

GCSE ENGLISH LANGUAGE

100 AI PROMPTS

for Smarter Revision and Exam Prep

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



by James R. Martin

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How to Use This Book

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

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

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

Note on Exam Boards and Syllabi

GCSE English Language is offered by AQA, Edexcel, and OCR, and while each board structures its papers slightly differently, the core skills tested are remarkably consistent across all three specifications.

AQA splits the qualification into two papers — Explorations in Creative Reading and Writing, and Writers' Viewpoints and Perspectives. Edexcel also uses two components, focusing on fiction and imaginative writing in one and non-fiction and transactional writing in the other. OCR similarly assesses reading and writing across two papers, with a focus on communicating information and ideas alongside exploring effects and impact.

All three boards reward the same fundamental abilities: close reading and analysis of unseen texts, the ability to evaluate how writers use language and structure to achieve effects, and the skill to produce clear, compelling writing of your own in both creative and transactional forms.

The prompts in this guide focus on these shared skills rather than on any single board's question format. Whether you are practising inference, language analysis, structural commentary, evaluation, narrative writing, or transactional writing, the underlying competencies are the same regardless of which specification you follow.

Always check your own specification and past papers so you know exactly how questions are worded on your board, how many marks each question is worth, and how long you should spend on each response. Use these prompts to build the skills, then apply them in the format your board requires.

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Section 1

Reading Comprehension and Inference

Reading comprehension is the foundation of every English Language exam. Before you can analyse language or evaluate a writer's choices, you need to demonstrate that you can retrieve explicit information and, more importantly, read between the lines to identify implicit meaning.

Inference means drawing conclusions from clues in the text rather than relying on what is directly stated. Strong candidates support their inferences with precise textual evidence and explain how specific words or phrases lead them to their interpretation.

This section also covers summarising, synthesising information from two texts, and comparing writers' perspectives — skills that appear across AQA, Edexcel, and OCR papers. Practising these prompts will sharpen your ability to read closely, select relevant evidence, and articulate your understanding with clarity.

Prompt 1: Synthesising from Two Texts

Copy this prompt into your AI tool:

Provide two short non-fiction extracts of about 150 words each, both on a similar topic but from different sources or time periods. Ask me to identify the key similarities and differences between the two texts. Wait for my answer. Then give me feedback on whether I correctly identified the main points of agreement and disagreement, and whether I supported my points with brief references to both texts.

What this helps you practise:

Synthesising information by drawing together material from two sources.

How to use it well:

Structure your response by dealing with one point of comparison at a time, always referencing both texts rather than summarising each one separately.

Prompt 2: Understanding Purpose and Audience

Copy this prompt into your AI tool:

Provide me with a short non-fiction text of about 200 words. Do not tell me what kind of text it is. Ask me to identify the intended audience and the writer's purpose, supporting my answer with evidence from the text's language, tone, and content. Wait for my answer. Then give me feedback on whether my identification was accurate and whether I chose strong evidence to support my conclusions.

What this helps you practise:

Identifying a text's purpose and intended audience from internal evidence.

How to use it well:

Consider clues such as vocabulary level, tone, assumed knowledge, and the kind of publication the text might appear in.

Prompt 3: Explicit Information Retrieval

Copy this prompt into your AI tool:

Give me a short unseen prose extract of about 200 words. Then ask me four questions that test whether I can find explicit information stated directly in the text. Wait for my answer to each question before moving on. After I answer, tell me whether I was correct and quote the exact part of the text that supports the answer.

What this helps you practise:

Retrieving explicit information accurately from an unseen text.

How to use it well:

Focus on reading the extract carefully before answering, and try to use short, precise quotations in your responses.

Prompt 4: Basic Inference from Language

Copy this prompt into your AI tool:

Provide me with a short fiction extract of around 200 words in which a character's feelings are not directly stated but are implied through their actions, dialogue, or body language. Ask me to explain what the character is feeling and how I know. Wait for my answer before giving feedback. In your feedback, identify the specific textual clues I should have picked up on and explain what makes them effective evidence for inference.

What this helps you practise:

Inferring a character's emotions from implicit textual clues.

How to use it well:

When answering, always name the emotion and then point to at least two specific details from the text that support your inference.

Prompt 5: Inference About Setting and Atmosphere

Copy this prompt into your AI tool:

Give me a descriptive passage of about 200 words that creates a strong sense of place or atmosphere without ever stating the mood directly. Ask me to explain what atmosphere is created and how the writer establishes it. Wait for my answer. Then give me detailed feedback on whether I identified the

atmosphere correctly and whether I selected the strongest evidence from the passage.

What this helps you practise:

Inferring atmosphere and mood from descriptive detail.

How to use it well:

Try to identify at least three specific details — such as imagery, word choice, or sensory description — that contribute to the atmosphere.

Prompt 6: Inference About Relationships

Copy this prompt into your AI tool:

Provide a short extract of about 200 words featuring two characters interacting. Do not state the nature of their relationship directly. Ask me to explain what the relationship between the two characters seems to be and what evidence from the text supports my interpretation. Wait for my answer. Then tell me whether my inference was reasonable and point out any clues I may have missed, such as tone of dialogue, power dynamics, or body language.

What this helps you practise:

Reading between the lines to understand character relationships.

How to use it well:

Pay close attention to how characters speak to each other, who initiates conversation, and what their physical actions suggest about familiarity or tension.

Prompt 7: Summarising a Single Text

Copy this prompt into your AI tool:

Give me a non-fiction extract of about 300 words on any topic. Then ask me to summarise the main ideas in no more than four sentences. Do not give me any hints. Wait for my answer. Then give me feedback on whether I captured all the key points, whether I

included any unnecessary detail, and whether my summary was concise and clearly expressed.

What this helps you practise:

Identifying and condensing the main ideas from a text.

How to use it well:

Before writing your summary, mentally separate the main points from supporting details and examples — only the main points belong in a summary.

Prompt 8: Distinguishing Fact and Opinion

Copy this prompt into your AI tool:

Give me a non-fiction extract of about 200 words that contains a mixture of facts and opinions. Ask me to identify three facts and three opinions from the text. Wait for my answer. Then tell me whether each one I selected is correct, and explain why any borderline examples might be tricky — for instance, opinions disguised as facts through authoritative language.

What this helps you practise:

Distinguishing between factual statements and subjective opinions in non-fiction.

How to use it well:

Look out for opinions that are presented as though they are facts — writers often use confident, declarative language to make subjective claims sound objective.

Prompt 9: Reading for Implicit Meaning in Non-Fiction

Copy this prompt into your AI tool:

Give me a non-fiction extract of about 200 words in which the writer's attitude is conveyed through subtle language choices rather than direct statements. Ask me three inference questions about the writer's attitude or viewpoint. Wait for my

answer to each one. Then explain which specific words or phrases should have guided my inferences and how connotation plays a role.

What this helps you practise:

Making inferences about a non-fiction writer's attitude from their language choices.

How to use it well:

Pay special attention to adjectives, adverbs, and any words with strong positive or negative connotations — these often reveal the writer's true feelings.

Prompt 10: Tracking a Writer's Argument

Copy this prompt into your AI tool:

Provide a non-fiction extract of about 300 words in which the writer builds an argument step by step.

Ask me to outline the stages of the argument in order, identifying the main claim, the supporting points, and the conclusion. Wait for my answer.

Then assess whether I accurately traced the argument's progression and whether I missed any key steps.

What this helps you practise:

Following the logical structure of an argument in non-fiction writing.

How to use it well:

Number each stage of the argument as you identify it, and look for discourse markers such as 'however', 'furthermore', and 'therefore' that signal transitions.

Prompt 11: Using Short Quotations as Evidence

Copy this prompt into your AI tool:

Give me a prose extract of about 200 words and ask me a question about the writer's intentions or effects. Instruct me to answer using at least three short embedded quotations of no more than four words each. Wait for my answer. Then give me feedback on whether my quotations were well

chosen, properly embedded into my sentences, and effectively used to support my points.

What this helps you practise:

Selecting and embedding short, precise quotations as textual evidence.

How to use it well:

Choose the most powerful individual words or short phrases rather than copying long chunks of text — examiners reward precision.

Prompt 12: Inference Under Timed Conditions

Copy this prompt into your AI tool:

Give me a fiction extract of about 250 words. Tell me I have exactly five minutes to write a response explaining what we learn about the main character from this extract. Tell me to start and to let you know when I have finished. Do not give hints. After I submit my answer, give me feedback on how thorough my inferences were, whether I used evidence effectively, and whether my response was clearly structured for a five-minute answer.

What this helps you practise:

Making quick, well-supported inferences under time pressure.

How to use it well:

Spend the first minute reading and annotating key details mentally, then write in focused paragraphs rather than trying to cover everything.

Prompt 13: Multi-Layered Inference Challenge

Copy this prompt into your AI tool:

Give me a complex fiction extract of about 250 words that contains multiple layers of meaning — for example, a narrator who may be unreliable, or a scene where the surface action contrasts with the underlying emotions. Ask me to explain both the surface meaning and at least one deeper layer of

interpretation. Wait for my answer. Then give me feedback on how well I distinguished between the literal and inferential levels and whether I supported my deeper reading with evidence.

What this helps you practise:

Moving beyond surface-level comprehension to explore more complex interpretations.

How to use it well:

After identifying what is literally happening, ask yourself what the writer might want the reader to feel, suspect, or question — and find evidence for that second layer.

Prompt 14: Comparing Writers' Perspectives

Copy this prompt into your AI tool:

Give me two short non-fiction extracts of about 150 words each in which the writers hold different attitudes towards the same subject. Ask me to compare how the two writers convey their different perspectives. Remind me to focus on both what each writer thinks and how they express it through language choices. Wait for my answer. Then assess whether I compared rather than just described each text in turn, and whether I used evidence from both extracts.

What this helps you practise:

Comparing writers' viewpoints and the methods they use to convey them.

How to use it well:

Use comparative connectives like 'whereas', 'in contrast', and 'similarly' to weave the two texts together rather than writing about them in separate blocks.

Section 2

Language Analysis and Terminology

Language analysis is at the heart of the English Language GCSE. Examiners want to see that you can explain how a writer's specific word choices create meaning and effect, not simply that you can identify techniques by name.

This section covers the full range of language features you need to know: figurative language such as metaphor, simile, personification, and pathetic fallacy; sound devices including sibilance, alliteration, and onomatopoeia; and broader concepts like semantic fields, connotation, tone, and register.

The key to scoring highly is moving beyond feature-spotting. Every prompt here pushes you to explain why a writer has made a particular choice and what effect it has on the reader. Practise linking your technical terminology to detailed, perceptive analysis of effect.

Prompt 15: Semantic Fields

Copy this prompt into your AI tool:

Provide a prose extract of about 200 words that contains a clear semantic field running through it. Ask me to identify the semantic field, pick out at least four words or phrases that belong to it, and explain the overall effect this pattern of related vocabulary creates. Wait for my answer. Then give me feedback on whether I correctly identified the semantic field, whether my word selections were accurate, and whether my analysis of the cumulative effect was strong.

What this helps you practise:

Identifying semantic fields and explaining how sustained vocabulary patterns shape meaning.

How to use it well:

Look for clusters of words from the same topic area — once you spot the pattern, explain what idea or feeling the writer is building through repetition of that word group.

Prompt 16: Terminology Quick-Fire Quiz

Copy this prompt into your AI tool:

Test me on fifteen key language analysis terms used in GCSE English Language. For each term, give me a definition or an example and ask me to name the correct technique. Include the following terms spread across the quiz: metaphor, simile, personification, pathetic fallacy, sibilance, alliteration, onomatopoeia, semantic field, juxtaposition, hyperbole, emotive language, rhetorical question, anaphora, imagery, and connotation. Ask them one at a time. Wait for my answer to each before moving on. Keep a running score and give me my total at the end.

What this helps you practise:

Rapid recall of essential language analysis terminology.

How to use it well:

If you get any wrong, make a note of those terms and revise their definitions — confident terminology is the foundation of strong analysis.

Prompt 17: Sibilance and Sound Devices

Copy this prompt into your AI tool:

Give me a short extract of about 150 words that contains examples of sibilance, alliteration, or onomatopoeia. Ask me to identify any sound devices present, name them correctly, and explain what

effect the sounds create for the reader. Do not tell me which devices are present. Wait for my answer.

Then tell me whether I identified the correct devices, whether I named them accurately, and whether my analysis of their auditory effect was convincing.

What this helps you practise:

Identifying and analysing sound devices such as sibilance, alliteration, and onomatopoeia.

How to use it well:

Read the extract aloud or in your head to hear the sounds — then explain what those sounds suggest or evoke, linking the sound to the meaning or mood.

Prompt 18: Connotation Deep Dive

Copy this prompt into your AI tool:

Give me a sentence from a literary text and then give me three alternative words that could replace a key word in that sentence. Ask me to explain how each alternative would change the connotation and therefore the meaning and effect of the sentence. Wait for my answer. Then give me feedback on how well I distinguished between the connotations of each word and how perceptively I explained the shift in meaning.

What this helps you practise:

Understanding how connotation shapes meaning and how different word choices create different effects.

How to use it well:

For each alternative, consider not just the dictionary definition but the feelings, associations, and images the word carries with it.

Prompt 19: Tone Identification

Copy this prompt into your AI tool:

Give me four short extracts of about 50 words each, each written in a distinctly different tone — for

example, sarcastic, solemn, playful, or aggressive.

Ask me to identify the tone of each extract and explain which specific language features create that tone. Wait for my answer. Then tell me whether my tone identification was correct and whether I pinpointed the right language features that establish each tone.

What this helps you practise:

Identifying tone and linking it to specific language choices.

How to use it well:

Think of tone as the writer's attitude — look at word choice, sentence length, punctuation, and level of formality to determine what attitude is being conveyed.

Prompt 20: Analysing Word Choice

Copy this prompt into your AI tool:

Give me a short prose extract of about 150 words. Highlight three individual words in the extract that are particularly interesting or powerful. Ask me to analyse the connotations of each word and explain the effect it has on the reader. Wait for my answer. Then give me feedback on whether my analysis went beyond the obvious meaning and explored the connotations, associations, and effects of each word in detail.

What this helps you practise:

Close analysis of individual word choice and connotation.

How to use it well:

For each word, think about what it literally means, what it suggests or implies, and how it makes the reader feel — try to address all three levels.

Prompt 21: Identifying and Analysing Metaphor

Copy this prompt into your AI tool:

Provide me with a short extract of about 150 words that contains at least one metaphor. Ask me to identify the metaphor, explain what two things are being compared, and analyse the effect this creates for the reader. Do not tell me where the metaphor is. Wait for my answer. Then assess whether I correctly identified the metaphor, whether my explanation of the comparison was clear, and whether my analysis of effect was detailed and perceptive.

What this helps you practise:

Identifying metaphors and explaining how they create meaning.

How to use it well:

When analysing a metaphor, always explain what qualities are being transferred from one thing to another and why this comparison is effective.

Prompt 22: Simile Versus Metaphor

Copy this prompt into your AI tool:

Give me two short extracts of about 80 words each: one that uses a simile and one that uses a metaphor to describe a similar subject. Ask me to identify which is which, explain the difference, and analyse why the writer might have chosen one form over the other in each case. Wait for my answer. Then give me feedback on the accuracy of my identification and the depth of my comparative analysis.

What this helps you practise:

Distinguishing between simile and metaphor and understanding the different effects each creates.

How to use it well:

Remember that a simile draws attention to the act of comparison itself, while a metaphor states that something is something else, creating a more direct and often more powerful identification.

Prompt 23: Personification and Pathetic Fallacy

Copy this prompt into your AI tool:

Provide me with a descriptive extract of about 200 words that uses both personification and pathetic fallacy. Ask me to identify examples of each technique, explain the difference between personification and pathetic fallacy, and analyse how each one contributes to the mood of the extract.

Wait for my answer. Then give me detailed feedback, correcting any confusion between the two terms and assessing the quality of my analysis.

What this helps you practise:

Distinguishing between personification and pathetic fallacy and analysing their effects on mood and atmosphere.

How to use it well:

Remember that pathetic fallacy is specifically when weather or natural elements reflect human emotions, while personification is the broader technique of giving human qualities to non-human things.

Prompt 24: Register and Formality

Copy this prompt into your AI tool:

Provide two extracts of about 100 words each on the same topic but written in very different registers — one formal and one informal. Ask me to identify the register of each, explain how I can tell, and analyse the effect the register has on how the reader receives the content. Wait for my answer. Then assess whether I accurately identified the register, whether my evidence was precise, and whether I explained the impact on the reader clearly.

What this helps you practise:

Recognising register and understanding how the level of formality affects the reader's response.

How to use it well:

Look at vocabulary complexity, sentence structure,

use of slang or colloquialism, and how the writer addresses the reader to determine register.

Prompt 25: Analysing a Writer's Use of Imagery

Copy this prompt into your AI tool:

Give me a descriptive passage of about 200 words that is rich in visual, auditory, tactile, or olfactory imagery. Ask me to identify at least three images from the text, name the sense each one appeals to, and explain the effect each image creates. Wait for my answer. Then give me feedback on whether I selected the strongest images, whether I correctly identified the senses, and whether my analysis explored effect rather than just identifying the technique.

What this helps you practise:

Identifying sensory imagery and analysing its effect on the reader's experience.

How to use it well:

Go beyond naming the sense — explain what the image makes the reader see, hear, or feel, and how this contributes to the mood or meaning of the passage.

Prompt 26: Analysing Emotive Language

Copy this prompt into your AI tool:

Provide a non-fiction extract of about 200 words that uses emotive language to influence the reader's response. Ask me to identify five examples of emotive language, explain why each word or phrase is emotive, and analyse how the writer uses emotion to support their argument or perspective. Wait for my answer. Then assess whether my selections were genuinely emotive, whether I explained the emotional impact clearly, and whether I connected the emotive language to the writer's overall purpose.

What this helps you practise:

Identifying emotive language and understanding how writers use emotional appeals strategically.

How to use it well:

Focus on words that are designed to provoke a specific emotional reaction — then explain what reaction the writer wants and why.

Prompt 27: Juxtaposition and Contrast

Copy this prompt into your AI tool:

Give me an extract of about 200 words that uses juxtaposition or contrast in some way — this could be contrasting images, ideas, characters, or settings.

Ask me to identify the contrast, explain what is being juxtaposed, and analyse the effect this creates for the reader. Wait for my answer. Then give me feedback on whether I identified the correct juxtaposition, and whether my analysis explained why the contrast is effective and what it highlights.

What this helps you practise:

Identifying juxtaposition and explaining how contrast creates meaning and effect.

How to use it well:

When analysing juxtaposition, always explain what the contrast draws attention to — the effect comes from the gap or tension between the two elements.

Prompt 28: Full Language Analysis Paragraph

Copy this prompt into your AI tool:

Give me a short extract of about 150 words. Ask me to write one full analytical paragraph about the writer's use of language in this extract. Tell me my paragraph should identify a specific technique, embed a short quotation, explore the connotations of key words, and explain the effect on the reader. Do not give me any scaffolding or sentence starters. Wait for my answer. Then mark my paragraph out of

10, giving me specific feedback on technique identification, use of terminology, depth of analysis, and clarity of expression.

What this helps you practise:

Writing a complete language analysis paragraph under exam-like conditions.

How to use it well:

Aim for depth over breadth — one technique analysed in rich detail will score higher than three techniques named but not explored.

Section 3

Structural Analysis

Structure questions ask you to examine how a writer organises their text for effect. This means looking at the whole text — how it begins, develops, and ends — as well as how individual paragraphs, sentences, and shifts in focus contribute to the reader's experience.

Many students find structure questions challenging because they confuse structural features with language features. Structure is about the arrangement and sequencing of ideas, the movement between perspectives or time frames, shifts in tone or focus, and the deliberate use of sentence forms and paragraph lengths to control pace and emphasis.

This section trains you to think about narrative perspective, structural shifts, opening and closing techniques, sentence variety for effect, and how writers move the reader's attention through a text. Mastering these skills will give you confidence on what many students consider the hardest question on the paper.

Prompt 29: Identifying Structural Shifts

Copy this prompt into your AI tool:

Give me a prose extract of about 300 words that contains at least two clear shifts — for example, a change in focus, perspective, time, or tone. Ask me to identify where the shifts occur and explain what changes at each point. Wait for my answer. Then give me feedback on whether I spotted the correct shifts, whether I described the nature of each shift accurately, and whether I missed any significant structural changes.

What this helps you practise:

Identifying key structural shifts within a text.

How to use it well:

Read through the whole extract first to get a sense of its overall shape, then go back and pinpoint exactly where the focus, perspective, or tone changes.

Prompt 30: Shifts in Focus

Copy this prompt into your AI tool:

Give me a descriptive extract of about 250 words in which the writer's focus moves — for example, from a wide panoramic view to a close-up detail, from exterior to interior, or from physical description to a character's thoughts. Ask me to track how the focus shifts through the extract and explain what effect each shift has. Wait for my answer. Then give me feedback on whether I accurately tracked the movement and whether I explained the effect of the narrowing, widening, or redirecting of focus.

What this helps you practise:

Identifying and analysing shifts in the writer's focus as a structural technique.

How to use it well:

Think of the writer as a camera operator — describe where the lens is pointing at each stage and explain why the writer directs the reader's attention in that sequence.

Prompt 31: Tension Through Structure

Copy this prompt into your AI tool:

Provide a suspenseful extract of about 250 words that builds tension through structural choices — such as delayed information, short paragraphs, sentence fragments, shifts between action and reflection, or a sudden change of pace. Ask me to explain how the writer builds tension through

structure, focusing on at least three structural choices. Wait for my answer. Then give me feedback on whether I focused on genuinely structural features and whether I explained how each choice contributes to the building of tension.

What this helps you practise:

Analysing how writers use structural techniques specifically to build suspense and tension.

How to use it well:

Look at how the writer controls the pace of information — tension often comes from what is delayed, interrupted, or revealed suddenly.

Prompt 32: How a Text Begins and Ends

Copy this prompt into your AI tool:

Give me the first 100 words and the last 100 words of a prose text, along with a brief summary of what happens in between. Ask me to compare the opening and the ending, commenting on any structural connections such as circular structure, contrast, development, or resolution. Wait for my answer. Then give me feedback on the quality of my comparison and whether I used structural terminology effectively.

What this helps you practise:

Analysing the structural relationship between a text's opening and closing.

How to use it well:

Consider whether the ending echoes, reverses, or develops what was established at the start — this reveals the writer's overall structural design.

Prompt 33: Analysing an Opening

Copy this prompt into your AI tool:

Provide the opening 200 words of a prose text. Ask me to analyse how the writer has structured the opening to engage the reader. Tell me to consider

what information is given, what is withheld, how the reader's attention is directed, and what expectations are set up. Wait for my answer. Then give me detailed feedback on whether I identified the structural choices rather than just commenting on language, and whether I explained the effect on the reader clearly.

What this helps you practise:

Analysing how writers structure openings to hook the reader.

How to use it well:

Focus on structural decisions — what comes first, what is delayed, what questions are planted in the reader's mind — rather than analysing individual words.

Prompt 34: Analysing a Closing

Copy this prompt into your AI tool:

Give me the final 200 words of a prose text along with a one-sentence summary of what the text was about. Ask me to analyse how the writer has structured the ending for effect. Tell me to consider whether the ending provides resolution or ambiguity, how it connects back to earlier parts of the text, and what final impression it leaves on the reader. Wait for my answer. Then give me feedback on the quality of my structural analysis.

What this helps you practise:

Analysing how writers craft endings to create a lasting effect on the reader.

How to use it well:

Think about whether the ending mirrors, contrasts with, or develops the opening — this circular or progressive structure is often worth commenting on.

Prompt 35: Whole-Text Structure

Copy this prompt into your AI tool:

Give me a complete short text of about 400 words — either fiction or non-fiction. Ask me to describe the structure of the text as a whole, explaining how the writer moves the reader through from beginning to middle to end. Tell me to focus on how the text develops, what structural pattern it follows, and how the writer controls the reader's experience across the whole piece. Wait for my answer. Then assess whether I discussed whole-text structure rather than just individual paragraphs, and whether I used structural terminology effectively.

What this helps you practise:

Analysing the overall structural arc of a complete text.

How to use it well:

Try to name the structural pattern — such as linear, cyclical, chronological, or building to a climax — and explain how this pattern shapes the reader's response.

Prompt 36: Narrative Perspective and Its Effects

Copy this prompt into your AI tool:

Provide two short extracts of about 100 words each: one written in first person and one in third person, both describing a similar event. Ask me to identify the narrative perspective of each and analyse how the different perspectives affect the reader's experience — for example, how they influence closeness to the character, reliability, and the range of information available. Wait for my answer. Then give me feedback on the depth of my analysis.

What this helps you practise:

Understanding how narrative perspective is a structural choice that shapes the reader's engagement.

How to use it well:

Go beyond simply naming the perspective — explain what the reader gains and loses from being positioned in that particular viewpoint.

Prompt 37: Sentence Forms for Effect

Copy this prompt into your AI tool:

Give me a prose extract of about 200 words that uses varied sentence forms — including short sentences, long complex sentences, questions, exclamations, or minor sentences. Ask me to identify three different sentence forms used in the extract and analyse the effect each creates. Wait for my answer. Then tell me whether I correctly identified the sentence types, whether my analysis focused on effect rather than just identification, and whether I connected the sentence form to the writer's purpose at that point.

What this helps you practise:

Analysing how writers use sentence forms as a structural tool to create effect.

How to use it well:

Consider why the writer chose that sentence form at that particular moment — a short sentence after several long ones creates emphasis, while a question might shift the reader into a reflective mode.

Prompt 38: Paragraph Length and Pace

Copy this prompt into your AI tool:

Provide a text of about 300 words that uses paragraphs of noticeably different lengths. Ask me to comment on how the variation in paragraph length affects the pace and emphasis of the text. Tell me to identify at least one long paragraph and one short paragraph or single-line paragraph and explain the structural effect of each. Wait for my answer. Then assess whether I successfully linked paragraph

length to pace, emphasis, and the reader's experience.

What this helps you practise:

Analysing how paragraph length functions as a structural device to control pace and emphasis.

How to use it well:

A very short paragraph often signals a moment of significance, a dramatic pause, or a shift — always explain what that brevity achieves at that point in the text.

Prompt 39: Contrasting Structure with Language

Copy this prompt into your AI tool:

Give me a prose extract of about 200 words. First ask me to make two structural points about the extract, focusing only on how it is organised, sequenced, or arranged. Then ask me to make two language points, focusing on specific word choices and their effects. Wait for my answer. Then tell me whether each of my four points was correctly categorised as structure or language, and give me tips if I confused the two.

What this helps you practise:

Distinguishing between language analysis and structural analysis — a common area of confusion.

How to use it well:

Remember that structure is about organisation, sequence, and arrangement, while language is about the specific words and literary techniques used — if you can point to an individual word, it is probably language.

Prompt 40: Full Structure Analysis Response

Copy this prompt into your AI tool:

Give me an extract of about 300 words. Ask me to write two full paragraphs analysing how the writer

has used structure to interest the reader. Tell me to cover both whole-text structure and specific structural features. Do not provide scaffolding, sentence starters, or hints. Wait for my answer. Then mark my response out of 10, giving specific feedback on whether I analysed structure rather than language, whether I covered macro and micro structural features, and whether I explained effects on the reader.

What this helps you practise:

Writing a complete structure analysis response under exam conditions.

How to use it well:

Plan before you write — one paragraph on whole-text structure and one on specific features like sentence forms or paragraph breaks often works well.

Section 4

Evaluating Writers' Choices

Evaluation questions ask you to consider how effectively a writer has achieved their purpose. You are typically given a statement about the text and asked to what extent you agree with it, using evidence and analysis to support your judgement.

This is a higher-order skill because it requires you to combine close reading, language and structural analysis, and your own critical thinking. You need to select evidence, analyse it, and then use it to build a convincing argument about the writer's success or impact.

Strong evaluation responses show a clear personal response that is rooted in the text. Avoid sitting on the fence without committing to a view, and make sure every point you make is supported by a specific reference to the text with detailed analysis of how the evidence supports your evaluation.

Prompt 41: Agreeing with a Statement

Copy this prompt into your AI tool:

Give me a prose extract of about 250 words and a statement about the text — for example, a claim that the writer creates a strong sense of danger, or that the description is vivid and immersive. Ask me to explain the extent to which I agree with the statement, using evidence from the text to support my evaluation. Wait for my answer. Then give me feedback on whether I stated my position clearly, whether I selected strong evidence, and whether I analysed that evidence in relation to the statement rather than just in general terms.

What this helps you practise:

Constructing an evaluative argument that agrees with a given statement and supports it with textual evidence.

How to use it well:

State your position clearly in your opening sentence, then make sure every piece of evidence you discuss directly supports your argument about the statement.

Prompt 42: Disagreeing with a Statement

Copy this prompt into your AI tool:

Give me a prose extract of about 250 words and a statement about the text that could reasonably be challenged — for example, a claim that the writing is effective when parts of it are arguably weak. Ask me to evaluate the extent to which I agree, encouraging me to consider points of disagreement as well as agreement. Wait for my answer. Then give me feedback on whether I constructed a convincing counter-argument, whether I used evidence to support my disagreement, and whether my evaluation was balanced and analytical.

What this helps you practise:

Developing a critical perspective that can challenge or partially disagree with a statement about a text.

How to use it well:

It is perfectly acceptable to partially agree and partially disagree — but make sure you commit to a clear overall judgement rather than avoiding a position.

Prompt 43: Evaluating Effectiveness of Description

Copy this prompt into your AI tool:

Give me a descriptive extract of about 200 words and the statement: 'The writer brings the scene

vividly to life for the reader.' Ask me to evaluate how far I agree with this statement, selecting and analysing specific evidence from the text. Wait for my answer. Then mark my response out of 10 and give me feedback on the quality of my evidence selection, the depth of my analysis, and the clarity of my evaluative judgement.

What this helps you practise:

Evaluating the effectiveness of descriptive writing with a focused statement.

How to use it well:

Choose your two or three strongest pieces of evidence rather than trying to cover everything — depth of analysis matters more than quantity.

Prompt 44: Evaluating How a Writer Creates Mood

Copy this prompt into your AI tool:

Provide a prose extract of about 250 words that creates a strong mood or atmosphere and the statement: 'The writer successfully creates a powerful sense of unease in this extract.' Ask me to evaluate how far I agree, analysing the writer's methods. Wait for my answer. Then assess whether my evaluation was genuinely critical and whether I linked every piece of evidence explicitly back to the idea of unease or its absence.

What this helps you practise:

Evaluating a writer's success in creating a specific mood through their choices.

How to use it well:

Keep the statement's key phrase in mind throughout your answer — every analytical point should loop back to evaluating whether that specific mood is achieved.

Prompt 45: Using Evidence to Build an Argument

Copy this prompt into your AI tool:

Give me a prose extract of about 200 words and a statement about the writer's technique. Ask me to write an evaluative response using exactly three pieces of evidence from the text. Tell me that each piece of evidence must be analysed in detail and must contribute to a coherent argument about the statement. Wait for my answer. Then give me feedback on whether my three pieces of evidence worked together to build a convincing argument or whether they felt disconnected.

What this helps you practise:

Selecting evidence strategically so that it builds a coherent evaluative argument.

How to use it well:

Think about the order of your evidence — build your argument progressively, with your strongest or most complex point last.

Prompt 46: Evaluating Non-Fiction Writing

Copy this prompt into your AI tool:

Give me a non-fiction extract of about 250 words and a statement about how persuasive or engaging the writing is. Ask me to evaluate the extent to which I agree, analysing the writer's use of language, structure, and rhetorical techniques. Wait for my answer. Then give me feedback on whether I evaluated the effectiveness of the techniques rather than just identifying them, and whether my judgement was convincing.

What this helps you practise:

Evaluating non-fiction writing, where the focus is often on how effectively the writer persuades or engages.

How to use it well:

When evaluating non-fiction, consider who the intended audience is and whether the writer's techniques would be effective for that specific audience.

Prompt 47: Evaluation with Counter-Argument

Copy this prompt into your AI tool:

Provide a prose extract of about 200 words and a positive statement about the writing. Ask me to write an evaluation that mostly agrees with the statement but includes one counter-argument — a point where the writing could be seen as less effective. Wait for my answer. Then give me feedback on whether my counter-argument was genuine and well evidenced, and whether it strengthened my overall response by showing critical thinking.

What this helps you practise:

Incorporating counter-arguments into evaluation to demonstrate critical and balanced analysis.

How to use it well:

A good counter-argument should be a genuine critical observation, not a throwaway line — support it with evidence just as you would your main argument.

Prompt 48: Evaluating a Writer's Use of Dialogue

Copy this prompt into your AI tool:

Give me a fiction extract of about 250 words that includes dialogue. Provide the statement: 'The dialogue in this extract reveals character effectively.' Ask me to evaluate the extent to which I agree, focusing on what the dialogue reveals and how the writer has crafted it for effect. Wait for my answer. Then assess whether I focused on how the

dialogue works structurally and linguistically rather than just summarising what characters say.

What this helps you practise:

Evaluating dialogue as a deliberate writerly choice rather than simply retelling what characters say.

How to use it well:

Look at how characters speak, not just what they say — consider vocabulary, sentence structure, interruptions, pauses, and what is left unsaid.

Prompt 49: Comparing Evaluations

Copy this prompt into your AI tool:

Give me two short extracts of about 150 words each, both attempting to describe a dramatic or emotional moment. Ask me to evaluate which extract is more effective and why, using evidence from both texts to support my judgement. Wait for my answer. Then assess whether I made a clear comparative judgement, whether I supported it with evidence from both texts, and whether I avoided simply analysing the two extracts separately without comparing them.

What this helps you practise:

Making comparative evaluative judgements supported by evidence from two texts.

How to use it well:

Make a clear judgement about which is more effective early in your response, then use your analysis to defend that position with references to both texts.

Prompt 50: Full Evaluation Response Under Timed Conditions

Copy this prompt into your AI tool:

Give me a prose extract of about 300 words and a statement about the writer's technique or impact. Ask me to write a full evaluation response in no

more than fifteen minutes. Tell me to begin and to let you know when I finish. Do not provide hints, sentence starters, or scaffolding. After I submit my answer, mark it out of 20 using typical GCSE evaluation mark scheme criteria: quality of evaluation, use of evidence, analysis of methods, and clarity of personal response. Give me specific targets for improvement.

What this helps you practise:

Writing a complete evaluation response under realistic time pressure.

How to use it well:

Spend two minutes reading and planning before you start writing, and make sure every paragraph refers back to the statement and offers a clear evaluative judgement.

Section 5

Creative Writing – Narrative

Creative writing makes up a significant portion of the marks in every English Language GCSE. Whether you are writing a descriptive piece or a short narrative, examiners are looking for crafted, controlled writing that demonstrates a conscious use of language and structure for effect.

This section focuses on the key skills that separate competent creative writing from truly impressive work: crafting compelling openings, building tension, using sensory description, employing varied sentence structures, showing rather than telling, and weaving figurative language naturally into your prose.

The best approach is to practise regularly and receive detailed feedback. These prompts are designed to develop specific skills one at a time and then bring them together in longer, more demanding tasks. Treat each prompt as a mini workout for a particular writing muscle.

Prompt 51: Show Don't Tell

Copy this prompt into your AI tool:

Give me five emotions one at a time — such as fear, joy, anger, loneliness, and guilt. For each one, ask me to write two or three sentences that show the emotion through a character's actions, body language, and surroundings without ever naming the emotion directly. Wait for my answer to each before moving on. After each attempt, tell me whether you could identify the emotion purely from my description, and suggest how I could improve the showing.

What this helps you practise:

The technique of showing emotions through action and detail rather than telling the reader directly.

How to use it well:

Focus on physical sensations, involuntary reactions, and environmental details that mirror the character's internal state.

Prompt 52: Crafting an Ending

Copy this prompt into your AI tool:

Give me a brief outline of a short narrative in two or three sentences. Ask me to write the final paragraph of this narrative in about 100 words, creating a satisfying or thought-provoking ending. Tell me to consider whether I want resolution, ambiguity, a twist, or a reflective conclusion. Wait for my answer. Then give me feedback on whether the ending felt earned and effective, whether it would leave the reader with a strong final impression, and whether it connected to the themes of the narrative.

What this helps you practise:

Writing strong endings that leave a lasting impression on the reader.

How to use it well:

A powerful ending often echoes or reframes something from the beginning — consider creating a circular structure or a deliberate contrast with your opening.

Prompt 53: Crafting a Compelling Opening

Copy this prompt into your AI tool:

Ask me to write the opening paragraph of a narrative — about 100 words — that immediately engages the reader. Give me a scenario to write about, such as a character arriving somewhere unfamiliar. Tell me my opening must hook the reader within the first two sentences. Do not give me

any example. Wait for my answer. Then give me feedback on whether my opening creates intrigue, whether the first two sentences hook the reader, and how I could make the opening even more engaging.

What this helps you practise:

Writing strong narrative openings that immediately draw the reader in.

How to use it well:

Try starting in the middle of the action or with an unusual detail rather than with background information — drop the reader straight into the moment.

Prompt 54: Sensory Description

Copy this prompt into your AI tool:

Give me a specific setting — for example, a busy market, a deserted house, or a stormy coastline. Ask me to write a descriptive paragraph of about 120 words that uses at least four of the five senses: sight, sound, smell, touch, and taste. Wait for my answer. Then give me feedback on how effectively I used each sense, whether the sensory details felt natural and immersive, and which sense I could develop further.

What this helps you practise:

Incorporating multi-sensory description to create immersive writing.

How to use it well:

Avoid listing the senses mechanically — weave them naturally into the description so the reader feels present in the scene.

Prompt 55: Building Tension

Copy this prompt into your AI tool:

Give me a scenario in which a character is in a situation of growing danger or unease — for example, walking through a forest at night or

waiting for bad news. Ask me to write 150–200 words that gradually build tension. Tell me I should use structural techniques such as short sentences, changes in pace, delayed information, and shifts between external description and internal thought. Wait for my answer. Then give me detailed feedback on how effectively the tension builds and which techniques I used well or could improve.

What this helps you practise:

Building tension through a combination of language and structural choices.

How to use it well:

Start slowly and increase the pace — let the tension build gradually rather than starting at maximum intensity.

Prompt 56: Using Figurative Language in Description

Copy this prompt into your AI tool:

Give me a subject to describe — such as the sea, a city skyline, or an old building. Ask me to write a paragraph of about 100 words that includes at least one metaphor, one simile, and one example of personification. Tell me the figurative language must feel natural and must enhance the description rather than feeling forced. Wait for my answer. Then give me feedback on the quality and originality of each figure of speech, whether they enhanced the description, and whether any felt clichéd or awkward.

What this helps you practise:

Using figurative language purposefully and naturally in descriptive writing.

How to use it well:

Avoid clichéd similes and metaphors — aim for comparisons that are fresh and that reveal something unexpected about your subject.

Prompt 57: Creating a Character Through Detail

Copy this prompt into your AI tool:

Ask me to introduce a character in about 100 words without telling the reader anything about them directly. Tell me I must reveal the character's personality through specific details: their appearance, their actions, their possessions, or their environment. Do not let me write anything like 'she was kind' or 'he was nervous'. Wait for my answer. Then give me feedback on what I successfully revealed about the character and whether each detail contributed to a coherent impression.

What this helps you practise:

Characterisation through carefully chosen detail rather than direct description.

How to use it well:

Choose details that do double duty — a worn-down pencil stub tells us about a character's habits and perhaps their economic situation simultaneously.

Prompt 58: Writing a One-Paragraph Description

Copy this prompt into your AI tool:

Give me a specific image to describe — for example, a photograph of a particular scene. Describe the image to me briefly. Then ask me to write a single paragraph of about 150 words that captures this image in vivid, crafted prose. Tell me I should aim for the highest quality writing I can produce in this single paragraph. Wait for my answer. Then mark it out of 10 for quality of description, use of language techniques, sentence variety, and overall effect.

What this helps you practise:

Producing a concentrated piece of high-quality descriptive writing.

How to use it well:

Treat every word as if it costs money — in a single paragraph, there is no room for filler, so make every word earn its place.

Prompt 59: Pathetic Fallacy in Creative Writing

Copy this prompt into your AI tool:

Give me two contrasting emotions — for example, hope and despair, or calm and fury. For each emotion, ask me to write a short paragraph of about 80 words describing a natural landscape that reflects that emotion through pathetic fallacy. Wait for my answer to both. Then give me feedback on how effectively the weather and natural setting mirrored each emotion and whether the descriptions felt atmospheric rather than heavy-handed.

What this helps you practise:

Using pathetic fallacy as a deliberate writing technique to reinforce mood.

How to use it well:

Subtlety is key — the weather should complement the mood without spelling it out, so avoid writing anything like 'the sky was sad'.

Prompt 60: Extended Creative Writing Task

Copy this prompt into your AI tool:

Give me a creative writing task in the style of a GCSE exam question — either a descriptive task based on an image you describe to me, or a narrative task with a title or opening line. Ask me to write a full response of 350–450 words. Tell me to plan for two minutes before writing. Do not give me any examples or scaffolding. Wait for my answer. Then mark it out of 40 using typical GCSE creative writing criteria: content and organisation (24 marks) and technical accuracy (16 marks). Give me three

specific strengths and three specific targets for improvement.

What this helps you practise:

Producing a full-length creative writing response under exam-style conditions.

How to use it well:

Plan a clear structure before you start writing — five or six paragraphs with a deliberate beginning, middle, and end will keep your writing focused and controlled.

Prompt 61: Varied Sentence Structures

Copy this prompt into your AI tool:

Ask me to write a paragraph of about 100 words describing a moment of action or drama. Tell me that I must use at least four different sentence types: a short simple sentence, a complex sentence with a subordinate clause, a sentence that opens with an adverbial phrase, and a minor sentence or sentence fragment. Wait for my answer. Then analyse my paragraph and tell me whether I used all four types effectively, whether the variation felt purposeful, and how each sentence type contributed to the effect of the passage.

What this helps you practise:

Deliberately varying sentence structures for effect in creative writing.

How to use it well:

Each sentence form should earn its place — use short sentences for impact, complex sentences for detail, and fragments for dramatic emphasis.

Prompt 62: Writing Effective Dialogue

Copy this prompt into your AI tool:

Give me a scenario involving two characters in conflict or disagreement. Ask me to write a short exchange of dialogue — about 100 words — that

reveals the tension between them through what they say and how they say it. Tell me to include speech verbs and action beats between lines of dialogue.

Wait for my answer. Then assess whether the dialogue sounded natural, whether it revealed character and tension, and whether my formatting and punctuation were correct.

What this helps you practise:

Writing dialogue that reveals character, advances the narrative, and sounds authentic.

How to use it well:

Each line of dialogue should do at least two things — advance the conversation and reveal something about the character speaking.

Section 6

Transactional and Non-Fiction Writing

Transactional writing tasks ask you to write for a specific purpose — to argue, persuade, advise, inform, or explain — and for a specific audience. You may be asked to produce letters, articles, speeches, reviews, or other text types, and you need to match your tone, register, and techniques to the task.

This section covers the key rhetorical devices and structural conventions you need to master: tricolon, direct address, rhetorical questions, anecdote, counterargument, and more. It also helps you practise adapting your register and tone to different audiences, from formal letters to lively magazine articles.

The strongest transactional writing sounds confident and purposeful. These prompts will help you develop a repertoire of techniques and the judgement to know which ones suit each task, so your writing always feels appropriate and effective.

Prompt 63: Writing to Argue

Copy this prompt into your AI tool:

Give me a controversial topic suitable for a GCSE student — for example, whether school uniforms should be abolished or whether social media does more harm than good. Ask me to write three paragraphs arguing one side of the issue, using at least one rhetorical question, one example of direct address, and one counterargument that I then rebut. Wait for my answer. Then give me feedback on the strength of my argument, the effectiveness of my rhetorical techniques, and the clarity of my counterargument and rebuttal.

What this helps you practise:

Constructing a clear, persuasive argument using key rhetorical techniques.

How to use it well:

Structure your argument so each paragraph makes one clear point — use the counterargument strategically to show you have considered the other side before dismissing it.

Prompt 64: Writing to Persuade

Copy this prompt into your AI tool:

Give me a task that requires persuasive writing — for example, a speech to convince my school to adopt a new policy. Ask me to write 200 words of persuasive prose that uses at least three of the following techniques: tricolon, anaphora, emotive language, direct address, hyperbole, and rhetorical questions. Wait for my answer. Then identify which techniques I used, assess how effectively I deployed them, and tell me whether the tone felt persuasive and confident throughout.

What this helps you practise:

Deploying multiple persuasive techniques in a controlled and effective way.

How to use it well:

Persuasive writing should sound confident and passionate — vary your sentence lengths and use techniques strategically rather than cramming them all into one paragraph.

Prompt 65: Writing a Formal Letter

Copy this prompt into your AI tool:

Give me a scenario that requires a formal letter — for example, writing to a local council about an issue in my community. Ask me to write the letter in about 200 words, reminding me to use the correct layout conventions, an appropriate formal register, and a

clear, logical structure. Wait for my answer. Then give me feedback on whether my register was consistently formal, whether my layout was correct, whether my argument was clear and well structured, and whether my tone was appropriate for the audience.

What this helps you practise:

Writing a formal letter with appropriate register, conventions, and structure.

How to use it well:

Plan the purpose of each paragraph before you write — a formal letter should be logically structured, with each paragraph serving a clear function.

Prompt 66: Writing a Speech

Copy this prompt into your AI tool:

Give me a topic and tell me the speech is to be delivered to my year group at a school assembly. Ask me to write 200 words of the speech, using at least one example of direct address, one tricolon, and one anecdote or personal example. Wait for my answer.

Then give me feedback on whether the speech sounded like it was written to be spoken aloud, whether the rhetorical devices were effective, and whether the tone was appropriate for speaking to peers.

What this helps you practise:

Writing in the form of a speech with rhetorical techniques suited to a spoken delivery.

How to use it well:

Read your speech aloud as you write it — if a sentence sounds awkward when spoken, rewrite it until it flows naturally.

Prompt 67: Rhetorical Devices Drill

Copy this prompt into your AI tool:

Test me on the following rhetorical devices one at a time: tricolon, anaphora, direct address, rhetorical question, hyperbole, emotive language, counterargument, and inclusive pronoun. For each one, give me its name and ask me to write one or two sentences that demonstrate it in the context of a persuasive argument about a topic of your choice. Wait for my answer each time. Then tell me whether my example was correct and effective, and give me a better version if mine was weak.

What this helps you practise:

Producing examples of individual rhetorical devices on demand.

How to use it well:

Learn these devices so well that you can deploy them instinctively during a timed exam — regular drill makes this automatic.

Prompt 68: Adapting Register

Copy this prompt into your AI tool:

Give me a single topic and ask me to write two short paragraphs of about 80 words each on that topic: one in a formal register suitable for a letter to a headteacher, and one in an informal register suitable for a blog post aimed at teenagers. Wait for my answer. Then compare the two and give me feedback on whether each register was consistent and appropriate, and whether I successfully adjusted my vocabulary, sentence structure, and tone between the two versions.

What this helps you practise:

Adapting register and tone to suit different audiences and purposes.

How to use it well:

Think about the vocabulary, sentence length, use of contractions, and mode of address that each audience would expect.

Prompt 69: Writing to Inform and Explain

Copy this prompt into your AI tool:

Ask me to write 200 words of informative writing for a leaflet aimed at parents, explaining how a school programme or initiative works. Tell me to focus on clarity, logical sequencing, and an informative register. Remind me to use discourse markers such as 'firstly', 'in addition', and 'as a result' to guide the reader through the information. Wait for my answer. Then give me feedback on clarity, structure, register, and whether the writing successfully informed rather than argued or persuaded.

What this helps you practise:

Writing clearly and logically to inform an audience, maintaining an informative rather than persuasive tone.

How to use it well:

Informative writing should be neutral and clear — resist the urge to include opinions or persuasive language unless the task specifically asks for it.

Prompt 70: Counterargument and Rebuttal

Copy this prompt into your AI tool:

Give me a persuasive writing topic and a strong opposing argument against the position you want me to take. Ask me to write a single paragraph of about 100 words in which I acknowledge the counterargument, concede its partial validity, and then rebut it with a stronger point of my own. Wait for my answer. Then give me feedback on whether I engaged genuinely with the counterargument, whether my concession was graceful, and whether my rebuttal was convincing.

What this helps you practise:

The skill of acknowledging and rebutting a

counterargument — a key mark scheme requirement.

How to use it well:

Use phrases like 'While some may argue that...' or 'Admittedly...' before pivoting to your rebuttal with 'however' or 'nevertheless' to create a sophisticated argumentative turn.

Prompt 71: Full Transactional Writing Task

Copy this prompt into your AI tool:

Give me a transactional writing task in the style of a GCSE exam question, specifying the form, purpose, and audience — for example, 'Write a letter to your local newspaper arguing that more green spaces are needed in your area.' Ask me to write a full response of 300–400 words. Do not give me scaffolding or examples. Wait for my answer. Then mark it out of 40 using typical GCSE transactional writing criteria: content and organisation (24 marks) and technical accuracy (16 marks). Give me three strengths and three targets.

What this helps you practise:

Producing a full-length transactional writing response under exam-style conditions.

How to use it well:

Before you write, identify the form, audience, and purpose, then plan how many paragraphs you will write and what each one will cover.

Prompt 72: Writing an Article

Copy this prompt into your AI tool:

Give me a topic and tell me the article is for a school magazine. Ask me to write the opening 200 words of the article, including an engaging headline, a standfirst or subheading, and at least two paragraphs that hook the reader and introduce the topic. Wait for my answer. Then assess whether my

headline was attention-grabbing, whether my opening engaged the reader, whether my register was appropriate for a school magazine audience, and whether the article felt journalistic in style.

What this helps you practise:

Writing in an article format with appropriate conventions and an engaging style.

How to use it well:

Headlines should be short and punchy — consider using a pun, alliteration, or a provocative question to grab attention.

Prompt 73: Writing a Review

Copy this prompt into your AI tool:

Ask me to write a review of about 200 words — I can choose to review a film, book, restaurant, or video game. Tell me the review is for a website aimed at teenagers. Remind me to include a clear overall verdict, specific examples to support my opinions, and an engaging style that suits the audience. Wait for my answer. Then assess whether my review balanced opinion with evidence, whether the register suited a teenage audience, and whether my verdict was clear.

What this helps you practise:

Writing a review that balances personal opinion with specific supporting detail.

How to use it well:

A good review does not just say whether something is good or bad — it explains why, using specific examples and vivid language.

Prompt 74: Writing to Advise

Copy this prompt into your AI tool:

Give me a scenario in which I need to write a letter or article offering advice to someone — for example, advising a younger student on how to manage exam

stress. Ask me to write 200 words that offer clear, practical advice using an appropriate register and tone. Remind me to use discourse markers to structure my advice logically. Wait for my answer. Then assess whether my advice was practical and well structured, whether my tone was supportive and appropriate, and whether I used discourse markers effectively to guide the reader.

What this helps you practise:

Writing to advise with a supportive tone, clear structure, and appropriate discourse markers.

How to use it well:

Advice writing should feel calm, knowledgeable, and empathetic — avoid being preachy or condescending.

Section 7

Fixing Common Mistakes and Misconceptions

Even capable students lose marks through avoidable mistakes and persistent misconceptions. This section targets the errors that examiners see most frequently, so you can identify them in your own work and fix them before the exam.

Common pitfalls include feature spotting without analysis, writing weak PEE or PEAL paragraphs that describe rather than analyse, confusing language analysis with structural analysis, producing vague evaluation that lacks textual evidence, and making technical errors such as comma splices.

Working through these prompts will help you recognise bad habits, understand why they cost marks, and develop better alternatives. Think of this section as a diagnostic tool — use it to find your weaknesses and then target your revision accordingly.

Prompt 75: Technical Accuracy Audit

Copy this prompt into your AI tool:

Ask me to write a paragraph of about 100 words on any topic — creative or analytical. After I submit it, carry out a detailed technical accuracy audit checking for: sentence demarcation errors, comma splices, spelling mistakes, apostrophe errors, tense inconsistencies, and any missing or misused punctuation. List every error you find with an explanation of why it is wrong and how to fix it. If my paragraph is error-free, tell me so and congratulate me.

What this helps you practise:

Producing technically accurate writing and identifying common errors.

How to use it well:

Run this audit on your own practice writing regularly to identify recurring errors — once you know your patterns, you can check for them specifically in exams.

Prompt 76: Strengthening Weak PEE/PEAL Paragraphs

Copy this prompt into your AI tool:

Give me a deliberately weak analytical paragraph that follows a PEE (Point, Evidence, Explanation) structure but is superficial — for example, a point that is vague, evidence that is too long, and an explanation that merely restates the point. Ask me to identify three specific weaknesses in the paragraph and then rewrite it as a much stronger PEAL paragraph with a clear point, precise embedded evidence, thorough analysis, and a link back to the question. Wait for my answer. Then give me feedback on whether my identification of weaknesses was accurate and whether my rewrite was significantly stronger.

What this helps you practise:

Diagnosing and fixing weak analytical paragraphs.

How to use it well:

A strong analytical paragraph should feel like it is building an argument, not just ticking boxes — make sure each element flows naturally into the next.

Prompt 77: Confusing Language and Structure

Copy this prompt into your AI tool:

Give me six statements about a text and ask me to sort them into 'language point' or 'structure point'. Include tricky examples that students commonly

miscategorise — for example, a comment about sentence length, which could be either depending on the focus. Wait for my answer. Then tell me which I got right and wrong, and explain the reasoning for any I miscategorised. Give me a clear rule of thumb for distinguishing between the two.

What this helps you practise:

Accurately distinguishing between language and structural analysis.

How to use it well:

If you are talking about specific word choices and their connotations, it is language. If you are talking about how things are arranged, ordered, or sequenced, it is structure.

Prompt 78: Fixing Comma Splices

Copy this prompt into your AI tool:

Give me ten sentences, half of which contain comma splices and half of which are correctly punctuated. Ask me to identify which ones contain comma splices and to correct each error by either using a full stop, a semicolon, or a conjunction. Wait for my answer. Then tell me which I got right and wrong, explain why each comma splice is an error, and remind me of the rules for joining independent clauses.

What this helps you practise:

Identifying and correcting comma splices, one of the most common technical errors in GCSE writing.

How to use it well:

A comma splice occurs when two independent clauses are joined with only a comma — if both sides could stand alone as complete sentences, you need a full stop, semicolon, or conjunction.

Prompt 79: Paragraph Control in Creative Writing

Copy this prompt into your AI tool:

Give me a piece of creative writing of about 200 words that is written as a single block of text with no paragraph breaks. Ask me to decide where the paragraph breaks should go and explain why I would break at each point. Wait for my answer. Then give me feedback on whether my paragraph decisions were logical, whether each paragraph has a clear focus, and whether the paragraphing would improve the pacing and clarity of the writing.

What this helps you practise:

Making deliberate paragraphing decisions in creative writing to control pace, focus, and emphasis.

How to use it well:

Start a new paragraph when there is a shift in time, place, speaker, focus, or mood — and remember that a single-sentence paragraph can be a powerful dramatic tool.

Prompt 80: Misconception Buster Quiz

Copy this prompt into your AI tool:

Give me ten true-or-false statements about common GCSE English Language misconceptions — for example, 'You must always use PEE paragraphs', 'A simile is always weaker than a metaphor', 'Short sentences always create tension', 'You should identify as many techniques as possible', and 'You must write in chronological order for narrative writing'. Ask them one at a time. Wait for my answer to each. Then tell me whether I was right, explain the correct understanding, and keep a running score. Give me my total at the end with advice on any misconceptions I held.

What this helps you practise:

Challenging and correcting common misconceptions about GCSE English Language.

How to use it well:

Take note of any misconceptions you held — these are areas where your exam technique may be costing you marks without you realising.

Prompt 81: Feature Spotting Without Analysis

Copy this prompt into your AI tool:

Give me a short extract of about 150 words and ask me to write an analytical paragraph about the writer's use of language. After I submit my answer, specifically check whether I fell into the trap of feature spotting — that is, identifying techniques without analysing their effect on the reader. If I did, show me exactly where my analysis stopped at identification and explain what I should have added. If I did analyse effectively, confirm what I did well. Give me a model of how to extend one of my points with deeper analysis.

What this helps you practise:

Avoiding feature spotting and ensuring every identified technique is analysed for its effect.

How to use it well:

After naming any technique, always ask yourself 'So what?' — the answer to that question is the analysis that earns marks.

Prompt 82: Vague Evaluation Diagnosis

Copy this prompt into your AI tool:

Give me a deliberately vague evaluation response — about 100 words — that uses phrases like 'the writer does this effectively' and 'this makes the reader feel something' without being specific. Ask me to identify every vague phrase and replace it with precise, specific analysis. Wait for my answer. Then check whether I successfully eliminated all the vagueness and whether my replacements were genuinely precise and analytical.

What this helps you practise:

Identifying and eliminating vague language from evaluation responses.

How to use it well:

Whenever you write the word 'something' or 'effectively' in an exam, stop and replace it with exactly what you mean — specificity is what earns top marks.

Prompt 83: Avoiding Storytelling in Analysis

Copy this prompt into your AI tool:

Give me a fiction extract of about 200 words and ask me to write an analytical paragraph about the writer's methods. After I submit, specifically check whether I retold the story rather than analysing the writer's craft. If I narrated what happens rather than analysing how the writer creates effects, show me exactly where I slipped into storytelling and rewrite one of my sentences to demonstrate the difference between narration and analysis. If I avoided storytelling, confirm that and highlight what I did well.

What this helps you practise:

Staying in an analytical register and avoiding the common mistake of retelling the plot.

How to use it well:

Use the writer as the subject of your sentences — 'The writer uses...' keeps you in analytical mode, whereas 'The character does...' often leads to narration.

Prompt 84: Overuse of 'This Shows That'

Copy this prompt into your AI tool:

Ask me to write three analytical sentences about a short extract you provide, but tell me I am banned from using the phrase 'this shows that' or 'this suggests that'. Tell me to find more varied and

precise ways to express my analysis. Wait for my answer. Then assess whether I successfully avoided the banned phrases, whether my alternative phrasing was more sophisticated, and whether the analysis itself improved as a result of the linguistic variety.

What this helps you practise:

Diversifying analytical phrasing beyond repetitive formulaic expressions.

How to use it well:

Build a bank of alternative phrases such as 'the connotations of... imply', 'this reinforces a sense of', 'the effect is to', and 'this positions the reader to feel' — then use them naturally.

Section 8

Exam Technique and Extended Responses

Knowing the content is only half the battle — you also need strong exam technique to convert your knowledge into marks. This section focuses on the practical skills that help you perform under timed conditions: managing your time, understanding command words, planning answers efficiently, and writing with mark scheme awareness.

Many students lose marks not because they lack understanding but because they spend too long on low-mark questions, misinterpret what a question is asking, or fail to structure their responses in a way that makes it easy for examiners to award marks.

These prompts will help you develop the discipline and awareness to approach each question strategically. Practise them regularly so that your exam technique becomes second nature and you can focus your energy on demonstrating your skills and knowledge.

Prompt 85: Command Word Definitions

Copy this prompt into your AI tool:

Test me on the following command words one at a time, asking me to explain what each one requires in a GCSE English Language exam response: 'analyse', 'evaluate', 'compare', 'explain', 'summarise', 'how does the writer', and 'to what extent do you agree'. Wait for my answer to each. Then tell me whether my understanding is correct, correct any misunderstandings, and give me a one-sentence summary of what each command word demands.

What this helps you practise:

Understanding exactly what different command words require in exam responses.

How to use it well:

Underline the command word in every exam question before you start writing — it tells you exactly what kind of response is expected.

Prompt 86: Timing Strategy Practice

Copy this prompt into your AI tool:

Describe a typical GCSE English Language exam paper with five questions and their mark allocations.

Ask me to calculate how many minutes I should spend on each question if the exam is 1 hour 45 minutes long. Wait for my answer. Then tell me whether my time allocations are sensible, explain the principle of matching time to marks, and give me a recommended timing breakdown with brief justification for each allocation.

What this helps you practise:

Planning time allocation across an exam paper based on mark weightings.

How to use it well:

Write your time allocations on the front of the exam paper at the start — having them visible keeps you disciplined throughout.

Prompt 87: Mark Scheme Awareness

Copy this prompt into your AI tool:

Present me with the typical mark scheme descriptors for a GCSE English Language reading question at three levels: a basic response, a clear response, and a perceptive response and ask me to describe and explain what I observe. Then give me a short extract and a question. Ask me to write one analytical paragraph. After I submit, tell me which level descriptor my paragraph best fits and

specifically explain what I would need to do to move it up to the next level. Be precise about what distinguishes each level.

What this helps you practise:

Understanding what examiners are looking for at different levels of the mark scheme.

How to use it well:

Familiarise yourself with the difference between 'simple', 'clear', 'detailed', and 'perceptive' — these are the words mark schemes use to distinguish between levels.

Prompt 88: SPaG Check Routine

Copy this prompt into your AI tool:

Give me a passage of about 150 words that contains eight deliberate spelling, punctuation, and grammar errors — include a range of error types such as homophones, missing apostrophes, comma splices, subject-verb agreement errors, and commonly misspelled words. Ask me to find and correct all eight errors. Wait for my answer. Then tell me how many I found, identify any I missed, and explain each correction clearly.

What this helps you practise:

Systematic proofreading for spelling, punctuation, and grammar errors.

How to use it well:

In exams, always leave three to five minutes at the end to proofread — read your work slowly from the last sentence backwards to catch errors you might otherwise skim over.

Prompt 89: Writing a Strong Opening Sentence

Copy this prompt into your AI tool:

Give me five different GCSE-style reading questions about a text. For each one, ask me to write just the opening sentence of my response — the sentence

that would begin my first paragraph. Wait for my answer to each. Then give me feedback on whether each opening sentence directly addresses the question, sets up my argument, and demonstrates confidence. Show me how to improve any weak openers.

What this helps you practise:

Writing strong, focused opening sentences that immediately engage with the question.

How to use it well:

Your opening sentence should make your main point clearly and directly — avoid wasting your first sentence on generic preamble like 'The writer uses lots of techniques'.

Prompt 90: Answering a Low-Mark Question Efficiently

Copy this prompt into your AI tool:

Give me a GCSE-style reading question worth four marks and an extract to work with. Ask me to answer it in no more than five minutes, spending no longer than necessary. After I submit, tell me whether my answer was appropriately concise for a four-mark question, whether I included enough points, and whether I wasted time on unnecessary detail. Remind me of the principle of matching response length to mark allocation.

What this helps you practise:

Producing concise, efficient responses to low-mark questions without over-writing.

How to use it well:

For short-answer questions, write one point per mark available — there is no need for full analytical paragraphs on a four-mark question.

Prompt 91: Planning a Creative Writing Response

Copy this prompt into your AI tool:

Give me a creative writing exam question — either a description or a narrative task. Ask me to produce a plan in no more than three minutes. Tell me my plan should include a structural outline of five to six paragraphs, a note on the techniques I will use, and a reminder of what my opening and ending will be. Wait for my answer. Then assess whether my plan would lead to a well-structured, focused piece of writing and whether I have planned for both content and technical accuracy.

What this helps you practise:

Planning creative writing responses quickly and strategically before writing.

How to use it well:

A creative writing plan should be brief but specific — note down your opening line, your key images or moments, and your final line so you always know where you are heading.

Prompt 92: Planning an Analytical Response

Copy this prompt into your AI tool:

Give me a GCSE-style question about a short extract and ask me to produce a bullet-point plan for my response in no more than three minutes. Tell me my plan should include the points I will make, the evidence I will use, and the techniques I will discuss. Wait for my answer. Then assess whether my plan covers enough points for the marks available, whether the points are in a logical order, and whether my planned evidence selections are strong. Give me tips on efficient planning.

What this helps you practise:

Planning analytical responses quickly and effectively under time pressure.

How to use it well:

A good plan takes two to three minutes but saves

you time during writing because you always know what comes next — resist the urge to skip planning.

Prompt 93: Embedding Quotations Fluently

Copy this prompt into your AI tool:

Give me a short extract and three quotations from it. For each quotation, ask me to write a sentence that embeds the quotation fluently into my own analytical sentence so that the sentence reads naturally and grammatically. Do not let me use the format 'A quote that shows this is...'. Wait for my answer. Then assess whether each quotation is smoothly embedded, grammatically integrated, and used to support a clear analytical point.

What this helps you practise:

Embedding quotations seamlessly into analytical writing.

How to use it well:

The quotation should feel like a natural part of your sentence — if you read the sentence aloud, the quotation marks should be invisible.

Prompt 94: Reviewing and Improving a Practice Response

Copy this prompt into your AI tool:

Ask me to paste in a practice response I have previously written for any GCSE English Language question. After I paste it, carry out a detailed review covering: relevance to the question, quality of evidence selection, depth of analysis or quality of writing, structure and organisation, and technical accuracy. Give me a mark out of the appropriate total and provide three specific, actionable targets that would raise my mark by at least one level. Do not rewrite the answer for me — just give me clear guidance on what to change.

What this helps you practise:

Self-assessment and improvement by receiving specific feedback on a previously written response.

How to use it well:

Paste in your weakest practice answers rather than your best ones — you will learn more from detailed feedback on the responses that need the most work.

Section 9

Final Revision and Exam-Week Prompts

The final days before an exam are not the time to learn new content — they are the time to consolidate what you know, build confidence, and sharpen your exam technique. These prompts are designed to be used in the last week of revision.

Each prompt provides a focused, time-efficient activity that reinforces a core skill without overwhelming you. The aim is to keep your skills sharp, identify any last-minute gaps, and go into the exam feeling prepared and confident.

Use these prompts one per day in the lead-up to your exam, or work through several in a single focused revision session. They are deliberately varied to cover reading analysis, creative writing, and exam technique so that you revise across the full range of skills.

Prompt 95: Terminology Confidence Check

Copy this prompt into your AI tool:

Give me ten key terms from across the GCSE English Language specification — a mixture of language terms, structural terms, and writing terms. For each term, ask me to give a brief definition and a quick example. Go through them one at a time.

Wait for my answer each time. Keep a running score. At the end, give me my total out of 10 and list any terms I need to revise once more before the exam. If I scored 10 out of 10, congratulate me and tell me I am well prepared.

What this helps you practise:

Confirming that key terminology is secure and ready for confident use in the exam.

How to use it well:

If you drop any marks, write those terms on a flashcard and review them one more time the evening before the exam.

Prompt 96: Final Readiness Diagnostic

Copy this prompt into your AI tool:

Act as my exam coach. Ask me the following five questions one at a time, waiting for my answer to each: 1) What are the three things examiners reward most in a language analysis response? 2) What is the difference between a language point and a structural point? 3) What three techniques would you definitely use in a persuasive speech? 4) How would you structure a narrative in five paragraphs? 5) What is your biggest weakness in English Language and what will you do about it in the exam? After all five answers, give me an honest overall assessment of my readiness and one final piece of advice to take into the exam hall.

What this helps you practise:

Articulating exam knowledge and strategy in preparation for the real thing.

How to use it well:

Answer honestly rather than trying to impress — the value of this diagnostic is in identifying what you genuinely know and what you are still uncertain about.

Prompt 97: Creative Writing Confidence Drill

Copy this prompt into your AI tool:

Give me five quick creative writing challenges, one at a time. Each should take no more than three minutes. For example: write a tense opening sentence, describe a sound using a simile, show a character's anger without naming the emotion, write a sentence using pathetic fallacy, and craft a

powerful closing line. Wait for my answer to each. After each one, give me a score out of five and brief feedback. At the end, give me an overall score out of 25 and tell me what my creative writing strengths are heading into the exam.

What this helps you practise:

Producing high-quality creative writing fragments quickly and confidently.

How to use it well:

Treat this as a warm-up drill — speed and instinct matter here, so write your first strong idea rather than agonising over perfection.

Prompt 98: Mini Mock: Writing Response

Copy this prompt into your AI tool:

Give me a GCSE-style writing task — either creative or transactional — and tell me I have exactly 20 minutes to plan and write my response in about 250–300 words. Tell me to begin and to let me know when I have finished. Do not give hints or scaffolding. After I submit, mark it out of 40 using GCSE writing criteria — content and organisation (24 marks) and technical accuracy (16 marks). Give me a breakdown of marks across the two categories with specific feedback and one priority target for the exam.

What this helps you practise:

Producing a complete writing response under realistic timed conditions.

How to use it well:

Focus on writing a controlled, well-structured response rather than trying to impress — consistent quality across every paragraph beats one brilliant paragraph followed by decline.

Prompt 99: Rapid Skills Sweep

Copy this prompt into your AI tool:

Run me through a quick-fire skills check covering the six core areas of GCSE English Language: inference, language analysis, structural analysis, evaluation, creative writing, and transactional writing. For each area, give me one short task — for example, a quick inference question, a single technique to analyse, a structural feature to identify, a brief evaluation to make, two sentences of descriptive writing, and one persuasive sentence. Move quickly between tasks. Wait for my answer to each before giving feedback. At the end, tell me which areas I am strongest in and which need last-minute attention.

What this helps you practise:

Checking readiness across all key skill areas in a single focused session.

How to use it well:

Use this as a diagnostic in the final days before the exam to identify any skill areas that need a final burst of targeted revision.

Prompt 100: Mini Mock: Reading Response

Copy this prompt into your AI tool:

Give me a prose extract of about 300 words and one GCSE-style reading question — either a language analysis, structural analysis, or evaluation question. Tell me the question is worth 12 marks and that I have exactly 15 minutes. Tell me to start and to let me know when I have finished. Do not give any hints, scaffolding, or examples. After I submit my response, mark it using GCSE-level descriptors and give me a mark out of 12 with specific feedback on what I did well and what I would need to do to reach the top of the mark scheme.

What this helps you practise:

Producing a complete reading response under realistic timed conditions.

How to use it well:

Simulate exam conditions as closely as possible — write by hand if you can, time yourself strictly, and do not look anything up.

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.

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- Mathematics
- Physics
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- Geography
- History
- Computer Science
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- Mathematics
- Further Mathematics
- Physics
- Chemistry
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