise saying 'the model is useful for X because..., but it fails to account for Y because...' rather than just listing limitations.

Prompt 91: 20-Mark Essay — Structured Planning

Copy this prompt into your AI tool:

Give me a 20-mark A-Level geography essay question. Before I write the full essay, ask me to produce a plan that includes: a brief introduction stating my argument, three or four clearly defined paragraph topics with the evidence and case studies I will use in each, the theoretical concepts I will reference, and a conclusion that directly answers the question. After I produce my plan, evaluate it by checking whether my argument is clear, my paragraphs are logically sequenced, my evidence is specific, and my conclusion follows from my argument. Apply the mark scheme Level 4 criteria to assess whether my plan would produce a response that is detailed, evaluative, and reaches a substantiated conclusion. Suggest improvements before I write the full response.

What this helps you practise:

Planning structured, evidence-based essays with a clear argument, logical sequencing, and a substantiated conclusion.

How to use it well:

Spend 5 minutes planning before writing any extended response in the exam — a clear plan produces a much stronger answer than writing immediately.

Prompt 92: Command Words — Assess, Evaluate, To What Extent

Copy this prompt into your AI tool:

Test me on my understanding of A-Level geography command words. Give me three questions that use the command words 'assess', 'evaluate', and 'to what extent' respectively. For each, ask me to explain what the command word requires me to do in my answer. Wait for my answer and check whether I understand the differences: 'assess' requires weighing up with a supported judgement, 'evaluate' requires measuring the value or success of something with evidence, and 'to what extent' requires considering how far a statement is true. Then ask me to write an opening paragraph for each question that signals to the examiner that I understand what is being asked.

What this helps you practise:

Understanding how different command words shape the requirements of extended response questions and structuring answers accordingly.

How to use it well:

Misreading the command word is one of the most common reasons students lose marks — always identify and respond to the command word before you start writing.

Prompt 93: Timed Essay Practice

Copy this prompt into your AI tool:

Give me a 20-mark A-Level geography essay question and instruct me to write my full response.

Tell me I have 25 minutes, which I should manage myself. After I submit my answer, mark it against A-Level mark scheme levels: Level 1 (basic, 1-5 marks), Level 2 (clear, 6-10 marks), Level 3 (detailed, 11-15 marks), Level 4 (detailed and evaluative, 16-20 marks). Tell me which level I achieved and give me a specific mark with a detailed breakdown explaining how I scored on each criterion: accuracy of knowledge, application of theory, quality of evidence, argument structure, evaluation depth, and written communication. Identify what I would need to change to reach the next level.

What this helps you practise:

Writing a full extended response under timed conditions and receiving detailed feedback against A-Level mark scheme criteria.

How to use it well:

Simulate exam conditions as closely as possible — write by hand if that is how your exam will be, and do not consult notes while writing.

Prompt 94: Comparative Analysis Across Scales
Copy this prompt into your AI tool:

Give me a question that requires me to compare how a geographical process or issue manifests at different scales — local, national, and global. For example, ask me to compare how climate change impacts are experienced at the local, national, and global scales, or how migration operates differently at each scale. After I write my answer, check whether I have genuinely compared across scales rather than just writing three separate paragraphs, and whether I have identified how processes at one scale influence outcomes at another. Provide detailed feedback.

What this helps you practise:

Constructing multi-scale comparative arguments and demonstrating understanding of how processes at different scales interact.

How to use it well:

Multi-scale analysis is a key A-Level skill — practise connecting local case studies to national policies and global processes in every topic you revise.

Prompt 95: Rapid Topic Sweep — Physical Geography

Copy this prompt into your AI tool:

Conduct a rapid-fire retrieval quiz covering the key concepts, processes, and case studies from across my A-Level physical geography topics: tectonic hazards, coastal systems, glaciation, the water cycle, and the carbon cycle. Ask me 15 questions in quick succession — a mix of definitions, process explanations, case study facts, and model applications. Give me a few seconds to answer each one, then tell me if I am correct or incorrect and provide the correct answer immediately. At the end, tell me which topics I was weakest on so I know where to focus my remaining revision time.

What this helps you practise:

Rapid retrieval of key physical geography knowledge across multiple topics to identify remaining gaps.

How to use it well:

Use this in the final days before the exam to identify which topics need last-minute attention — focus your remaining revision time on your weakest areas.

Prompt 96: Rapid Topic Sweep — Human Geography

Copy this prompt into your AI tool:

Conduct a rapid-fire retrieval quiz covering the key concepts, theories, and case studies from across my

A-Level human geography topics: changing places, global systems and governance, population and health, contemporary urban environments, and resource security. Ask me 15 questions in quick succession — a mix of definitions, theory applications, case study facts, and evaluative questions. Give me a few seconds to answer each one, then tell me if I am correct and provide the correct answer immediately. At the end, identify my weakest topics and suggest what I should prioritise in my final revision sessions.

What this helps you practise:

Rapid retrieval of key human geography knowledge across multiple topics to identify remaining gaps.

How to use it well:

Combine this with the physical geography sweep to get a comprehensive picture of your exam readiness across the whole specification.

Prompt 97: Case Study Speed Drill

Copy this prompt into your AI tool:

Test my case study recall under pressure. Name a topic area and ask me to provide the following for my case study in that topic: the name and location, three key facts or statistics, the main processes or causes involved, the impacts or consequences, and the management strategies or responses. Give me no more than two minutes to recall everything. Then tell me what I missed and what an examiner would expect to see. Repeat this for five different topic areas. At the end, identify which case studies I need to revise most urgently.

What this helps you practise:

Rapid recall of case study detail including specific facts, processes, impacts, and management strategies.

How to use it well:

Make case study revision cards with the essential facts for each case study and test yourself repeatedly — the exam rewards specific, accurate detail.

Prompt 98: Mini Mock — Full Paper Simulation

Copy this prompt into your AI tool:

Simulate a mini mock exam by giving me three questions of increasing difficulty: a short-answer question worth 4 marks testing factual recall, a medium-length question worth 9 marks requiring explanation and evidence, and a full extended response question worth 20 marks requiring evaluation and synoptic thinking. Tell me the recommended time for each question. After I complete all three, mark each one against A-Level criteria and give me a total mark with detailed feedback on each response. Identify the most important improvements I could make.

What this helps you practise:

Practising under simulated exam conditions with questions at different levels of demand and receiving targeted feedback.

How to use it well:

Treat this as a genuine mock — write under timed conditions without notes. The experience of writing under pressure is as valuable as the feedback you receive.

Prompt 99: Key Terms — Rapid Definition Test

Copy this prompt into your AI tool:

Give me a rapid-fire definition test of 20 key A-Level Geography terms drawn from across the whole specification. Include a mix of physical and human geography terms, such as subduction, mass balance, concordant coastline, carbon sequestration, resilience, mitigation, sense of place, gentrification,

demographic dividend, neo-Malthusianism, net primary productivity, trophic cascade, ecological footprint, deprivation index, diaspora, soft power, common but differentiated responsibilities, dynamic equilibrium, positive feedback, and intervening obstacle. Ask me each one, wait for my answer, and immediately tell me if I am correct. At the end, list the terms I got wrong.

What this helps you practise:

Rapid recall and precise definition of specialist geographical terminology across the full specification.

How to use it well:

Repeat this exercise regularly in the final revision period — confident use of terminology underpins every mark you earn in the exam.

Prompt 100: Confidence Check — What Do I Still Not Know?

Copy this prompt into your AI tool:

Ask me to be honest about which topics or skills I feel least confident about for my A-Level Geography exams. Once I tell you, ask me targeted questions on those specific topics to test whether my lack of confidence is justified or whether I actually know more than I think. If I genuinely have gaps, give me a concise summary of the key points I need to remember and suggest the most efficient way to fill the gap in the time remaining. If my knowledge is actually solid, tell me so and reassure me that I am better prepared than I feel.

What this helps you practise:

Honest self-assessment of exam readiness and targeted gap-filling in the final revision period.

How to use it well:

This is one of the most valuable prompts to use in the final days before the exam — it turns anxiety into

productive action by identifying exactly what you
still need to do.

Final Closing Note

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

Using AI Beyond This Book

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

About the Author

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

Other Titles in This Series

The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

GCSE

- English Language
- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

A-Level

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
- Computer Science

- Politics
- Business

IBDP

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
- Chemistry
- Biology
- Economics
- Geography
- History
- English A: Literature
- English A: Language & Literature
- Psychology
- Business Management
- Computer Science