

# GCSE ECONOMICS

## 100 AI PROMPTS

for Smarter Revision and Exam Prep

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



by James R. Martin

© 2026 James R. Martin

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without prior written permission from the author, except for brief quotations used in reviews.

This book is an independent educational resource and is not affiliated with, endorsed by, or approved by any examination board or awarding organisation.

The author has made use of artificial intelligence tools to assist with drafting, structuring, and generating example material. All educational guidance, explanations, and exam-related advice have been reviewed, edited, and curated by the author. Any resemblance to specific published materials is unintentional.

This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

ISBN: [TO BE ASSIGNED]

First published 2026

## 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**

GCSE Economics is offered by several major exam boards in England, including AQA, Edexcel (Pearson), and OCR. While each board structures its specification slightly differently, the core economic content covered is broadly similar across all three, meaning these prompts are designed to support students regardless of which board they are sitting.

AQA GCSE Economics is divided into two papers covering 'How Markets Work' and 'How the Economy Works', with a strong emphasis on applying economic concepts to real-world contexts. Edexcel (Pearson) GCSE Economics similarly uses a two-paper structure, focusing on microeconomic and macroeconomic themes, and places particular weight on the interpretation of economic data and current affairs.

OCR GCSE Economics covers comparable ground through its components on 'Introduction to Economics' and 'National and International Economics', with a focus on developing evaluative skills and understanding how economic decisions affect individuals, businesses, and governments.

All three boards expect students to demonstrate knowledge of fundamental concepts such as scarcity, opportunity cost, supply and demand, market failure, government intervention, fiscal and monetary policy, and international trade. They also share an emphasis on the ability to analyse diagrams, interpret data, construct chains of reasoning, and write balanced evaluative responses.

These 100 prompts are written to align with the overlapping content of the AQA, Edexcel, and OCR specifications. Students should always check their own specification for any board-specific terminology,

case studies, or assessment requirements. The prompts are intended as a revision and exam preparation aid and do not replace thorough study of the full syllabus.

## Contents

|  |     |
|--|-----|
| How to Use This Book .....                                       | ii  |
| Note on Exam Boards and Syllabi .....                            | iii |
| • Core Economic Concepts and the Market Prompts 1-16 .....       | 1   |
| • Market Failure and Government Intervention Prompts 17-28 ..... | 9   |
| • The National Economy Prompts 29-42 .....                       | 16  |
| • Government Economic Policy Prompts 43-54 .....                 | 24  |
| • International Trade and the Global Economy Prompts 55-64 ..... | 31  |
| • Fixing Common Economic Misconceptions Prompts 65-74 .....      | 37  |
| • Data Analysis and Diagram Skills Prompts 75-84 .....           | 43  |
| • Extended Writing and Exam Technique Prompts 85-94 .....        | 49  |
| • Final Revision and Exam-Week Prompts Prompts 95-100 .....      | 55  |
| Final Closing Note .....   | 60  |
| Using AI Beyond This Book .....                                  | 61  |
| About the Author .....   | 62  |
| Other Titles in This Series .....                                | 63  |

# Section 1

## Core Economic Concepts and the Market

This section covers the foundational ideas that underpin all of economics at GCSE level. You will explore the basic economic problem of scarcity and how societies must make choices about allocating limited resources among unlimited wants.

Understanding concepts such as opportunity cost, factors of production, and the production possibility curve gives you the toolkit to analyse how individuals, firms, and governments make decisions.

Supply and demand analysis is at the heart of microeconomics. These prompts will help you practise identifying the determinants of demand and supply, understanding how equilibrium price and quantity are established, and distinguishing between movements along a curve and shifts of a curve. You will also explore elasticity concepts including price elasticity of demand and income elasticity of demand, which are essential for analysing how markets respond to changes.

Market structures and the price mechanism are also covered here. You will examine how prices act as signals and incentives in a market economy, how specialisation and the division of labour improve efficiency, and how different market structures from perfect competition to monopoly affect consumers and producers. Mastering these core concepts is essential before moving on to market failure and macroeconomic topics.

### **Prompt 1: The Basic Economic Problem**

#### **Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain the basic economic problem in simple terms, then test me*

*interactively. First, define scarcity and explain why it forces societies to make choices. Then give me three real-world scenarios one at a time and ask me to identify what is scarce, what choices must be made, and what the trade-offs are. Wait for my answer each time before providing feedback and moving to the next scenario.*

**What this helps you practise:**

Defining scarcity, understanding unlimited wants versus limited resources, identifying trade-offs in real-world contexts.

**How to use it well:**

Work through each scenario carefully. Try to use the key terms scarcity, choice, and trade-off in every answer you give.

**Prompt 2: Opportunity Cost in Everyday Decisions**

**Copy this prompt into your AI tool:**

*Be my economics revision partner. Explain opportunity cost with a clear definition and a simple example. Then present me with five different decision-making scenarios involving individuals, firms, and governments. For each one, ask me to identify the opportunity cost of the decision made. After I answer, tell me if I am correct, explain any mistakes, and then ask me to write a one-sentence definition of opportunity cost in my own words at the end.*

**What this helps you practise:**

Identifying opportunity cost in different contexts, understanding the next best alternative forgone.

**How to use it well:**

Focus on identifying the next best alternative, not just any alternative. This distinction often catches students out in exams.

### **Prompt 3: Demand and Its Determinants**

#### **Copy this prompt into your AI tool:**

*Help me revise demand for GCSE Economics. Define demand and explain the law of demand. Then list and explain the main determinants of demand, including income, price of substitutes, price of complements, tastes and preferences, and population. After your explanation, give me six statements one at a time, such as 'The price of a substitute good falls' or 'Consumer incomes rise', and ask me whether demand for the good in question would increase or decrease, and whether this is a shift of the demand curve or a movement along it. Correct me after each answer.*

#### **What this helps you practise:**

Distinguishing between movements along and shifts of the demand curve, identifying determinants of demand.

#### **How to use it well:**

Always state whether the change causes a shift or a movement along the curve. This is one of the most common areas where marks are lost.

### **Prompt 4: Supply and Its Determinants**

#### **Copy this prompt into your AI tool:**

*Be my economics tutor and help me understand supply. Define supply and explain the law of supply. Then explain the main determinants of supply including costs of production, technology, taxes and subsidies, and number of firms in the market. Present me with six scenarios one at a time and ask me to identify whether supply increases or decreases and whether the supply curve shifts left or right. After each answer, provide feedback and explain the reasoning.*

#### **What this helps you practise:**

Understanding supply determinants, correctly

identifying shifts in the supply curve and their direction.

**How to use it well:**

Remember that a leftward shift of supply means supply has decreased, and a rightward shift means it has increased. Sketch each shift on paper.

**Prompt 5: Price Elasticity of Demand (PED)**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor for price elasticity of demand. Define PED and explain the formula. Explain what elastic, inelastic, and unit elastic demand mean, and list the factors that influence PED such as availability of substitutes, proportion of income, necessity versus luxury, and time period. Then give me five products one at a time and ask me to decide whether demand is likely to be elastic or inelastic, giving reasons. After each answer, provide feedback. Finally, give me two simple PED calculations to complete and check my working.*

**What this helps you practise:**

Defining and calculating PED, identifying whether demand for specific goods is elastic or inelastic and explaining why.

**How to use it well:**

Always give reasons linked to the determinants of PED when explaining whether a good has elastic or inelastic demand. Practise the calculations until you are confident with the formula.

**Prompt 6: Market Structures Overview**

**Copy this prompt into your AI tool:**

*Give me a GCSE-level overview of different market structures. Explain the key features of competitive markets, oligopoly, and monopoly, including the number of firms, barriers to entry, product differentiation, and the degree of price-setting*

*power. Then present me with five descriptions of real or hypothetical markets and ask me to identify which market structure best fits each one. Wait for my answer before giving feedback. At the end, ask me to explain one advantage and one disadvantage of monopoly for consumers.*

**What this helps you practise:**

Identifying features of different market structures and understanding their impact on consumers and competition.

**How to use it well:**

Focus on the key characteristics that distinguish each structure. In exams, you may need to identify a market structure from a case study and evaluate its effects.

**Prompt 7: Core Concepts Rapid-Fire Quiz**

**Copy this prompt into your AI tool:**

*Run a rapid-fire quiz on core GCSE Economics concepts. Ask me 20 short questions covering scarcity, opportunity cost, factors of production, specialisation, demand, supply, equilibrium, the price mechanism, PED, YED, and market structures. Mix up definition questions, true-or-false questions, and short-application questions. Give me immediate feedback after each answer, then provide a final score and a summary of which topics I need to revise further.*

**What this helps you practise:**

Quick recall of key definitions and concepts across the entire core economics topic area.

**How to use it well:**

Time yourself and aim to answer each question within 30 seconds. This builds the quick recall you need under exam conditions.

## **Prompt 8: Factors of Production Sorting Challenge**

### **Copy this prompt into your AI tool:**

*Quiz me on the four factors of production: land, labour, capital, and enterprise. First, briefly define each factor and give one example. Then give me 15 examples of resources or inputs one at a time, such as a factory building, a software developer, crude oil, or a business founder. For each one, ask me to classify it into the correct factor of production. Track my score and at the end tell me which factor I found most difficult, then give me two extra practice items for that factor.*

### **What this helps you practise:**

Classifying resources into land, labour, capital, and enterprise with accuracy.

### **How to use it well:**

Pay attention to tricky cases like whether a computer counts as capital or whether natural gas counts as land. These distinctions matter in exams.

## **Prompt 9: Production Possibility Curves Explained**

### **Copy this prompt into your AI tool:**

*Teach me about production possibility curves (PPCs) for GCSE Economics. Draw a text-based description of a PPC for a country producing two goods. Explain what points on the curve, inside the curve, and outside the curve represent. Then give me four scenarios one at a time, such as a technological improvement in one industry or a natural disaster destroying resources, and ask me what would happen to the PPC in each case. After each answer, give detailed feedback and correct any errors.*

### **What this helps you practise:**

Interpreting PPC diagrams, understanding efficiency, and analysing shifts of the PPC.

### **How to use it well:**

Sketch the PPC on paper as you work through each scenario. Being able to draw and annotate these diagrams is important for the exam.

### **Prompt 10: Specialisation and Division of Labour**

#### **Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain specialisation and the division of labour, including the advantages and disadvantages for workers, firms, and economies. Then present me with a case study of a car manufacturing company and ask me five questions about how specialisation applies, including at least one question on the risks of over-specialisation. Wait for my answer to each question before giving feedback.*

#### **What this helps you practise:**

Understanding the benefits and drawbacks of specialisation at different levels, applying knowledge to a business context.

#### **How to use it well:**

Try to think of both sides for each question. Exam answers on specialisation almost always require you to consider disadvantages as well as advantages.

### **Prompt 11: Market Equilibrium and Price Changes**

#### **Copy this prompt into your AI tool:**

*Teach me how market equilibrium is determined by the interaction of demand and supply. Explain what happens when there is excess demand or excess supply, and how the price mechanism restores equilibrium. Then give me five market scenarios one at a time, such as a new health report boosting demand for a food product or a rise in raw material costs, and ask me to explain the effect on*

*equilibrium price and quantity. For each, ask me to describe what happens step by step using a chain of reasoning. Provide detailed feedback after each response.*

**What this helps you practise:**

Analysing how changes in demand and supply affect equilibrium price and quantity using logical chains of reasoning.

**How to use it well:**

Practise writing out the full chain: identify the initial change, state whether demand or supply shifts, explain the direction, and then state the effect on equilibrium price and quantity.

**Prompt 12: The Price Mechanism and Resource Allocation**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the three functions of the price mechanism in a market economy: the signalling function, the incentive function, and the rationing function. Give a clear example of each. Then present me with three real-world situations and ask me to identify which function or functions of the price mechanism are at work. Wait for my answer each time and then provide feedback, correcting any misunderstandings.*

**What this helps you practise:**

Understanding how prices allocate resources in a market economy through signalling, incentives, and rationing.

**How to use it well:**

Learn the three functions by heart and be ready to apply them to unfamiliar contexts. Exam questions often present a scenario and ask you to explain how the price mechanism operates.

### **Prompt 13: Income Elasticity of Demand (YED)**

#### **Copy this prompt into your AI tool:**

*Help me revise income elasticity of demand for GCSE Economics. Define YED and explain the formula. Explain the difference between normal goods (positive YED) and inferior goods (negative YED), and the distinction between necessities and luxuries based on YED values. Then give me eight goods one at a time and ask me to classify each as a normal good or an inferior good and to estimate whether YED would be strongly or weakly positive or negative. Provide feedback after each answer and explain any errors.*

#### **What this helps you practise:**

Understanding YED, classifying goods as normal or inferior, and interpreting positive and negative YED values.

#### **How to use it well:**

Think carefully about what happens to demand for each good as incomes rise. This will help you determine the sign and size of YED.

### **Prompt 14: PED and Business Decision-Making**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how businesses use knowledge of price elasticity of demand to make pricing decisions. Describe why a firm with inelastic demand might raise prices to increase total revenue, and why a firm with elastic demand might lower prices instead. Then give me three business scenarios and ask me to advise the firm on whether to raise or lower prices based on the PED information provided. For each, ask me to explain my reasoning and calculate the expected change in total revenue. Check my logic and calculations.*

#### **What this helps you practise:**

Applying PED to business pricing strategy,

understanding the relationship between PED and total revenue.

**How to use it well:**

Remember the key rule: if demand is inelastic, a price rise increases total revenue; if demand is elastic, a price cut increases total revenue. Show your working clearly.

**Prompt 15: Demand and Supply Diagram Drill**

**Copy this prompt into your AI tool:**

*Test my ability to analyse demand and supply diagrams. Describe five different initial market situations using text descriptions of diagrams, including the positions of the demand and supply curves and the equilibrium. For each one, describe a change such as an increase in demand or a decrease in supply, and ask me to state the new equilibrium price and quantity direction, explain whether there is a surplus or shortage at the old price, and describe how the market adjusts. Give me feedback after each answer.*

**What this helps you practise:**

Reading and interpreting demand and supply diagrams, predicting changes in equilibrium.

**How to use it well:**

Draw the diagrams on paper as the AI describes them. This will help you visualise the changes and is exactly what you will need to do in the exam.

**Prompt 16: Monopoly and Competition**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain why monopolies may lead to higher prices and lower output compared to competitive markets, but also why some monopolies might benefit consumers through economies of scale, innovation, or lower long-run costs. Then set me a structured debate*

*exercise: present a statement such as 'Monopolies are always bad for consumers' and ask me to write three arguments for and three arguments against. Review my arguments and suggest improvements.*

**What this helps you practise:**

Evaluating the effects of monopoly on consumers, developing balanced arguments for and against a proposition.

**How to use it well:**

This is excellent practice for evaluate or discuss questions in the exam. Make sure each argument includes a clear explanation and, where possible, a real-world example.

## Section 2

### Market Failure and Government Intervention

Markets do not always allocate resources efficiently. Market failure occurs when the free market leads to a misallocation of resources, meaning that too much or too little of a good or service is produced from society's point of view. Understanding the different types of market failure and their causes is a core part of GCSE Economics.

This section covers the main forms of market failure you need to know, including externalities (both positive and negative), the under-provision of merit goods, the over-provision of demerit goods, the problem of public goods, and information gaps. You will also explore the methods governments use to correct market failure, such as taxation, subsidies, regulation, direct provision, and the use of minimum and maximum prices.

Being able to analyse market failure and evaluate government intervention is essential for higher-mark questions. These prompts will help you practise identifying externalities, drawing and interpreting diagrams, and critically assessing whether government policies are likely to be effective. Remember that government intervention can itself lead to government failure, and the best exam answers consider this possibility.

#### **Prompt 17: Understanding Externalities**

##### **Copy this prompt into your AI tool:**

*Teach me about externalities for GCSE Economics.*

*Define what an externality is and explain the difference between positive externalities and negative externalities, and between production and consumption externalities. Give a clear real-world*

*example of each of the four types. Then present me with six scenarios one at a time and ask me to classify each as a positive or negative externality of production or consumption. Provide feedback after each answer.*

**What this helps you practise:**

Defining and classifying positive and negative externalities of production and consumption.

**How to use it well:**

Remember that externalities are effects on third parties who are not involved in the transaction.

Always identify who the third party is in your answer.

**Prompt 18: Public Goods and the Free-Rider Problem**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the characteristics of public goods: non-excludability and non-rivalry. Use clear examples to illustrate each characteristic. Explain the free-rider problem and why it means that private firms will not provide public goods, leading to market failure. Then give me four items one at a time and ask me whether each is a public good, a private good, or a quasi-public good, and to explain my reasoning using the two characteristics. Provide detailed feedback after each answer.*

**What this helps you practise:**

Defining public goods using non-excludability and non-rivalry, explaining the free-rider problem.

**How to use it well:**

Always test a good against both characteristics. A true public good must be both non-excludable and non-rivalrous. Many exam answers lose marks by only discussing one characteristic.

## **Prompt 19: Government Failure**

### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the concept of government failure for GCSE Economics. Define government failure as occurring when government intervention leads to a worse allocation of resources than the free market would have achieved. Discuss the causes of government failure including imperfect information, unintended consequences, administrative costs, and political self-interest. Then give me four examples of government policies and ask me to identify one potential source of government failure for each. Provide feedback and help me develop my evaluation skills.*

### **What this helps you practise:**

Understanding government failure and being able to identify its causes in specific policy contexts.

### **How to use it well:**

Mentioning government failure is an excellent way to add evaluation to any answer about government intervention. It shows the examiner you understand that intervention does not always improve outcomes.

## **Prompt 20: Market Failure and Intervention Quick Quiz**

### **Copy this prompt into your AI tool:**

*Test me with 15 quick questions on market failure and government intervention. Include questions on externalities, merit and demerit goods, public goods, information failure, indirect taxes, subsidies, regulation, minimum and maximum prices, and government failure. Mix definitions, true-or-false, and short-application questions. Give me feedback after each answer. At the end, provide my score and tell me which areas I need to revise further.*

**What this helps you practise:**

Rapid recall and application of market failure and government intervention concepts.

**How to use it well:**

Use this as a timed quiz to simulate exam pressure.

Aim for 30 seconds per question and review any topics where you score below 70 percent.

**Prompt 21: Merit Goods and Demerit Goods**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain what merit goods and demerit goods are, why merit goods tend to be under-consumed and demerit goods tend to be over-consumed in a free market, and the role of information failure in each case. Give three examples of each. Then ask me five questions one at a time: for each, give me a good and ask me to explain whether it is a merit good, a demerit good, or neither, and what market failure is associated with it. Correct my answers and explain any errors.*

**What this helps you practise:**

Identifying merit and demerit goods, explaining why markets fail to provide the socially optimal quantity.

**How to use it well:**

Link merit and demerit goods to both externalities and information failure. Strong exam answers explain both reasons for the market failure.

**Prompt 22: Information Gaps and Market Failure**

**Copy this prompt into your AI tool:**

*Help me understand how information gaps cause market failure. Explain what information failure means for both consumers and producers, and give examples where imperfect information leads to the over-consumption or under-consumption of a good. Then present three case studies one at a time, such*

*as a consumer buying a used car without knowing its history, and ask me to explain how information failure leads to a misallocation of resources. Provide feedback and suggest improvements to my explanations.*

**What this helps you practise:**

Explaining how asymmetric or imperfect information leads to market failure in specific contexts.

**How to use it well:**

Think about who has the information and who lacks it. Exam questions often present unfamiliar scenarios, so practise applying the concept to new situations.

**Prompt 23: Externalities Diagram**

**Interpretation**

**Copy this prompt into your AI tool:**

*Help me understand externality diagrams at GCSE level. Describe a negative externality diagram using text, explaining the marginal private cost, marginal social cost, and the welfare loss triangle. Then describe a positive externality diagram with marginal private benefit and marginal social benefit. For each, ask me to identify the free market quantity, the socially optimal quantity, and to explain why there is over-production or under-production. Ask me three follow-up questions about how government intervention could move output to the optimal level. Provide detailed feedback.*

**What this helps you practise:**

Interpreting externality diagrams, identifying welfare loss, and linking diagrams to government intervention.

**How to use it well:**

Even though you are working with text descriptions, sketch the diagrams on paper. Being able to draw

and label these diagrams from memory is a valuable exam skill.

**Prompt 24: Government Intervention: Indirect Taxes**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how governments use indirect taxes to correct negative externalities. Describe how an indirect tax shifts the supply curve, increases the price, and reduces the quantity consumed towards the socially optimal level. Discuss the advantages and disadvantages of using indirect taxes, including issues like the regressive nature of some taxes and the difficulty of setting the right tax level. Then give me two scenarios and ask me to explain how a tax would work in each case and evaluate whether it would be effective. Provide feedback on my answers.*

**What this helps you practise:**

Analysing how indirect taxation corrects market failure, evaluating the effectiveness of tax policy.

**How to use it well:**

Always mention the shift of the supply curve and the effect on price and quantity. For evaluation, consider whether the tax is set at the right level and who bears the burden.

**Prompt 25: Government Intervention: Subsidies**

**Copy this prompt into your AI tool:**

*Teach me how subsidies are used to correct positive externalities and encourage the consumption of merit goods. Explain how a subsidy shifts the supply curve, reduces the price to consumers, and increases quantity towards the socially optimal level. Discuss advantages and disadvantages of subsidies including the opportunity cost of government spending and the risk of creating dependency. Then*

*ask me to apply this to two specific examples, such as subsidies for renewable energy and subsidies for education. Check my reasoning and correct any errors.*

**What this helps you practise:**

Understanding how subsidies correct market failure, evaluating their effectiveness and limitations.

**How to use it well:**

When evaluating subsidies, always consider the opportunity cost: what else could the government have spent that money on? This shows the examiner you can think critically.

**Prompt 26: Regulation and Legislation**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how governments use regulation and legislation to correct market failure. Give examples such as pollution limits, bans on certain substances, minimum age requirements, and health and safety laws. Discuss the advantages of regulation, such as directly preventing harmful behaviour, and the disadvantages, such as the cost of enforcement and the risk of regulatory capture. Then present me with three scenarios where market failure is occurring and ask me to suggest an appropriate regulation and evaluate its likely effectiveness. Provide feedback after each answer.*

**What this helps you practise:**

Applying regulatory solutions to market failure scenarios, evaluating the strengths and weaknesses of regulation.

**How to use it well:**

Good evaluation considers practical issues like enforcement costs, whether firms will comply, and whether the regulation might have unintended consequences.

### **Prompt 27: Minimum and Maximum Prices**

#### **Copy this prompt into your AI tool:**

*Act as my economics tutor. Explain how minimum prices (price floors) and maximum prices (price ceilings) work, including why a minimum price must be set above the equilibrium and a maximum price below the equilibrium to have any effect. Use examples such as the national minimum wage and rent controls. For each, explain the intended benefit and the potential problems such as surpluses, shortages, or black markets. Then give me three scenarios and ask me to identify whether a minimum or maximum price is being used and to analyse the consequences. Provide feedback on my answers.*

#### **What this helps you practise:**

Understanding price floors and price ceilings, analysing their effects on markets including surpluses and shortages.

#### **How to use it well:**

Sketch a supply and demand diagram for each scenario, marking where the price floor or ceiling sits relative to equilibrium. This helps you see the surplus or shortage clearly.

### **Prompt 28: Comparing Intervention Methods**

#### **Copy this prompt into your AI tool:**

*Present me with a market failure scenario, such as air pollution from factories, and ask me to evaluate three different methods the government could use to address it: an indirect tax, regulation, and a tradable pollution permit scheme. For each method, ask me to explain how it works, give one advantage, and give one disadvantage. Then ask me to recommend which method I think would be most effective and to justify my recommendation. Provide feedback on the*

*quality of my evaluation and suggest how I could strengthen my answer.*

**What this helps you practise:**

Comparing and evaluating different government intervention methods for the same market failure.

**How to use it well:**

This is ideal practice for extended-response questions. Make sure your recommendation is justified with clear reasoning, not just stated as an opinion.

## Section 3

### The National Economy

Macroeconomics is the study of the economy as a whole. At GCSE level, you need to understand how the performance of the national economy is measured and what factors influence economic growth, inflation, unemployment, and living standards. These are the key indicators that governments, businesses, and individuals use to assess how well an economy is performing.

This section covers gross domestic product (GDP) as a measure of national output, the causes and consequences of inflation and unemployment, the business cycle, and the concepts of aggregate demand and aggregate supply. You will explore how these macroeconomic variables are interconnected and how changes in one can affect the others.

Strong performance in macroeconomic questions requires you to understand chains of reasoning, such as how a rise in aggregate demand might lead to both higher GDP and higher inflation. These prompts will help you practise building those chains, interpreting macroeconomic data, and evaluating the trade-offs that policymakers face when trying to achieve multiple economic objectives simultaneously.

#### **Prompt 29: Inflation: Causes and Effects**

##### **Copy this prompt into your AI tool:**

*Teach me about inflation for GCSE Economics.*

*Define inflation as a sustained increase in the general price level. Explain the difference between demand-pull inflation and cost-push inflation, with examples of each. Discuss the consequences of inflation for consumers, firms, savers, borrowers,*

*and the government. Then give me four scenarios one at a time and ask me to identify whether each describes demand-pull or cost-push inflation and to explain the likely consequences. Provide feedback after each answer.*

**What this helps you practise:**

Distinguishing demand-pull from cost-push inflation, analysing the consequences of inflation for different groups.

**How to use it well:**

Learn the causes and consequences as two separate lists and practise linking them. Exam questions often ask you to explain the causes or the effects, so being able to do both is important.

**Prompt 30: Unemployment: Types and Causes**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain the main types of unemployment: cyclical (demand-deficient), structural, frictional, and seasonal. Give a clear definition and example of each type. Then present me with six descriptions of unemployed workers one at a time and ask me to identify which type of unemployment each represents. After I answer, provide feedback and explain the correct classification. At the end, ask me to explain which type of unemployment is most difficult for governments to reduce and why.*

**What this helps you practise:**

Classifying types of unemployment, understanding their different causes and the difficulty of reducing each type.

**How to use it well:**

Be precise about the type of unemployment in your answers. In exams, simply writing 'unemployment' without specifying the type will limit your marks.

### **Prompt 31: The Business Cycle**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the business cycle for GCSE Economics. Describe the four phases: boom, slowdown (or downturn), recession, and recovery. For each phase, explain what happens to GDP, unemployment, inflation, and consumer confidence. Then describe a text-based diagram of the business cycle and ask me to label the phases. After that, give me three news headlines one at a time and ask me to identify which phase of the business cycle each describes. Provide feedback after each answer.*

#### **What this helps you practise:**

Identifying the phases of the business cycle and understanding the characteristics of each phase.

#### **How to use it well:**

Learn the key indicators for each phase: in a boom, GDP is high and rising, unemployment is low, and inflation tends to increase. Being able to link indicators to phases is a common exam requirement.

### **Prompt 32: Aggregate Demand and Its Components**

#### **Copy this prompt into your AI tool:**

*Teach me about aggregate demand (AD) for GCSE Economics. Define AD as the total demand for goods and services in an economy at a given price level. Explain the components of AD: consumer spending (C), investment (I), government spending (G), and net exports (X minus M). Then give me eight scenarios one at a time, such as a cut in income tax or a fall in the exchange rate, and ask me to identify which component of AD is affected and whether AD increases or decreases. Provide feedback after each answer.*

**What this helps you practise:**

Understanding the components of aggregate demand and how changes in the economy affect AD.

**How to use it well:**

Memorise the formula AD equals C plus I plus G plus (X minus M). For each scenario, identify the component first, then decide the direction of change.

**Prompt 33: National Economy Concepts Quiz**

**Copy this prompt into your AI tool:**

*Run a comprehensive quiz covering the national economy topic. Ask me 20 questions covering GDP, economic growth, inflation, CPI, unemployment types, the business cycle, aggregate demand and supply, living standards, and the circular flow of income. Include a mix of definitions, short applications, and mini-evaluation questions. Provide feedback after each answer and give me a final score with recommendations on what to revise.*

**What this helps you practise:**

Rapid recall and application of all national economy topics covered at GCSE level.

**How to use it well:**

Use this quiz to identify gaps in your knowledge. Any topic where you score below 70 percent should be revised again before the exam.

**Prompt 34: Consequences of Unemployment**

**Copy this prompt into your AI tool:**

*Help me revise the consequences of unemployment. Explain the effects of unemployment on individuals, including loss of income, reduced skills, and mental health impacts. Then explain the effects on the wider economy, including lower tax revenue, higher government spending on benefits, lower GDP, and reduced consumer spending. Present me with a case study of a region experiencing high unemployment*

*and ask me five questions about the likely economic and social consequences. Provide feedback on each answer.*

**What this helps you practise:**

Analysing the individual and economic consequences of unemployment in a case study context.

**How to use it well:**

Group your points into effects on individuals, effects on the government, and effects on the wider economy. This structure helps you write clear, organised exam answers.

**Prompt 35: Aggregate Supply**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain aggregate supply (AS) for GCSE Economics. Define short-run aggregate supply and long-run aggregate supply. Explain what factors cause AS to shift, including changes in costs of production, productivity improvements, technological advances, and changes in the size of the labour force. Then give me five scenarios and ask me to explain whether each would cause AS to shift to the left or right and what the effect on the price level and real GDP would be. Provide detailed feedback on my reasoning.*

**What this helps you practise:**

Understanding aggregate supply, identifying factors that shift AS, and analysing the effects on the economy.

**How to use it well:**

Remember that an increase in AS shifts the curve to the right, leading to lower prices and higher real GDP. A decrease shifts it left with the opposite effects.

**Prompt 36: AD/AS and Macroeconomic Equilibrium**

**Copy this prompt into your AI tool:**

*Help me understand how aggregate demand and aggregate supply interact to determine macroeconomic equilibrium. Explain how the equilibrium price level and real GDP are determined. Then present me with four scenarios involving shifts in AD or AS and ask me to explain the effect on the price level and real GDP using chains of reasoning.*

*For example, ask what happens if AD increases when the economy is already near full capacity. Wait for my answer before giving feedback each time.*

**What this helps you practise:**

Analysing shifts in AD and AS to determine changes in the price level and real GDP, building chains of reasoning.

**How to use it well:**

Always state whether AD or AS shifts, the direction of the shift, and then the effect on both the price level and real GDP. This three-step chain is what examiners are looking for.

**Prompt 37: Living Standards and How to Measure Them**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how living standards are measured in economics. Discuss GDP per capita as the primary measure and explain its limitations. Introduce other indicators such as the Human Development Index (HDI), which includes life expectancy, education, and income. Discuss why*

*GDP per capita alone can be misleading due to inequality, environmental factors, and unpaid work. Then give me four countries with different GDP per capita and HDI data and ask me to compare their living standards. Provide feedback on the quality of my comparisons.*

**What this helps you practise:**

Comparing living standards using GDP per capita and HDI, understanding the limitations of economic indicators.

**How to use it well:**

When comparing countries, always mention at least one limitation of the data you are using. This demonstrates evaluation skills and lifts your answer to the higher mark bands.

**Prompt 38: The Circular Flow of Income**

**Copy this prompt into your AI tool:**

*Teach me the circular flow of income model. Explain how income flows between households and firms, and introduce the concepts of injections (investment, government spending, exports) and withdrawals or leakages (savings, taxation, imports). Explain how injections and withdrawals affect the level of national income. Then give me five scenarios and ask me to identify whether each is an injection or a withdrawal and to predict the effect on national income. Provide feedback after each answer.*

**What this helps you practise:**

Understanding the circular flow model, identifying injections and withdrawals, and predicting effects on national income.

**How to use it well:**

Remember that if injections exceed withdrawals, national income rises, and if withdrawals exceed injections, national income falls. This simple rule underpins much of macroeconomics.

**Prompt 39: Understanding GDP**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain what gross domestic product (GDP) is and how it is used to measure the size of an economy. Distinguish*

*between real GDP and nominal GDP, and explain why real GDP is a more useful measure. Discuss the limitations of GDP as a measure of living standards, including issues such as income distribution, the informal economy, environmental damage, and quality of life. Then ask me five questions to test my understanding, waiting for my answer each time before providing feedback.*

**What this helps you practise:**

Defining GDP, distinguishing real from nominal GDP, and evaluating GDP as a measure of economic performance.

**How to use it well:**

Understanding the limitations of GDP is essential for evaluation questions. Learn at least four limitations and be ready to explain each with a brief example.

**Prompt 40: Economic Growth: Causes and Consequences**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain economic growth for GCSE Economics. Define economic growth as an increase in real GDP over time. Explain the causes of short-run growth, such as increases in aggregate demand, and long-run growth, such as improvements in productivity and increases in the quantity or quality of factors of production. Discuss the benefits and costs of economic growth, including rising living standards, job creation, environmental damage, and inequality. Then give me three scenarios and ask me to explain whether economic growth is likely and what the consequences might be. Provide feedback on my chains of reasoning.*

**What this helps you practise:**

Understanding the causes of economic growth, distinguishing short-run from long-run growth, and evaluating its consequences.

**How to use it well:**

Always distinguish between short-run and long-run causes of growth. Exam answers that make this distinction clearly tend to score higher.

**Prompt 41: Measuring Inflation: CPI**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how inflation is measured using the Consumer Price Index (CPI).*

*Describe how a basket of goods and services is selected, how price changes are tracked, and how the index is calculated. Discuss the limitations of CPI as a measure of inflation, including the fact that not everyone's spending matches the basket, the slow updating of the basket, and quality changes in goods. Then give me three data interpretation questions where I have to calculate or interpret CPI data, and check my working and answers.*

**What this helps you practise:**

Understanding how CPI works, calculating inflation rates from index numbers, and evaluating the limitations of CPI.

**How to use it well:**

Practise converting index numbers into percentage changes. The formula is: percentage change equals new value minus old value, divided by old value, multiplied by 100.

**Prompt 42: Trade-offs Between Economic Objectives**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the main macroeconomic objectives: economic growth, low unemployment, low and stable inflation, and a satisfactory balance of payments position. Discuss why these objectives can conflict with each other, for example how pursuing rapid growth might lead*

*to higher inflation, or how reducing inflation might increase unemployment. Then give me three policy scenarios and ask me to identify which objectives are being achieved and which might be sacrificed.*

*Provide feedback on my analysis.*

**What this helps you practise:**

Understanding trade-offs between macroeconomic objectives, analysing policy conflicts.

**How to use it well:**

This is core evaluation material. Whenever you write about a policy in the exam, consider which economic objective it helps and which it might harm.

## Section 4

### Government Economic Policy

Governments have a range of policy tools available to influence the performance of the economy and achieve their macroeconomic objectives. At GCSE level, you need to understand the three main categories of policy: fiscal policy, monetary policy, and supply-side policies. Each works through different mechanisms and has different strengths and limitations.

Fiscal policy involves changes to government spending and taxation to influence aggregate demand and the distribution of income. Monetary policy involves the use of interest rates and the money supply, typically managed by a central bank, to control inflation and influence economic activity. Supply-side policies aim to increase the productive capacity of the economy through measures such as education and training, deregulation, and infrastructure investment.

These prompts will help you understand how each type of policy works, when it might be used, and how to evaluate its effectiveness. Strong exam answers on government policy require you to consider time lags, unintended consequences, trade-offs between objectives, and the possibility of government failure. Developing the ability to weigh up the arguments for and against a policy is one of the most important skills for achieving top marks.

#### **Prompt 43: Government Policy Quick-Fire Round**

**Copy this prompt into your AI tool:**

*Quiz me with 15 rapid questions on government economic policy. Cover fiscal policy, monetary*

*policy, supply-side policies, taxation types, redistribution, policy trade-offs, and environmental policy. Include definition questions, application questions, and short evaluation questions. Give feedback after each answer and provide a final score with a summary of areas for improvement.*

**What this helps you practise:**

Quick recall of government policy concepts and terminology across all subtopics.

**How to use it well:**

Aim for speed and accuracy. If you struggle with any topic, go back and use the relevant detailed prompt from this section to revise it thoroughly.

**Prompt 44: Fiscal Policy: Government Spending and Taxation**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Explain fiscal policy, including the difference between expansionary fiscal policy (increasing spending or cutting taxes) and contractionary fiscal policy (cutting spending or raising taxes). Explain how each affects aggregate demand and the wider economy. Then present me with four economic situations, such as a recession or rising inflation, and ask me to recommend an appropriate fiscal policy response and explain the chain of reasoning. Provide feedback on my answers and suggest improvements.*

**What this helps you practise:**

Understanding expansionary and contractionary fiscal policy, recommending appropriate responses to economic conditions.

**How to use it well:**

Always include a chain of reasoning: state the policy, explain how it affects AD, and then explain the impact on GDP, employment, and the price level.

### **Prompt 45: Types of Taxation**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the different types of taxation for GCSE Economics. Define direct taxes (such as income tax and corporation tax) and indirect taxes (such as VAT and excise duties). Explain the difference between progressive taxes, proportional taxes, and regressive taxes with examples. Discuss the advantages and disadvantages of each type. Then give me six taxes one at a time and ask me to classify each as direct or indirect and as progressive, proportional, or regressive. Provide feedback after each answer.*

#### **What this helps you practise:**

Classifying taxes by type, understanding the difference between progressive, proportional, and regressive taxation.

#### **How to use it well:**

Remember that a progressive tax takes a larger percentage from higher earners, while a regressive tax takes a larger percentage from lower earners. VAT is often used as an example of a regressive tax.

### **Prompt 46: Monetary Policy and Interest Rates**

#### **Copy this prompt into your AI tool:**

*Teach me about monetary policy for GCSE Economics. Explain how the central bank uses interest rates to influence the economy. Describe how a rise in interest rates reduces consumer spending and investment through higher borrowing costs and increased incentives to save, and how a cut in interest rates has the opposite effect. Discuss the transmission mechanism from interest rate changes to aggregate demand. Then give me four scenarios and ask me to recommend whether interest rates should be raised or lowered and to*

*explain the likely effects. Provide feedback on my reasoning.*

**What this helps you practise:**

Understanding how interest rate changes affect borrowing, saving, spending, investment, and aggregate demand.

**How to use it well:**

Practise the full transmission mechanism: interest rate change leads to changes in borrowing and saving, which affects consumer spending and investment, which changes AD, which impacts growth and inflation.

---

**Prompt 47: Fiscal vs Monetary Policy Comparison**

**Copy this prompt into your AI tool:**

*Help me compare fiscal policy and monetary policy. Create a structured comparison covering: how each works, who controls each (the government for fiscal, the central bank for monetary), the speed at which each takes effect, and the main limitations of each. Then present me with two economic problems, one where fiscal policy might be more appropriate and one where monetary policy might be better, and ask me to explain and justify which policy I would use in each case. Provide feedback on my reasoning.*

**What this helps you practise:**

Comparing fiscal and monetary policy, selecting the most appropriate policy for different economic conditions.

**How to use it well:**

Being able to compare policies and justify a preference is a high-level skill. Practise using phrases like 'on the other hand' and 'however' to show balanced analysis.

---

**Prompt 48: Supply-Side Policies**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain supply-side policies for GCSE Economics. Define supply-side policies as measures designed to increase the productive capacity of the economy by shifting aggregate supply to the right. Discuss examples including education and training, infrastructure investment, deregulation, reducing income tax rates, and labour market reforms. For each, explain how it increases AS. Then ask me to evaluate three specific supply-side policies by stating one advantage and one disadvantage of each. Provide feedback on my evaluation.*

**What this helps you practise:**

Understanding different supply-side policies, how they shift AS, and evaluating their effectiveness.

**How to use it well:**

A key evaluation point is that supply-side policies often take a long time to have an effect, unlike fiscal or monetary policy which can work more quickly. Always mention time lags in your evaluation.

**Prompt 49: Government Spending Priorities**

**Copy this prompt into your AI tool:**

*Present me with a scenario where the government has a fixed budget and must decide how to allocate spending between healthcare, education, defence, infrastructure, and welfare. Give me data on the current allocation and ask me to propose changes based on three different economic priorities: reducing unemployment, improving long-run growth, and reducing inequality. For each priority, ask me to justify my spending choices using economic reasoning. Provide feedback on the quality of my justifications and highlight any trade-offs I missed.*

**What this helps you practise:**

Applying opportunity cost to government spending decisions, understanding trade-offs in fiscal policy.

**How to use it well:**

This exercise develops your ability to construct reasoned arguments about policy choices, which is exactly what extended-response questions require.

**Prompt 50: Redistribution of Income**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how governments redistribute income and why they might choose to do so. Discuss the tools of redistribution including progressive taxation, transfer payments and welfare benefits, the national minimum wage, and free public services. Discuss the arguments for redistribution, such as reducing poverty and increasing equality, and the arguments against, such as reducing incentives to work and the cost to taxpayers. Then ask me to evaluate whether the national minimum wage is an effective tool for reducing income inequality. Provide feedback on my answer.*

**What this helps you practise:**

Understanding income redistribution policies and evaluating their effectiveness and limitations.

**How to use it well:**

For the evaluation, consider both sides: the minimum wage helps low-paid workers but may cause unemployment if set too high. Good answers weigh up both effects.

**Prompt 51: The Impact of Taxation on Economic Behaviour**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how changes in taxation can affect the behaviour of individuals and*

*firms. Discuss how higher income tax might reduce the incentive to work, how higher corporation tax might discourage investment, and how changes to indirect taxes affect consumer spending. Then present me with four tax policy changes and ask me to analyse the likely behavioural responses of consumers or firms in each case. Ask me to consider both the intended and unintended consequences of each change. Provide feedback on my analysis.*

**What this helps you practise:**

Analysing how tax changes influence economic behaviour, considering intended and unintended consequences.

**How to use it well:**

Always consider unintended consequences. For example, a higher tax on sugary drinks might reduce consumption but could also lead to job losses in that industry.

---

**Prompt 52: Government Policy and the Environment**

**Copy this prompt into your AI tool:**

*Discuss how government economic policies can be used to address environmental problems such as pollution, carbon emissions, and resource depletion. Cover carbon taxes, subsidies for renewable energy, cap-and-trade schemes, and regulation. For each policy, explain the economic mechanism and evaluate its effectiveness. Then give me a scenario involving a country with high carbon emissions and ask me to recommend a policy package, explaining how each element works and justifying my choices. Provide feedback on my recommendations.*

**What this helps you practise:**

Applying government policy tools to environmental market failures, evaluating environmental policy options.

### **How to use it well:**

Environmental policy questions often appear in GCSE Economics exams. Being able to link market failure concepts to specific policy tools is a valuable skill.

### **Prompt 53: Policy Trade-offs and Conflicts**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the key trade-offs and conflicts between macroeconomic policy objectives. Focus on the potential conflict between low inflation and low unemployment, between economic growth and environmental sustainability, and between reducing the budget deficit and maintaining public services. Then present me with three policy dilemmas and ask me to explain the trade-off involved and to recommend a course of action with justification. Provide feedback on the quality of my evaluation and suggest ways to strengthen my arguments.*

#### **What this helps you practise:**

Understanding and analysing policy trade-offs, making and justifying policy recommendations.

#### **How to use it well:**

Examiners reward answers that acknowledge trade-offs explicitly. Use phrases like 'there is a trade-off between' and 'achieving one objective may come at the cost of another'.

### **Prompt 54: Evaluating Government Intervention Effectiveness**

#### **Copy this prompt into your AI tool:**

*Help me develop my evaluation skills for government policy questions. Present me with three government policies that have been implemented, such as quantitative easing, an increase in the minimum wage, or investment in apprenticeships.*

*For each one, ask me to write a short evaluation covering: what the policy aimed to achieve, the theoretical mechanism, evidence of success or failure, unintended consequences, and an overall judgement. Provide detailed feedback on each evaluation and show me how to improve.*

**What this helps you practise:**

Writing structured evaluations of government economic policies, using a consistent framework.

**How to use it well:**

Use the five-point framework (aim, mechanism, evidence, unintended consequences, judgement) as a template for any policy evaluation question in the exam.

## Section 5

### International Trade and the Global Economy

No economy operates in isolation. International trade allows countries to specialise in producing goods and services in which they have a comparative advantage, leading to greater global efficiency and higher living standards. Understanding the theory behind trade, the arguments for and against protectionism, and the role of exchange rates is essential for GCSE Economics.

This section covers the principles of absolute and comparative advantage, the benefits and drawbacks of free trade, the methods and motives for protectionism including tariffs and quotas, how exchange rates are determined and their effects on trade, and the balance of payments. You will also explore globalisation, the role of transnational corporations (TNCs), and issues of economic development.

International trade questions often require you to apply economic theory to real-world contexts and to evaluate the competing arguments for free trade and protectionism. These prompts will help you develop the analytical and evaluative skills needed to tackle these questions confidently in the exam.

#### **Prompt 55: Absolute and Comparative Advantage**

**Copy this prompt into your AI tool:**

*Teach me the theory of absolute and comparative advantage for GCSE Economics. Define absolute advantage as the ability to produce a good using fewer resources than another country. Define comparative advantage as the ability to produce a good at a lower opportunity cost. Work through a*

*numerical example with two countries and two goods, showing how both countries can benefit from trade even if one is more efficient at producing both goods. Then give me a new numerical example and ask me to calculate comparative advantage and determine the pattern of trade. Check my working and provide feedback.*

**What this helps you practise:**

Calculating absolute and comparative advantage, determining patterns of specialisation and trade.

**How to use it well:**

Work through the calculation step by step. First calculate the opportunity cost of each good for each country, then identify where each country has the lower opportunity cost. This determines comparative advantage.

**Prompt 56: International Trade and Global Economy Quiz**

**Copy this prompt into your AI tool:**

*Test me with 15 questions on international trade and the global economy. Cover comparative advantage, free trade, protectionism, exchange rates, balance of payments, globalisation, TNCs, and economic development. Include calculation questions, definition questions, and short evaluation questions. Provide feedback after each answer and give me a final score with recommendations for further revision.*

**What this helps you practise:**

Quick recall and application of international trade and global economy concepts.

**How to use it well:**

Use this as a timed revision exercise. Any topic where you score poorly should be revisited using the detailed prompts earlier in this section.

## **Prompt 57: Benefits and Drawbacks of Free Trade**

### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the benefits of free trade including greater consumer choice, lower prices, increased competition, economies of scale, and access to resources. Then explain the drawbacks including job losses in uncompetitive industries, over-dependence on other countries, environmental concerns, and exploitation of workers in developing countries. Present me with a debate: 'Should the UK pursue free trade with all countries?' Ask me to write three arguments in favour and three against, then provide feedback and help me strengthen my weaker points.*

### **What this helps you practise:**

Constructing balanced arguments about the benefits and costs of free trade.

### **How to use it well:**

This is strong preparation for discuss or evaluate questions on trade. Make sure each point is developed with a clear explanation and, where possible, a supporting example.

## **Prompt 58: The Balance of Payments**

### **Copy this prompt into your AI tool:**

*Teach me about the balance of payments for GCSE Economics. Explain the current account, including the trade in goods (visible trade), trade in services (invisible trade), investment income, and transfers. Define a trade deficit and a trade surplus. Discuss the causes and consequences of a persistent current account deficit. Then give me data on a hypothetical country's trade and ask me to calculate the trade balance and current account balance. Check my calculations and explain any errors.*

**What this helps you practise:**

Understanding the balance of payments current account, calculating trade balances, and analysing deficits and surpluses.

**How to use it well:**

Practise the calculations carefully. Exports minus imports gives the trade balance. A negative figure means a trade deficit. Be clear about the difference between the trade balance and the full current account.

**Prompt 59: Globalisation: Benefits and Costs**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain globalisation as the increasing integration and interdependence of the world's economies. Discuss the causes of globalisation including trade liberalisation, improvements in transport and communication technology, and the growth of transnational corporations. Then discuss the benefits and costs of globalisation for developed and developing countries. Present me with a case study of a developing country affected by globalisation and ask me five questions about the economic effects. Provide feedback after each answer.*

**What this helps you practise:**

Understanding the causes, benefits, and costs of globalisation, applying analysis to a case study.

**How to use it well:**

Exam questions on globalisation often focus on developing countries. Be ready to discuss both the positive effects like job creation and the negative effects like exploitation and environmental damage.

**Prompt 60: Economic Development**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the difference between economic growth and economic development. Discuss how development is measured using indicators beyond GDP, such as the Human Development Index, literacy rates, life expectancy, and access to clean water. Explain the barriers to development including corruption, lack of infrastructure, debt, and trade barriers. Then give me three developing countries with different economic data and ask me to compare their levels of development. Provide feedback on my comparisons and suggest how I could improve my analysis.*

**What this helps you practise:**

Distinguishing growth from development, using development indicators, and analysing barriers to development.

**How to use it well:**

Always make clear that economic growth and economic development are not the same thing. Growth is about output; development is about improving quality of life and living standards broadly.

**Prompt 61: Protectionism: Tariffs and Quotas**

**Copy this prompt into your AI tool:**

*Act as my economics tutor. Explain the main methods of protectionism: tariffs, quotas, subsidies to domestic firms, and non-tariff barriers. For each method, explain how it works, who benefits, and who loses. Then present me with four trade scenarios one at a time and ask me to identify which protectionist method is being described and to evaluate whether it is justified. Provide feedback on my answers and help me consider both sides of each argument.*

**What this helps you practise:**

Understanding protectionist methods, evaluating

their effects on consumers, producers, and the economy.

**How to use it well:**

Remember that protectionism usually involves a trade-off: domestic producers benefit but consumers face higher prices and less choice. Always consider both sides.

**Prompt 62: Exchange Rates and Their Effects**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain exchange rates for GCSE Economics. Define the exchange rate as the price of one currency in terms of another.*

*Explain how exchange rates are determined by supply and demand in a floating system. Discuss the effects of a stronger (appreciation) and weaker (depreciation) currency on exports, imports, inflation, and economic growth. Then give me four scenarios involving exchange rate changes and ask me to analyse the effects on the economy. Provide feedback on my chains of reasoning.*

**What this helps you practise:**

Understanding exchange rate determination and analysing the effects of appreciation and depreciation.

**How to use it well:**

Use the mnemonic SPICED: Strong Pound Imports Cheaper Exports Dearer. This helps you remember the effects of an appreciation. Reverse it for depreciation.

**Prompt 63: Transnational Corporations (TNCs)**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain what transnational corporations are and why they operate in multiple countries. Discuss the potential benefits of TNCs to host countries, such as job creation, tax*

*revenue, technology transfer, and infrastructure development. Then discuss the potential costs, including profit repatriation, exploitation of workers, environmental damage, and the displacement of local businesses. Ask me to evaluate whether TNCs are beneficial or harmful to developing countries, requiring me to give a balanced answer with a justified conclusion. Provide feedback on my evaluation.*

**What this helps you practise:**

Evaluating the impact of TNCs on host countries, constructing balanced arguments with a justified conclusion.

**How to use it well:**

A strong answer considers effects on different groups: workers, consumers, the government, local businesses, and the environment. Your conclusion should weigh up the overall impact.

**Prompt 64: Exchange Rates and Trade Policy Scenario**

**Copy this prompt into your AI tool:**

*Present me with a scenario where a country is experiencing a large trade deficit and its currency is depreciating. Ask me to analyse the causes of the trade deficit, explain how the depreciation might help correct it, discuss whether the government should use protectionist measures, and evaluate the overall policy options. Guide me through the analysis step by step, providing feedback at each stage and helping me build a comprehensive answer.*

**What this helps you practise:**

Applying international trade theory to a complex scenario, linking exchange rates, trade balances, and policy responses.

**How to use it well:**

This is excellent preparation for extended-response

questions that bring together multiple international trade concepts. Work through each stage carefully and check your reasoning.

## Section 6

### Fixing Common Economic Misconceptions

Economics is a subject where small misunderstandings can lead to significant errors in exam answers. Many GCSE students make the same mistakes repeatedly, and these misconceptions can cost valuable marks. This section is designed to help you identify and correct the most common errors before they appear in your exam.

Some of the most frequent mistakes involve confusing movements along a demand or supply curve with shifts of the curve, treating GDP as a direct measure of living standards, confusing inflation with the price level, and drawing incorrect conclusions from economic data by confusing correlation with causation. Each of these errors is avoidable with clear understanding and targeted practice.

These prompts will challenge your understanding by presenting common errors and asking you to spot and correct them. Working through them carefully will help you avoid the traps that many students fall into and will give you greater confidence in your ability to apply economic concepts accurately under exam conditions.

#### **Prompt 65: Misconceptions Correction Challenge**

**Copy this prompt into your AI tool:**

*Present me with 12 short economics statements, each containing a common misconception or error. Ask me to identify the mistake in each statement and write a corrected version. Cover misconceptions about supply and demand curves, GDP, inflation, trade, taxation, and market failure. After each*

*attempt, provide the correct answer and a brief explanation of why the original statement was wrong. Give me a final score and highlight any misconceptions I still need to work on.*

**What this helps you practise:**

Spotting and correcting a wide range of common economics misconceptions under quiz conditions.

**How to use it well:**

This is a powerful revision tool. Any misconception you fail to spot here could cost you marks in the exam. Review the corrections carefully and make notes on the ones you found difficult.

**Prompt 66: Movement Along vs Shift of the Demand Curve**

**Copy this prompt into your AI tool:**

*Help me avoid the common mistake of confusing a movement along the demand curve with a shift of the demand curve. Explain the difference clearly: a change in the price of the good itself causes a movement along the curve, while a change in any other determinant of demand (income, prices of related goods, tastes, population) causes a shift. Then give me ten statements one at a time and ask me to identify whether each causes a movement along or a shift of the demand curve. Correct me immediately if I get it wrong and explain why.*

**What this helps you practise:**

Correctly distinguishing between movements along and shifts of the demand curve in a variety of contexts.

**How to use it well:**

This is one of the most common errors in GCSE Economics exams. If you master this distinction, you will avoid losing easy marks. Ask yourself: has the price of the good itself changed, or has something else changed?

## **Prompt 67: Movement Along vs Shift of the Supply Curve**

### **Copy this prompt into your AI tool:**

*Now help me with the same distinction for the supply curve. Explain that a change in the price of the good causes a movement along the supply curve, while changes in costs of production, technology, taxes, subsidies, or the number of firms cause shifts. Give me ten statements one at a time and ask me to classify each as a movement along or a shift of the supply curve. Provide immediate feedback and keep a score. At the end, summarise the rule I should remember.*

### **What this helps you practise:**

Correctly distinguishing between movements along and shifts of the supply curve.

### **How to use it well:**

Apply the same logic as for demand: if the price of the good changes, it is a movement along. If anything else changes, it is a shift. Drill this until it becomes automatic.

## **Prompt 68: GDP vs Living Standards**

### **Copy this prompt into your AI tool:**

*Address the common misconception that a higher GDP automatically means higher living standards. Explain why GDP per capita is a better measure than total GDP, and then explain why even GDP per capita has limitations. Cover issues such as income inequality, environmental degradation, unpaid work, the informal economy, and quality of life factors that GDP does not capture. Then give me four statements about GDP and living standards and ask me to identify which are correct and which contain the misconception. Provide feedback.*

**What this helps you practise:**

Understanding why GDP does not directly equate to living standards, identifying and correcting this misconception.

**How to use it well:**

In any exam answer about living standards, always mention at least one limitation of GDP as a measure. This shows the examiner that you understand the nuance.

**Prompt 69: Inflation vs Price Level**

**Copy this prompt into your AI tool:**

*Help me understand the difference between inflation and the price level, a distinction that many students get wrong. Explain that inflation is the rate of change of the price level, not the price level itself. This means that if inflation falls from 5 percent to 2 percent, prices are still rising, just more slowly. Explain that falling inflation does not mean prices are falling. Then give me six statements about inflation and prices, some correct and some containing the misconception, and ask me to identify which are accurate. Provide detailed feedback.*

**What this helps you practise:**

Distinguishing between the rate of inflation and the level of prices, correcting the common error of thinking falling inflation means falling prices.

**How to use it well:**

This is a very common exam trap. Remember: falling inflation means prices are rising more slowly. Prices only fall if there is deflation, which means a negative inflation rate.

**Prompt 70: Correlation vs Causation in Economic Data**

**Copy this prompt into your AI tool:**

*Teach me about the difference between correlation and causation in economics. Explain that just because two variables move together does not mean one causes the other. Give examples such as the observation that countries with higher ice cream sales also have higher crime rates, and explain why this does not mean ice cream causes crime. Then present me with five pairs of economic data that show correlation and ask me to evaluate whether there is likely a causal relationship, a reverse causal relationship, or a third factor explanation. Provide feedback after each answer.*

**What this helps you practise:**

Identifying the difference between correlation and causation in economic data, avoiding false conclusions.

**How to use it well:**

In data response questions, always consider whether the relationship shown in the data is causal or merely a correlation. Mentioning this distinction demonstrates strong analytical skills.

**Prompt 71: Confusing Revenue with Profit**

**Copy this prompt into your AI tool:**

*Address the misconception that higher revenue automatically means higher profit. Explain the difference between revenue (total income from sales) and profit (revenue minus total costs). Discuss scenarios where revenue can increase while profit falls, such as when costs rise faster than revenue or when a firm cuts prices to boost sales volume. Give me four business scenarios and ask me to calculate both revenue and profit, identifying whether the firm is better off. Check my calculations and reasoning.*

**What this helps you practise:**

Distinguishing between revenue and profit,

calculating both correctly and understanding their relationship.

**How to use it well:**

Always check whether a question is asking about revenue or profit. Confusing the two is a common source of lost marks in business and economics questions.

**Prompt 72: Government Debt vs Government Deficit**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the difference between the government budget deficit and the national debt, two terms that students frequently confuse. The deficit is the gap between government spending and tax revenue in a single year, while the national debt is the total accumulated borrowing over time. Explain how running a deficit adds to the debt, and how a government can reduce the deficit while the debt continues to rise. Give me five statements and ask me to identify which correctly use the terms and which confuse them. Provide feedback.*

**What this helps you practise:**

Distinguishing between the budget deficit and the national debt, using each term accurately.

**How to use it well:**

Using these terms correctly in the exam shows precision and understanding. Many students lose marks by using them interchangeably when they have distinct meanings.

**Prompt 73: Exports and Imports Confusion**

**Copy this prompt into your AI tool:**

*Help me avoid confusing the effects of exports and imports on the economy. Explain that exports are an injection into the circular flow and add to aggregate*

*demand, while imports are a withdrawal and reduce aggregate demand. Address the common error of thinking that all imports are bad for the economy by explaining how imports provide cheaper goods, greater variety, and access to resources. Then give me six statements about trade and ask me to identify which are accurate and which contain errors.*

*Provide feedback.*

**What this helps you practise:**

Correctly understanding the role of exports and imports in the economy, avoiding oversimplified views of trade.

**How to use it well:**

Remember that imports provide real benefits even though they represent a leakage from the circular flow. Balanced answers consider both sides.

**Prompt 74: The Minimum Wage Always Causes Unemployment**

**Copy this prompt into your AI tool:**

*Challenge the common oversimplification that a minimum wage always causes unemployment. Explain the textbook theory that a minimum wage set above equilibrium can cause unemployment by creating excess supply of labour. Then explain why the real-world evidence is more mixed, discussing factors such as monopsony power, increased worker motivation, reduced labour turnover, and the possibility that higher wages boost consumer spending. Ask me to write a balanced paragraph evaluating the impact of the minimum wage on employment. Provide detailed feedback on my evaluation.*

**What this helps you practise:**

Moving beyond oversimplified analysis to develop nuanced evaluation of the minimum wage.

**How to use it well:**

This is excellent practice for evaluation questions. The best answers acknowledge the theory but also consider real-world complications and evidence.

## Section 7

### Data Analysis and Diagram Skills

GCSE Economics exams require you to interpret, analyse, and evaluate economic data presented in a variety of forms, including tables, charts, graphs, and diagrams. Data analysis skills are not optional extras; they are tested directly and are essential for accessing the higher mark bands in many questions.

This section focuses on the practical skills you need: reading and interpreting supply and demand diagrams, understanding index numbers, calculating percentage changes and elasticity values, interpreting real-world economic data, and evaluating the reliability and limitations of data. You will also practise drawing and annotating diagrams, which is a skill that many students find challenging under exam conditions.

These prompts provide structured practice in data handling and diagram work. Working through them will build your confidence in tackling data-response questions and ensure that you can demonstrate strong quantitative skills alongside your theoretical knowledge.

#### **Prompt 75: Reading Supply and Demand Diagrams**

**Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor. Describe five different supply and demand diagrams using text, including the original equilibrium and a change such as a shift in demand or supply. For each one, ask me to identify: the original equilibrium price and quantity, which curve has shifted and in which direction, the new equilibrium price and quantity, and whether there is a surplus or shortage at the*

*original price. Provide feedback after each answer and correct any errors in my reasoning.*

**What this helps you practise:**

Interpreting supply and demand diagrams accurately, identifying equilibrium changes and market imbalances.

**How to use it well:**

Sketch each diagram on paper as the AI describes it.

This is exactly the skill you need in the exam, and the more you practise, the faster and more accurate you will become.

**Prompt 76: Drawing and Labelling Diagrams**

**Copy this prompt into your AI tool:**

*Help me practise drawing key economics diagrams. Give me instructions for five diagrams one at a time: a basic supply and demand diagram showing equilibrium, a diagram showing the effect of a subsidy, a diagram showing a negative externality of production, a diagram showing a price floor above equilibrium, and an AD/AS diagram. For each one, tell me what axes to label, what curves to draw, and what key points to mark. Then ask me to describe what I have drawn and check that I have included all the necessary labels and annotations.*

**What this helps you practise:**

Drawing and correctly labelling key economics diagrams that appear in GCSE exams.

**How to use it well:**

Use plain paper and practise drawing each diagram until you can do it quickly and accurately from memory. Correct labelling is essential for full marks.

**Prompt 77: Calculating Percentage Changes**

**Copy this prompt into your AI tool:**

*Teach me how to calculate percentage changes accurately, a skill that appears frequently in GCSE*

*Economics. Explain the formula: percentage change equals the change in value divided by the original value, multiplied by 100. Then give me eight calculations of increasing difficulty, including percentage changes in price, GDP, unemployment rates, and trade balances. Wait for my answer each time, check my working, and correct any errors. At the end, give me two reverse problems where I know the percentage change and the new value, and I must find the original value.*

**What this helps you practise:**

Calculating percentage changes accurately and quickly, including reverse percentage calculations.

**How to use it well:**

Show all your working in the exam, even if you can do the calculation in your head. Marks are often awarded for method as well as the final answer.

**Prompt 78: Understanding Index Numbers**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how index numbers work in economics. Describe how a base year is set at 100 and subsequent values are expressed relative to this base. Show how to interpret index numbers, for example explaining that an index value of 115 means a 15 percent increase from the base year. Then give me a table of index number data covering GDP, prices, and trade over several years, and ask me five questions about the data, including calculating percentage changes between years, identifying trends, and comparing rates of change. Check my calculations and interpretation.*

**What this helps you practise:**

Interpreting index number data, calculating changes from a base year, and identifying trends.

**How to use it well:**

Remember that index numbers show relative changes, not absolute values. A CPI of 120 does not mean prices are 120 pounds; it means prices have risen 20 percent from the base year.

**Prompt 79: Interpreting Charts and Graphs**

**Copy this prompt into your AI tool:**

*Present me with three different types of economic charts or graphs in text form: a bar chart comparing GDP of different countries, a line graph showing inflation over time, and a pie chart showing the composition of government spending and ask me to describe and explain what I observe. For each one, ask me to identify the key findings, describe the main trends or comparisons, and suggest one economic explanation for what the data shows. Provide feedback on my interpretation and explain any points I missed.*

**What this helps you practise:**

Reading and interpreting different types of charts and graphs, extracting key economic information.

**How to use it well:**

In the exam, always quote specific data from the chart in your answer. Saying 'GDP increased significantly' is weaker than saying 'GDP increased from 1.2 trillion to 1.5 trillion, a rise of 25 percent'.

**Prompt 80: Calculating and Interpreting PED from Data**

**Copy this prompt into your AI tool:**

*Give me three sets of data showing price changes and corresponding quantity demanded changes for different products. For each one, ask me to calculate the price elasticity of demand using the formula (percentage change in quantity demanded divided by percentage change in price), interpret whether*

*demand is elastic or inelastic, explain what the PED value means for the firm's revenue, and suggest why the product has that level of elasticity. Check my calculations and reasoning at each step.*

**What this helps you practise:**

Calculating PED from data, interpreting the result, and linking it to revenue implications and product characteristics.

**How to use it well:**

Always show the formula, substitute the values, and calculate step by step. Then interpret the result: if PED is greater than 1, demand is elastic; if less than 1, it is inelastic.

**Prompt 81: Real vs Nominal Data**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the difference between real and nominal values in economics. Clarify that nominal values are expressed in current prices and do not account for inflation, while real values are adjusted for inflation and give a more accurate picture of changes in purchasing power. Give me four sets of data showing nominal wages, GDP, or prices over time alongside inflation data, and ask me to calculate the real values and interpret whether real improvements have occurred. Check my calculations and provide feedback.*

**What this helps you practise:**

Distinguishing between real and nominal values, adjusting data for inflation, and interpreting real changes.

**How to use it well:**

If wages rise by 3 percent but inflation is 4 percent, real wages have fallen. Always check whether data is presented in real or nominal terms before drawing conclusions.

## **Prompt 82: Interpreting Economic Data Tables**

### **Copy this prompt into your AI tool:**

*Present me with a data table containing macroeconomic data for a country over five years, including GDP growth, inflation rate, unemployment rate, and trade balance. Ask me to describe the trends in each variable, identify any relationships between the variables, explain possible causes of the changes observed, and evaluate the overall performance of the economy. Provide feedback on my analysis, focusing on whether I have identified the key patterns and made valid economic connections between the data series.*

### **What this helps you practise:**

Analysing multi-variable economic data, identifying trends, and explaining relationships between macroeconomic indicators.

### **How to use it well:**

Start by describing what each variable shows individually, then look for connections. For example, does falling unemployment coincide with rising inflation? Identifying these links demonstrates strong analytical skills.

## **Prompt 83: Evaluating the Reliability of Economic Data**

### **Copy this prompt into your AI tool:**

*Help me develop the skill of evaluating economic data. Present me with three pieces of economic data, such as a GDP figure, an unemployment statistic, and a survey of consumer confidence. For each one, ask me to discuss: how the data might have been collected, what its limitations are, whether it might be biased or incomplete, and how reliable it is as a basis for making economic conclusions. Provide feedback on my evaluation and suggest additional points I could have made.*

**What this helps you practise:**

Critically evaluating the reliability and limitations of economic data and statistics.

**How to use it well:**

Evaluating data reliability is a higher-order skill that examiners reward. Always consider who collected the data, how it was measured, and what it might not capture.

**Prompt 84: Data Skills Exam-Style Practice**

**Copy this prompt into your AI tool:**

*Present me with a full data-response exercise similar to what I might see in a GCSE Economics exam.*

*Provide a short extract of text and a data table or chart description covering a macroeconomic issue.*

*Then ask me four questions of increasing difficulty: a short data-reading question, a calculation question, an explanation question requiring a chain of reasoning, and an evaluation question asking me to assess a policy or trend. Mark each of my answers out of the marks available and provide detailed feedback on how to improve.*

**What this helps you practise:**

Completing a full data-response exercise under exam-like conditions, practising all data analysis skills together.

**How to use it well:**

Treat this as a timed mini-mock. Give yourself the same time per mark that you would have in the real exam and write your answers as you would on paper.

## Section 8

### Extended Writing and Exam Technique

Extended-response questions carry the highest marks in GCSE Economics exams and require you to demonstrate not just knowledge but also the ability to apply, analyse, and evaluate. These questions typically use command words such as evaluate, discuss, assess, or to what extent, and they demand structured, well-reasoned answers.

Many students lose marks on extended questions not because they lack knowledge but because their exam technique is weak. Common problems include failing to develop points fully, not using chains of reasoning, presenting one-sided arguments, and reaching conclusions that are not supported by the preceding analysis. These are all avoidable errors with the right practice.

This section provides targeted practice in the skills that matter most for high-mark questions. You will work on structuring evaluate and discuss responses, building chains of reasoning, writing balanced arguments, reaching substantiated conclusions, and managing your time effectively. Mastering these techniques can make a significant difference to your final grade.

#### **Prompt 85: Building Chains of Reasoning**

##### **Copy this prompt into your AI tool:**

*Teach me how to build effective chains of reasoning in economics. Explain that a chain of reasoning links cause to effect through multiple steps, for example: the government cuts income tax, which increases disposable income, which increases consumer spending, which increases aggregate demand, which leads to higher GDP and lower unemployment. Then*

*give me five starting points and ask me to build a chain of at least four links for each. Provide feedback on whether my chains are logical, complete, and use correct economics throughout.*

**What this helps you practise:**

Constructing multi-step chains of reasoning that demonstrate logical economic thinking.

**How to use it well:**

Use connective phrases like 'this means that', 'as a result', 'which leads to', and 'therefore' to make your chains of reasoning explicit. Examiners reward answers where each step follows logically from the previous one.

**Prompt 86: Using Real-World Examples Effectively**

**Copy this prompt into your AI tool:**

*Help me improve my use of real-world examples in economics answers. Explain why examples strengthen an answer by showing application of theory to practice. Then give me five economic concepts, such as negative externalities or monetary policy, and ask me to provide a relevant real-world example for each and to explain how it illustrates the concept. Provide feedback on whether my examples are appropriate, accurate, and well-explained, and suggest better alternatives where needed.*

**What this helps you practise:**

Selecting and using appropriate real-world examples to support economic analysis in exam answers.

**How to use it well:**

Build a bank of reliable examples you can use in the exam. Having two or three strong examples for each major topic gives you flexibility to apply them to different questions.

## **Prompt 87: Time Management in Extended Questions**

### **Copy this prompt into your AI tool:**

*Help me develop a time management strategy for extended-response questions in GCSE Economics. Explain how to allocate time based on the marks available, typically spending about one minute per mark plus planning time. Show me how to create a quick plan in two minutes that ensures I cover all the required elements. Then give me a 12-mark evaluate question and ask me to create a plan within two minutes and then write a response within ten minutes. Provide feedback on both my plan and my answer, focusing on whether I used my time effectively.*

### **What this helps you practise:**

Managing time effectively in extended-response questions, creating quick plans, and writing efficient answers.

### **How to use it well:**

Practise this under timed conditions. The ability to plan quickly and write concisely is a skill that improves with repetition and makes a real difference on exam day.

## **Prompt 88: Structuring Evaluate Responses**

### **Copy this prompt into your AI tool:**

*Teach me how to structure an evaluate question in GCSE Economics. Explain that an evaluate response requires me to consider arguments on both sides, weigh them up, and reach a justified conclusion. Suggest a clear structure such as: Point, Explain, Develop for each argument, then a conclusion that weighs up the strongest points. Then give me an evaluate question such as 'Evaluate whether increasing the minimum wage is the best way to reduce poverty' and ask me to write a full response.*

*Provide paragraph-by-paragraph feedback and show me how to improve each section.*

**What this helps you practise:**

Writing well-structured evaluate responses with balanced arguments and a justified conclusion.

**How to use it well:**

Follow the structure consistently. Even under time pressure, having a clear framework helps you write a complete answer rather than running out of time with an unfinished argument.

**Prompt 89: Mastering Discuss Questions**

**Copy this prompt into your AI tool:**

*Help me understand what discuss questions require.*

*Explain that discuss means I need to explore different perspectives, present multiple viewpoints, and consider the strengths and weaknesses of each.*

*Contrast this with evaluate, which places more emphasis on reaching a judgement. Then give me a discuss question such as 'Discuss the effects of globalisation on developing countries' and ask me to write a response. Provide feedback on the range of perspectives I include, the depth of my analysis, and the quality of my development.*

**What this helps you practise:**

Writing discuss responses that explore multiple perspectives with depth and balance.

**How to use it well:**

For discuss questions, aim to cover at least three or four different effects or perspectives. Each one should be explained and developed, not just listed.

**Prompt 90: Writing Balanced Arguments**

**Copy this prompt into your AI tool:**

*Help me practise writing balanced arguments for GCSE Economics. Give me three controversial economic statements one at a time, such as*

*'Protectionism is always harmful to an economy'. For each one, ask me to write two strong arguments in favour of the statement and two strong arguments against it. Each argument must include a clear point, an economic explanation, and a development or example. After I complete each statement, provide feedback on the balance and quality of my arguments and suggest any perspectives I missed.*

**What this helps you practise:**

Developing the ability to argue both sides of an economic debate with equal strength and depth.

**How to use it well:**

Train yourself to always consider the other side, even if you personally agree with one position. The best exam answers show genuine engagement with both perspectives.

**Prompt 91: Reaching Substantiated Conclusions**

**Copy this prompt into your AI tool:**

*Teach me how to write effective conclusions for extended-response questions. Explain that a substantiated conclusion must follow logically from the arguments presented, weigh up the evidence on both sides, and reach a clear judgement that is supported by reasoning. Show me examples of weak conclusions that simply repeat a point or sit on the fence, and strong conclusions that make a reasoned judgement. Then give me three essay plans with arguments for and against, and ask me to write a conclusion for each. Provide feedback on each conclusion.*

**What this helps you practise:**

Writing substantiated conclusions that demonstrate genuine evaluation and reasoned judgement.

**How to use it well:**

Your conclusion should not introduce new

arguments. Instead, it should weigh up what you have already discussed and make a clear judgement, often using phrases like 'on balance', 'the most significant factor is', or 'this depends on'.

### **Prompt 92: Answering 'To What Extent' Questions**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how to approach 'to what extent' questions in GCSE Economics. Clarify that these require me to assess the degree to which something is true, considering the strength of the evidence on both sides and often concluding with a qualified judgement rather than an absolute one. Give me a 'to what extent' question such as 'To what extent does fiscal policy effectively reduce unemployment?' and guide me through planning and writing a response. Provide feedback on my answer and show me how to improve my level of evaluation.*

#### **What this helps you practise:**

Planning and writing responses to 'to what extent' questions with appropriate qualification and nuance.

#### **How to use it well:**

The best answers to these questions avoid absolutes. Instead of saying fiscal policy always or never works, discuss the conditions under which it is more or less effective.

### **Prompt 93: Command Words Decoder**

#### **Copy this prompt into your AI tool:**

*Help me understand the command words used in GCSE Economics exams. Explain what each of the following requires: state, identify, define, describe, explain, analyse, evaluate, discuss, assess, and to what extent. For each command word, give me an example question and explain what the examiner is*

*looking for in the response. Then give me eight questions using different command words and ask me to identify the command word and explain what type of response is needed. Provide feedback on my understanding.*

**What this helps you practise:**

Recognising command words and understanding what type and depth of response each requires.

**How to use it well:**

Misreading the command word is one of the most common reasons students underperform. An explain question requires different skills from an evaluate question. Always check the command word before you start writing.

**Prompt 94: Full Extended-Response Practice**

**Copy this prompt into your AI tool:**

*Give me a full extended-response question worth 12 marks, similar to what I would see in a GCSE Economics exam. Include a short stimulus of context or data. Ask me to write a complete response under timed conditions. Then mark my response using a GCSE-style mark scheme, providing marks for knowledge, application, analysis, and evaluation. Give me detailed feedback on each assessment objective and specific advice on how I could improve my answer to move up one mark band.*

**What this helps you practise:**

Writing a complete exam-standard extended response and receiving detailed, mark-scheme-based feedback.

**How to use it well:**

This is the closest simulation of real exam conditions. Write your answer on paper by hand if possible, as this is how you will write in the exam, and it helps you judge how much you can write in the time available.



## Section 9

### Final Revision and Exam-Week Prompts

The final days before your GCSE Economics exam are about consolidation, confidence-building, and strategic revision. This is not the time to learn new material from scratch; it is the time to reinforce what you already know, identify and fill any remaining gaps, and practise the skills you will need on exam day.

These six prompts are designed for the last week of revision. They cover a rapid sweep of the entire specification, a focused diagram drill, a mini mock exam, and a final readiness check. Each prompt is designed to be completed in a single session and to give you maximum benefit in minimum time.

Approach these prompts with exam conditions in mind. Time yourself, write by hand where possible, and treat each exercise as seriously as you would the real exam. The confidence you build from completing these final exercises will serve you well when you sit down in the exam hall.

#### **Prompt 95: Rapid Whole-Specification Sweep**

##### **Copy this prompt into your AI tool:**

*Act as my GCSE Economics tutor and conduct a rapid sweep of the entire specification. Go through each major topic area one at a time: the basic economic problem, supply and demand, market failure, the national economy, government policy, and international trade. For each topic, ask me three quick-fire questions covering key definitions, core concepts, and a brief application. If I get any question wrong, briefly explain the correct answer and flag that topic for extra revision. At the end, give*

*me a traffic-light summary: green for topics I know well, amber for topics that need a little more work, and red for topics I must revise urgently.*

**What this helps you practise:**

Rapid recall across the entire GCSE Economics specification, identifying strengths and weaknesses.

**How to use it well:**

Complete this in one session, ideally three to four days before the exam. Use the traffic-light summary to prioritise your remaining revision time, focusing on red and amber topics.

**Prompt 96: Diagram Confidence Drill**

**Copy this prompt into your AI tool:**

*Test my ability to draw and explain the key diagrams for GCSE Economics. One at a time, name a diagram I need to know, such as supply and demand equilibrium, the effect of an indirect tax, a negative externality, a price floor, or an AD/AS diagram. For each one, ask me to describe how I would draw it, including axes, curves, labels, and key points. Then ask me to explain what the diagram shows and when I would use it in an exam answer. Provide feedback on each diagram and identify any I need to practise further. Cover at least eight diagrams in total.*

**What this helps you practise:**

Drawing and explaining all key GCSE Economics diagrams from memory under pressure.

**How to use it well:**

Draw each diagram on paper as you describe it to the AI. After this session, practise any diagrams you found difficult until you can draw them perfectly from memory in under one minute each.

**Prompt 97: Key Terms Speed Round**

**Copy this prompt into your AI tool:**

*Run a high-speed key terms test for GCSE Economics. Give me 30 key economics terms one at a time, covering all topic areas from scarcity and opportunity cost through to exchange rates and globalisation. For each term, I have 15 seconds to give a clear, concise definition. Mark each as correct, partially correct, or incorrect. At the end, give me my score out of 30 and list any terms I need to review. For any I got wrong, provide the correct definition.*

**What this helps you practise:**

Rapid recall of key economics definitions under time pressure.

**How to use it well:**

Complete this the day before the exam as a final knowledge check. Knowing definitions precisely is the foundation of every good exam answer, and this exercise ensures they are fresh in your memory.

**Prompt 98: Mini Mock Exam**

**Copy this prompt into your AI tool:**

*Set me a mini mock exam covering the full range of GCSE Economics content. Include: five multiple-choice style questions (state the answer and explain), three short-answer questions requiring definitions or brief explanations (2 to 4 marks each), two medium-length questions requiring analysis and chains of reasoning (6 marks each), and one extended-response evaluate question (12 marks). Give me all the questions at once so I can complete them under timed conditions. After I submit all my answers, mark each one with the marks I would have received and provide feedback, including a total score out of 50 and advice on areas for improvement.*

**What this helps you practise:**

Completing a full mock exam under timed conditions, receiving detailed marking and feedback.

**How to use it well:**

Set a timer for 50 minutes and complete all questions without stopping. This simulates exam pressure and helps you practise time allocation. Review the feedback carefully and target any weak areas in your final revision sessions.

**Prompt 99: Common Exam Mistakes Final Check**

**Copy this prompt into your AI tool:**

*Go through the most common mistakes that GCSE Economics students make in exams and test whether I am likely to make any of them. Cover the following errors: confusing shifts and movements along curves, failing to use diagrams, writing one-sided evaluate answers, not using data from the extract, confusing GDP with living standards, mixing up types of unemployment, failing to give a conclusion, and using vague language instead of precise economic terminology. For each error, give me a quick test question designed to catch the mistake. Tell me at the end which errors I am at risk of making and give me one piece of advice for each.*

**What this helps you practise:**

Identifying and eliminating common exam errors before exam day.

**How to use it well:**

Complete this two days before the exam. Any errors you are still making should become the focus of your final revision session.

**Prompt 100: Final Readiness Self-Assessment**

**Copy this prompt into your AI tool:**

*Help me conduct a final self-assessment of my readiness for the GCSE Economics exam. Ask me to rate my confidence from 1 to 5 on each of the following: key definitions and terminology, supply and demand diagrams, market failure and government intervention, macroeconomic concepts and policies, international trade, data analysis and calculations, extended writing technique, and time management. Based on my ratings, give me a personalised revision plan for my final evening of revision, prioritising the areas where my confidence is lowest. Include specific activities such as practising diagrams, reviewing key terms, or writing a timed paragraph. End with three pieces of encouragement and practical exam-day advice.*

**What this helps you practise:**

Honest self-assessment of exam readiness, creating a targeted final revision plan.

**How to use it well:**

Be honest with your ratings. This is for your benefit, and accurate self-assessment will ensure you spend your final revision time where it matters most.

Follow the personalised plan and then get a good night's sleep.

## **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