

# GCSE ENGLISH LITERATURE 100 AI PROMPTS

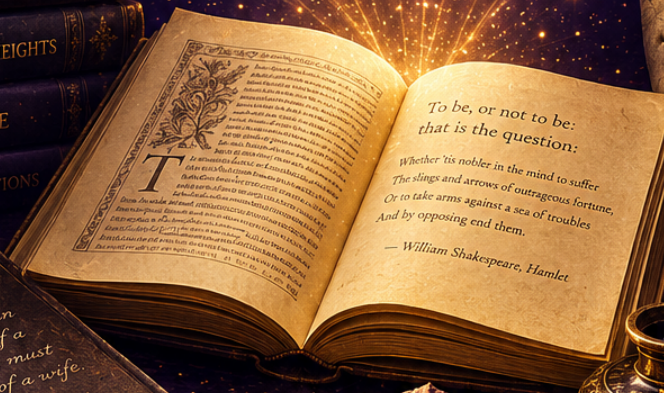
for Smarter Revision and Exam Prep  
Active recall, exam technique, and mark-scheme  
thinking – without cheating.

I wandered lonely as a cloud  
That floats on high o'er vales and hills  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

— William Wordsworth

*Alas, woe  
all the world's  
a stage,  
And all the men  
and women merely  
players.*

— William Shakespeare



To be, or not to be:  
that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles  
And by opposing end them.

— William Shakespeare, Hamlet



by James R. Martin

© 2026 James R. Martin

All rights reserved.

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

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

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

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

ISBN: [TO BE ASSIGNED]

First published 2026

## How to Use This Book

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

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

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

## **Note on Exam Boards and Syllabi**

This collection of 100 AI-powered revision prompts has been designed to support GCSE English Literature students across all major exam boards, including AQA, Edexcel, and OCR. Each board selects its own set texts from a range of novels, plays, and poetry anthologies, meaning the specific works you study will depend on your school and exam board. However, the analytical skills required to succeed are remarkably consistent across all specifications.

Whether you are studying a Shakespeare play, a nineteenth-century novel, a modern drama, or a poetry anthology, the core assessment objectives (AO1 to AO4) remain central. AO1 asks you to read, understand, and respond to texts using textual references. AO2 requires you to analyse the language, form, and structure used by a writer to create meanings and effects. AO3 demands that you show understanding of the relationships between texts and the contexts in which they were written. AO4, where applicable, assesses your ability to compare texts and use a range of supporting references.

Because different exam boards prescribe different texts, every prompt in this guide is deliberately text-agnostic. Rather than asking you about a specific character or scene, prompts will invite you to apply skills to your own set text, your studied novel, your anthology poem, or a character from your play. This approach ensures the prompts are equally useful whether you are analysing a Shakespearean tragedy, a post-1914 drama, or a Romantic poem.

To get the most from these prompts, keep your set texts and any annotations close at hand. When a prompt asks you to select a character, theme, or

quotation, choose from the works on your own specification. You should also familiarise yourself with the specific assessment objectives weighted by your board, as AQA, Edexcel, and OCR each distribute marks slightly differently across AO1 to AO4.

Think of these prompts as a knowledgeable revision partner. They will quiz you, challenge your thinking, correct common mistakes, and help you build the analytical essay skills that examiners reward. Use them regularly in short, focused sessions and you will develop the confidence and fluency needed to excel in your GCSE English Literature exams, regardless of which board you sit.

## Contents

How to Use This Book .....	ii
Note on Exam Boards and Syllabi .....	iii
• Understanding Characters and Characterisation Prompts 1-14 .....	1
• Themes and Ideas Prompts 15-28 .....	9
• Language Analysis in Literature Prompts 29-40 .....	17
• Structure and Form Prompts 41-50 .....	24
• Context and Authorial Intent Prompts 51-60 .....	30
• Poetry Analysis and Comparison Prompts 61-72 .....	36
• Fixing Common Mistakes and Misconceptions Prompts 73-82 .....	43
• Extended Writing and Exam Technique Prompts 83-94 .....	49
• Final Revision and Exam-Week Prompts Prompts 95-100 .....	56
Final Closing Note .....	61
Using AI Beyond This Book .....	62
About the Author .....	63
Other Titles in This Series .....	64

# Section 1

## Understanding Characters and Characterisation

Characters are the heart of any literary text, and your ability to analyse how writers construct and develop them is fundamental to GCSE English Literature success. Examiners want to see that you understand not just what a character does, but how the writer uses methods of characterisation — including dialogue, action, description, and the reactions of other characters — to shape the reader's or audience's response.

Strong character analysis goes beyond surface-level description. You need to explore how characters function as vehicles for themes, how they change or remain static across a text, and how their relationships with other characters reveal deeper meanings. Consider how a character might embody a particular social attitude, serve as a foil to another character, or represent an aspect of the writer's authorial intent.

The prompts in this section will help you practise dissecting characters from your set texts with precision. You will work on tracking character development, analysing methods of characterisation, exploring relationships, and connecting characters to the broader themes and context of the text. Each prompt encourages you to use specific textual references and subject terminology, just as you would in an exam response.

### **Prompt 1: Tracking Character Development**

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

*Test me on tracking character development across a text. I will name a character from my studied novel*

*or play. Ask me to identify three key moments where the character changes or develops, and for each moment, quiz me on what has changed, what method the writer uses to show the change, and what the change might suggest about the writer's authorial intent. Take my answers one at a time and give feedback after each before moving to the next.*

**What this helps you practise:**

Tracing character arcs across a whole text and connecting development to authorial intent and themes.

**How to use it well:**

Select a character who undergoes significant change. Have your text or notes available so you can pinpoint specific moments and quotations from different parts of the text.

**Prompt 2: Character Relationships as Theme Carriers**

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

*Quiz me on how character relationships convey themes. I will tell you about two characters from my set text and their relationship. Ask me, one question at a time, how the writer uses the dynamic between these two characters to explore a particular theme.*

*Push me to consider how the relationship shifts across the text and what this reveals. Wait for my answer each time before responding.*

**What this helps you practise:**

Analysing how writers use character relationships as vehicles for thematic exploration, linking character interaction to broader ideas.

**How to use it well:**

Pick two characters whose relationship is central to a key theme in your text. Think about moments of conflict, agreement, or change between them before you begin.

### **Prompt 3: Static vs Dynamic Characters**

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

*Ask me to demonstrate my understanding of static and dynamic characters and why writers use both. Prompt me to name one character from my set text who changes significantly and one who remains largely the same. For each, ask me to explain whether they are static or dynamic, provide evidence, and consider why the writer might have made that choice. Explore my answers one at a time and prompt me to think about how static characters can serve as foils or represent fixed social attitudes.*

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

Distinguishing between static and dynamic characters and analysing the writer's purpose in using each type.

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

Identify one character who clearly develops and one who does not from the same text. Consider what each type contributes to the themes and structure of the work.

### **Prompt 4: Character and Social Context**

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

*You are a GCSE English Literature examiner. Test me on connecting a character to the social and historical context of my set text. I will name a character and the text they appear in. Ask me questions, one at a time, about how the character reflects or challenges the social norms, expectations, or attitudes of the period in which the text is set or was written. Push me to explain how the writer uses the character to comment on issues such as class, gender, power, or morality. Wait for my responses before continuing.*

**What this helps you practise:**

Linking character analysis to context (AO3), exploring how characters reflect or subvert the values of their time.

**How to use it well:**

Choose a character who is clearly shaped by or in conflict with the social expectations of the text's setting. Review your context notes before starting.

**Prompt 5: Character as Allegory or Symbol**

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

*Give me a GCSE-style question about whether a character from my set text functions as an allegory or symbol for something beyond themselves. I will name the character and the text. Ask me, one question at a time, what broader idea, group, or concept the character might represent, what evidence supports this reading, and how the writer's methods reinforce the symbolic role. Challenge me if my interpretation is not well supported. Wait for my response before each new question.*

**What this helps you practise:**

Interpreting characters as symbols or allegorical figures, supporting readings with evidence and analysis of writer's methods.

**How to use it well:**

Select a character who seems to represent something larger than an individual — perhaps a social class, a moral quality, or a political idea. Have specific examples ready.

**Prompt 6: Character and the Bildungsroman**

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

*Present me with a series of questions exploring how a character's journey in my set text relates to the bildungsroman tradition — the coming-of-age narrative. I will name a character who grows or*

*matures across the text. Ask me, one question at a time, what the character is like at the start, what key experiences shape their development, what they have learned or how they have changed by the end, and whether the writer presents this growth positively or with ambiguity. Wait for my answer before each follow-up.*

**What this helps you practise:**

Applying the concept of the bildungsroman to character analysis, tracing growth and maturation through textual evidence.

**How to use it well:**

This works best with a young or developing character. If your set text does not fit the bildungsroman genre, consider whether any character still undergoes a journey of learning or self-discovery.

**Prompt 7: Character and Audience Response**

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

*Set me a challenge: analyse how a writer shapes the audience's or reader's response to a character. I will name a character from my set text. Ask me, one question at a time, whether the writer wants us to sympathise with, admire, judge, or feel conflicted about this character. Push me to identify the specific techniques the writer uses to position the audience — such as dramatic irony, soliloquy, foreshadowing, narrative perspective, or the reactions of other characters. Wait for my response each time and challenge me to justify my interpretation with evidence.*

**What this helps you practise:**

Analysing how writers manipulate audience or reader response to characters through deliberate techniques and structural choices.

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

Pick a character who provokes a strong reaction — sympathy, dislike, or moral complexity. Consider how your response to the character might differ from what other characters in the text seem to feel.

### **Prompt 8: Character First Impressions**

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

*Test me on analysing how writers introduce characters. I will name a character from one of my GCSE set texts. Ask me how the writer presents that character in their first appearance, focusing on the methods of characterisation used (such as dialogue, description, action, or other characters' reactions). Wait for my answer before giving feedback. Guide me one point at a time and push me to use short, embedded quotations to support each point.*

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

Identifying and analysing methods of characterisation at the point of introduction, using textual evidence to support interpretations.

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

Choose a major character from any of your set texts. Before starting, reread the passage where that character first appears so you have specific details and quotations ready.

### **Prompt 9: Dialogue as Characterisation**

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

*Quiz me on how a writer uses dialogue to characterise. I will provide a short quotation of dialogue from one of my set texts and name the character who speaks it. Ask me what the dialogue reveals about the character's personality, social status, emotions, or relationships. Then ask me to consider how the writer's choices of specific words, sentence structures, or speech patterns contribute*

*to the characterisation. One question at a time, wait for my answer before proceeding.*

**What this helps you practise:**

Close analysis of dialogue as a method of characterisation, focusing on word choice, register, and what speech reveals about a character.

**How to use it well:**

Choose a memorable line of dialogue from your text. Have the exact quotation ready and think about who the character is speaking to and the context of the conversation.

**Prompt 10: The Tragic Flaw**

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

*You are a GCSE English Literature examiner. Probe my understanding of the concept of the tragic flaw in a character from my set text. Ask me to name a character who could be seen as having a tragic flaw — a personal weakness or error of judgement that contributes to their downfall. Then, one question at a time, ask me to identify the flaw, provide textual evidence, explain how it leads to consequences, and consider whether the writer wants the audience to feel sympathy or judgement. Wait for my answer each time.*

**What this helps you practise:**

Applying the concept of tragic flaw (hamartia) to character analysis, using evidence and exploring audience response.

**How to use it well:**

This works especially well with characters from your Shakespeare play or any text with a protagonist who suffers a downfall. Review the character's key decisions and their outcomes.

**Prompt 11: Minor Characters and Their Functions**

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

*Give me a GCSE-style question about analysing minor characters and their functions. I will name a minor character from my set text. Ask me what role this character plays in the text — for example, do they act as a foil, provide comic relief, represent a particular viewpoint, or advance the plot? Ask me to support my answer with evidence. Then ask me what the text would lose if this character were removed.*

*One question at a time, waiting for my answers.*

**What this helps you practise:**

Analysing the purpose and function of minor characters, understanding how they contribute to the text as a whole.

**How to use it well:**

Choose a character who is not a protagonist but who plays a noticeable role. Think about how they interact with the main characters and what they add to the text's themes or structure.

**Prompt 12: Character Motivation and Conflict**

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

*Present me with a structured sequence of questions about character motivation and the conflicts that drive a text. I will name a character from my studied novel or play. Ask me, one at a time, what the character's main motivation is, what internal or external conflicts they face, and how the writer reveals these motivations and conflicts through their methods. Push me to consider whether the character's stated motivations match their actions.*

*Wait for my answer before proceeding.*

**What this helps you practise:**

Exploring motivation and conflict as drivers of character behaviour and plot, analysing how writers reveal inner and outer tensions.

**How to use it well:**

Pick a character whose desires are central to the plot. Think about what they want, what stands in their way, and whether their actions always align with what they claim to want.

**Prompt 13: Characterisation Through Stage Directions or Narration**

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

*Ask me to analyse how a writer uses stage directions (in a play) or narrative description (in a novel) to characterise. I will tell you which text I am working with and provide a short example. Ask me what the stage direction or description reveals about the character, how it might guide an actor's performance or a reader's imagination, and what it adds that dialogue alone would not. Work through my answers one at a time, prompting me to be specific about the writer's word choices.*

**What this helps you practise:**

Analysing non-dialogue methods of characterisation, including stage directions, authorial description, and narrative commentary.

**How to use it well:**

Find a stage direction or narrative description that is particularly revealing. Have the exact wording ready and consider what mood or impression it creates.

**Prompt 14: Contrasting Characters as Foils**

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

*Set me a challenge: analyse how a writer uses two contrasting characters as foils. I will name two characters from the same set text who contrast with each other. Ask me, one at a time, what qualities or values each character represents, how the contrast between them highlights key themes, and what specific methods the writer uses to draw the*

*contrast (such as parallel scenes, opposing dialogue, or contrasting descriptions). Wait for my answer each time before moving on.*

**What this helps you practise:**

Identifying and analysing foil characters, exploring how contrast is used to illuminate themes and deepen characterisation.

**How to use it well:**

Choose two characters who are clearly set against each other in some way — morally, socially, or in terms of their attitudes. Think about scenes where they appear together or are compared.

## Section 2

### Themes and Ideas

Themes are the big ideas that run through a literary text, and identifying and analysing them is essential for a strong GCSE English Literature response.

Examiners expect you to move beyond simply spotting a theme and instead explore how the writer develops it through characters, events, language, and structure. Understanding themes means understanding what the writer is really trying to say about the world.

At GCSE level, you need to show that themes are not isolated elements but are woven into every aspect of the text. A theme such as power, love, conflict, or social inequality will be explored through multiple characters, across different scenes or stanzas, and through the writer's deliberate choices of language and form. Your task is to trace these threads and explain how they connect to the writer's authorial intent and the wider context of the text.

The prompts in this section will help you identify, track, and analyse themes in your set texts with the depth and precision that examiners reward. You will practise linking themes to context, comparing how different texts treat similar ideas, and explaining how writers use specific methods to develop thematic meaning throughout a text.

#### **Prompt 15: Identifying Key Themes**

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

*Test me on identifying the key themes in one of my set texts. I will name the text. Ask me to list what I think the main themes are, one at a time. After each theme I identify, ask me to provide at least one piece of textual evidence that supports the presence of*

*this theme. If I miss an important type of theme (such as social, moral, or political), prompt me to think more broadly. Wait for my answer each time before responding.*

**What this helps you practise:**

Identifying and evidencing key themes in a set text, ensuring comprehensive coverage of the text's major ideas.

**How to use it well:**

Choose one of your set texts and have your notes or the text available. Try to think of at least four or five major themes before you start, then let the AI help you refine and expand your list.

**Prompt 16: Tracking a Theme Across a Text**

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

*Quiz me on how a single theme develops across my set text from beginning to end. I will name the text and the theme I want to focus on. Ask me to identify at least three key moments where this theme is explored, moving chronologically through the text. For each moment, ask me to explain how the theme is presented and whether the writer's treatment of it changes, intensifies, or is subverted. Take my answers one at a time and give feedback after each.*

**What this helps you practise:**

Tracing thematic development across a whole text, showing how a theme is introduced, developed, and resolved or complicated.

**How to use it well:**

Select a central theme and map out key moments before starting. This exercise helps you see the text as a whole rather than focusing on isolated scenes.

**Prompt 17: Ambiguity in Thematic Messages**

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

*You are a GCSE English Literature examiner. Explore whether I can analyse ambiguity in a writer's thematic message. I will name a set text and a theme. Ask me, one question at a time, what message the writer seems to convey, whether there are moments where this message is complicated or contradicted, and whether different readers might interpret the theme differently. Encourage me to consider alternative interpretations and to support each reading with evidence. Wait for my answers.*

**What this helps you practise:**

Exploring thematic ambiguity and developing the ability to consider multiple interpretations, a skill rewarded at higher grade levels.

**How to use it well:**

Choose a theme where the writer's message is not entirely straightforward. Think about moments in the text that could be read in more than one way.

---

**Prompt 18: Theme and Dramatic Irony**

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

*Give me a GCSE-style question about how dramatic irony deepens the exploration of a theme in my set text. I will name the text and a theme. Ask me to identify a moment of dramatic irony — where the audience or reader knows something a character does not — and then ask me, one question at a time, how this irony relates to the theme, what effect it creates for the audience, and what it reveals about the writer's authorial intent. Wait for my answer before each new question.*

**What this helps you practise:**

Analysing the thematic function of dramatic irony, connecting structural technique to thematic meaning and audience response.

**How to use it well:**

Think about moments in your play or novel where

the reader or audience has more knowledge than a character. Consider how this gap creates tension or highlights a theme.

**Prompt 19: Theme and Character Connection**

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

*Present me with questions testing how a particular theme is embodied through a character in my set text. I will name the character and the theme. Ask me, one question at a time, how the character's actions, words, and development connect to this theme. Push me to explain whether the character supports, challenges, or complicates the theme. Ask me to provide specific quotations or textual references. Wait for my response each time.*

**What this helps you practise:**

Connecting thematic analysis to character study, showing how characters function as vehicles for the writer's ideas.

**How to use it well:**

Choose a character who is clearly associated with a major theme. Think about how the character's journey through the text reflects or challenges the thematic idea.

**Prompt 20: Linking Theme to Historical or Social Context**

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

*Ask me to link a theme from my set text to the historical or social context in which the text was written or set. I will name the text and the theme.*

*Ask me, one at a time, what was happening in society at the time that relates to this theme, how the writer reflects or responds to these contextual factors through the text, and whether the theme would have been received differently by a contemporary audience compared to a modern*

*reader. Wait for my answers and push me to be specific rather than vague about context.*

**What this helps you practise:**

Integrating contextual knowledge (AO3) with thematic analysis, showing how social and historical factors shape thematic meaning.

**How to use it well:**

Review your context notes for the text before starting. Think about the specific social, political, or cultural issues that are relevant to the theme you have chosen.

**Prompt 21: Comparing Themes Across Two Texts**

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

*Set me a challenge: compare how two of my set texts explore a similar theme. I will name both texts and the shared theme. Ask me, one question at a time, how each writer approaches the theme, what similarities and differences there are in their treatment of it, and how context or form might account for these differences. Push me to make direct comparisons rather than writing about each text separately. Wait for my answer before each new question.*

**What this helps you practise:**

Comparative thematic analysis across texts, developing the skill of sustained comparison (AO4) rather than sequential discussion.

**How to use it well:**

Choose two texts that share a theme — such as power, love, conflict, or inequality — and think about how each writer treats it. This is particularly useful for papers that require comparison.

**Prompt 22: Moral and Ethical Themes**

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

*Test me on the moral or ethical questions raised by one of my set texts. I will name the text. Ask me, one at a time, what moral dilemmas characters face, how the writer positions the reader to judge these dilemmas, and whether the text ultimately endorses a particular moral viewpoint or leaves the question open. Push me to support my ideas with specific evidence and to consider how the writer's context might influence the moral perspective presented.*

*Wait for my answer each time.*

**What this helps you practise:**

Analysing moral and ethical themes, exploring how writers use texts to pose and explore ethical questions.

**How to use it well:**

Choose a text where characters face difficult choices or where right and wrong are not clear-cut. Think about what the writer seems to believe and whether the text challenges the reader's own moral assumptions.

**Prompt 23: Theme Through Motif**

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

*Quiz me on how a recurring motif in my set text reinforces a theme. I will name the text and a motif I have noticed — such as a recurring image, object, or idea that appears multiple times. Ask me, one at a time, where the motif appears, how its meaning or significance develops each time it recurs, and how it connects to a broader theme. If I am vague, push me to identify specific moments and the writer's language choices. Wait for my response each time.*

**What this helps you practise:**

Identifying and analysing motifs, showing how recurring elements build and reinforce thematic meaning across a text.

**How to use it well:**

Look through your text for images, objects, or ideas that appear more than once — such as references to light and darkness, a particular setting, or a repeated phrase. Note where each occurrence appears.

**Prompt 24: How Writers Present the Theme of Power**

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

*You are a GCSE English Literature examiner assessing my understanding of power as a theme. Ask me to name my set text, then guide me through an analysis of how the writer presents power. Ask me one question at a time: who holds power, who lacks it, how power shifts, what methods the writer uses to convey power dynamics (such as language, structure, or stage positioning), and what the writer might be saying about power through the text as a whole. Wait for each answer before continuing.*

**What this helps you practise:**

In-depth thematic analysis of power, a theme that appears across many GCSE set texts, using a structured sequence of analytical questions.

**How to use it well:**

Power is a common GCSE theme. Choose whichever of your set texts explores it most clearly. Think about different types of power — social, political, physical, emotional, or supernatural.

**Prompt 25: Theme and the Text's Ending**

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

*Give me a GCSE-style question about how the ending of my set text reinforces, resolves, or complicates a key theme. I will name the text and the theme. Ask me, one at a time, how the theme is presented at the end, whether the ending provides*

*resolution or leaves the theme unresolved, and what the writer's final statement on the theme might be. Push me to consider what the ending suggests about the writer's authorial intent and how it affects the reader's overall understanding. Wait for my answer each time.*

**What this helps you practise:**

Analysing how endings function thematically, considering resolution, ambiguity, and the writer's final message.

**How to use it well:**

Reread the ending of your set text and think about which themes are most prominent in the final scenes or stanzas. Consider whether the ending feels conclusive or open.

**Prompt 26: Thematic Significance of Setting**

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

*Present me with a series of questions about how the setting of my set text contributes to its themes. I will name the text and describe its setting or settings. Ask me, one question at a time, how the physical or social setting reflects or reinforces a key theme, whether the writer uses pathetic fallacy or symbolic locations, and how changes in setting across the text might parallel thematic shifts. Wait for my response each time and push me to analyse the writer's descriptive language closely.*

**What this helps you practise:**

Connecting setting to thematic analysis, exploring how writers use place, time, and atmosphere to reinforce ideas.

**How to use it well:**

Think about the key locations in your text and how they feel. Consider whether certain settings are associated with particular moods, themes, or turning points.

## **Prompt 27: Subverting Expectations Around a Theme**

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

*Ask me to analyse how the writer of my set text subverts the reader's expectations about a particular theme. I will name the text and the theme. Ask me, one at a time, what a reader might initially expect about this theme based on the text's genre or opening, how the writer challenges or overturns those expectations, and why this subversion is effective. Push me to consider how the subversion reinforces the writer's deeper message. Wait for each answer.*

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

Exploring how writers challenge conventional treatment of themes to create surprise, complexity, and deeper meaning.

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

Think about a theme that is treated in an unusual or unexpected way in your text. Consider what a straightforward treatment would look like and how the writer departs from it.

## **Prompt 28: Connecting Themes to Assessment Objectives**

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

*Set me a challenge: write about a theme in a way that hits multiple assessment objectives. I will name a text and a theme. Ask me to write a short analytical paragraph about this theme. Then give me feedback on whether my paragraph addresses AO1 (response supported by textual references), AO2 (analysis of language, form, and structure), and AO3 (context). If I am missing one, ask me to revise and resubmit. Work through this process one step at a time, waiting for my writing before giving feedback.*

**What this helps you practise:**

Integrating thematic analysis with AO1, AO2, and AO3 coverage in a single paragraph, building exam-ready writing habits.

**How to use it well:**

Choose a theme and text you feel fairly confident about, then challenge yourself to write a paragraph that covers multiple assessment objectives. Use this prompt to identify which AO you tend to neglect.

## Section 3

### Language Analysis in Literature

Language analysis is at the core of AO2, which asks you to analyse how writers use language to create meanings and effects. At GCSE level, this means going far beyond simply identifying a technique — you need to explain why the writer chose particular words, what effects those choices create, and how they contribute to the text's wider meaning. Strong language analysis is often what separates good responses from excellent ones.

In prose and drama, you should be able to analyse word choice (diction), imagery, figurative language such as metaphor and simile, and the effects of dialogue, tone, and narrative voice. In poetry, you should also consider sound devices such as alliteration, sibilance, and onomatopoeia, as well as how rhythm and metre contribute to meaning. The key is always to connect your analysis of language to the writer's purpose and the effect on the reader or audience.

The prompts in this section will train you to look closely at the language of your set texts, moving from identification to analysis to evaluation. You will practise exploring word-level choices, analysing extended images, considering the effects of narrative voice, and explaining how sound and rhythm work in poetry. Each prompt encourages the precise, evidence-based analysis that examiners reward.

#### **Prompt 29: Word Choice Deep Dive**

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

*Test me on analysing individual word choices in my set text. I will give you a short quotation from my text. Ask me to select one or two specific words from*

*the quotation that I think are most significant. Then ask me, one at a time, what connotations those words carry, what effect they create for the reader, and why the writer might have chosen them over alternatives. Push me to consider multiple connotations and to link my analysis to the wider meaning of the passage. Wait for my answer each time.*

**What this helps you practise:**

Close analysis of individual word choices, exploring connotations and the writer's reasons for selecting specific vocabulary.

**How to use it well:**

Choose a quotation you find striking or important. Before starting, underline the words that feel most powerful or unusual and think about why they stand out to you.

**Prompt 30: Analysing Metaphor and Simile**

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

*Quiz me on analysing a metaphor or simile from my set text. I will provide the quotation and identify whether it is a metaphor or simile. Ask me, one question at a time, what two things are being compared, what qualities the comparison draws out, what effect this creates for the reader, and how it connects to a theme or the writer's purpose. If my analysis stays at the surface level, push me to explore deeper or alternative meanings. Wait for each answer.*

**What this helps you practise:**

Analysing figurative language in depth, moving beyond identification to explore effect, meaning, and connection to theme.

**How to use it well:**

Find a metaphor or simile in your set text that is rich enough to analyse in depth. Have the exact

quotation ready and consider what the comparison reveals about the subject being described.

### **Prompt 31: Imagery and the Senses**

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

*You are a GCSE English Literature examiner. Test my ability to analyse how a writer uses sensory imagery in a passage from my set text. I will provide a short extract. Ask me, one at a time, what senses the writer appeals to (sight, sound, touch, taste, smell), what specific images are created, what mood or atmosphere the imagery establishes, and how this contributes to the reader's experience and the text's themes. Push me to be precise about the effects of individual images rather than generalising. Wait for my response each time.*

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

Identifying and analysing sensory imagery, exploring how writers create vivid experiences and atmospheres through descriptive language.

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

Select a descriptive passage from your text — perhaps an opening, a moment of tension, or a key setting description. Have the extract in front of you and try to notice what you can see, hear, or feel as you read.

### **Prompt 32: Pathetic Fallacy in Practice**

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

*Give me a GCSE-style question about how a writer uses pathetic fallacy in my set text. I will describe a moment where the natural world or weather seems to reflect a character's emotions or the mood of a scene. Ask me, one question at a time, what the weather or environment is like, what emotional state or atmosphere it mirrors, what specific language the writer uses to create this effect, and why the writer*

*might have used pathetic fallacy rather than stating the emotion directly. Wait for my answer each time before proceeding.*

**What this helps you practise:**

Analysing pathetic fallacy as a specific form of imagery, exploring its emotional and atmospheric effects and its function in the text.

**How to use it well:**

Look for moments in your text where weather, landscape, or the natural world seems to echo what is happening emotionally. Note the specific descriptive language used.

**Prompt 33: Analysing Narrative Voice**

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

*Present me with a structured sequence of questions testing my analysis of narrative voice in my studied novel. Ask me to identify who narrates the text and what type of narration is used (first person, third person limited, third person omniscient, or unreliable narrator). Then ask me, one question at a time, how the narrative voice shapes the reader's understanding of events and characters, what the narrator's tone reveals, and whether the reader should trust the narrator fully. Push me to provide evidence from the text. Wait for my answer each time.*

**What this helps you practise:**

Analysing narrative voice and perspective as a language choice that shapes meaning, considering reliability, tone, and the reader's access to information.

**How to use it well:**

Think about who tells the story in your novel and what limitations or biases their perspective might have. Find passages where the narrator's voice is particularly noticeable.

### **Prompt 34: Dialogue and Subtext**

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

*Set me a challenge: explore the concept of subtext in dialogue from my set text. I will provide a short exchange of dialogue between two characters. Ask me, one at a time, what the characters are literally saying, what they might really mean beneath the surface, what tension or emotion lies unspoken, and how the writer signals the subtext through word choice, pauses, or stage directions. Wait for each answer and push me to consider what the audience or reader understands that the characters may not.*

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

Analysing subtext in dialogue, understanding the gap between what characters say and what they mean, and how writers signal this.

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

Choose an exchange where characters seem to be talking about more than the surface topic. This is especially effective with drama texts. Have the exact dialogue and any stage directions ready.

### **Prompt 35: Sound Devices in Poetry**

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

*Test me on how a poet uses sound devices in one of my anthology poems or set poems. I will name the poem and provide a short extract. Ask me to identify any sound devices present — such as alliteration, sibilance, plosives, onomatopoeia, or assonance. Then ask me, one at a time, what effect each device creates, how the sound relates to the meaning of the words, and how it contributes to the poem's overall mood or message. Wait for my answer before each follow-up.*

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

Identifying and analysing sound devices in poetry,

connecting the sonic qualities of language to meaning and effect.

**How to use it well:**

Read your chosen extract aloud to hear the sounds clearly. Mark any patterns of repeated sounds before you start the prompt.

**Prompt 36: Tone and Shifts in Tone**

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

*Quiz me on analysing the tone of a passage or poem from my set text and identifying any shifts in tone. I will provide an extract or name the text. Ask me, one at a time, what the overall tone is at the start, what specific words or phrases establish that tone, whether the tone shifts at any point, and what causes the shift and what effect it creates. Push me to use precise vocabulary to describe tone (such as bitter, wistful, defiant, or sardonic) rather than vague terms. Wait for my answer each time.*

**What this helps you practise:**

Identifying and analysing tone, including tonal shifts, and explaining how writers create and alter tone through language choices.

**How to use it well:**

Choose a passage where the mood or attitude changes, or where the tone is particularly distinctive. Think about how you would describe the feeling of the passage before you begin.

**Prompt 37: Extended Metaphor and Conceit**

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

*Ask me to analyse how a writer uses an extended metaphor or conceit across a passage or poem from my set text. I will provide the relevant section or describe the extended comparison. Ask me, one question at a time, what the central comparison is, how the writer develops and sustains it across*

*multiple lines or sentences, what new layers of meaning are added as the metaphor extends, and what overall effect this creates. Push me to trace the metaphor step by step. Wait for each answer.*

**What this helps you practise:**

Analysing extended metaphors and conceits, tracing how a comparison develops across a passage and how each stage adds meaning.

**How to use it well:**

Find a passage or poem where a single comparison runs through multiple lines. Map out how the metaphor develops before starting.

**Prompt 38: Language of Persuasion in Speeches and Soliloquies**

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

*You are a GCSE English Literature examiner. Assess my ability to analyse persuasive language in a speech or soliloquy from my set play or text. I will provide a short extract. Ask me, one at a time, who the character is persuading (another character, themselves, or the audience), what rhetorical techniques are used (such as repetition, rhetorical questions, emotive language, listing, or direct address), what effect these techniques create, and how the speech reveals the character's true feelings or intentions. Wait for my answer before proceeding.*

**What this helps you practise:**

Analysing rhetorical and persuasive language within literary texts, connecting technique to character, audience, and theme.

**How to use it well:**

Choose a powerful speech or soliloquy from your play or text. Read it aloud to hear the rhythm and emphasis. Note any patterns of repetition or particularly striking phrases.

### **Prompt 39: Symbolism in Language**

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

*Give me a GCSE-style question about how a writer uses symbolic language in my set text. I will describe an image, object, or description that I think works symbolically. Ask me, one question at a time, what the literal meaning of the image or object is, what it might symbolise beyond its surface meaning, how the writer's language choices reinforce the symbolic reading, and how this symbol connects to the text's broader themes. If my interpretation is not well supported, push me to refine it. Wait for my answers.*

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

Analysing symbolic language, moving between literal and figurative meanings and supporting interpretations with close textual analysis.

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

Look for images, objects, or descriptions in your text that seem to carry more meaning than their surface suggests. Consider colours, natural images, objects characters interact with, or recurring descriptions.

### **Prompt 40: Contrasts and Juxtaposition in Language**

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

*Present me with questions probing how a writer uses contrasts or juxtaposition in the language of my set text. I will provide a short extract or describe a moment where contrasting ideas, images, or words are placed side by side. Ask me, one at a time, what is being contrasted, what specific language creates the contrast, what effect the juxtaposition has on the reader, and how it reinforces a theme or the writer's message. Wait for my answer each time and push me to look at word-level details.*

**What this helps you practise:**

Analysing juxtaposition and contrast at the language level, exploring how writers create meaning by placing opposing ideas together.

**How to use it well:**

Find a passage where the writer deliberately places opposites near each other — light and dark, hope and despair, beauty and ugliness. Note the specific words that create the contrast.

## Section 4

### Structure and Form

Structure and form are essential components of AO2 and are often the areas where GCSE students lose marks most easily. Structure refers to how a text is organised and sequenced — the order of events, the arrangement of scenes or stanzas, and the patterns of development that shape the reader's experience. Form refers to the type or genre of the text and the conventions associated with it, such as the sonnet form, the five-act dramatic structure, or the epistolary novel.

Understanding structure means thinking about why a writer begins, develops, and ends a text in the way they do. You should consider how the opening establishes expectations, how the middle builds tension or develops ideas, and how the ending provides resolution or deliberate ambiguity. Structural techniques such as cyclical structure, foreshadowing, shifts in time or perspective, the volta in a sonnet, enjambment, and caesura are all tools that writers use to create specific effects.

The prompts in this section will help you develop your ability to analyse structure and form with confidence. You will practise examining narrative arcs, dramatic structures, and poetic forms, and you will learn to explain how structural choices contribute to meaning rather than simply identifying them. This is the analytical depth that moves responses from mid-grade to top-grade territory.

#### **Prompt 41: The Five-Act Dramatic Structure**

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

*Test me on applying the five-act dramatic structure to my set play. Ask me to name my play, then guide*

*me through identifying each stage: exposition, rising action, climax, falling action, and resolution (or denouement). Ask me one stage at a time, prompting me to identify where each stage occurs and what happens in it. Then ask me how this structure creates tension and shapes the audience's experience. Wait for my answers and give feedback on whether my divisions make sense.*

**What this helps you practise:**

Applying the classical five-act structure to a studied play, understanding how dramatic structure creates tension and shapes audience response.

**How to use it well:**

Have your play text or notes available. Think about where the biggest turning point occurs — this is likely the climax — and work outwards from there.

**Prompt 42: Poetic Form — Sonnet, Ballad, and Dramatic Monologue**

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

*Quiz me on how poetic form shapes meaning in one of my set poems. I will name the poem and its form (such as sonnet, ballad, dramatic monologue, free verse, or another form). Ask me, one question at a time, what the conventions of that form are, how the poet follows or breaks those conventions, and how the form itself contributes to the poem's meaning and effect. For example, if it is a sonnet, ask me about the volta; if it is a dramatic monologue, ask me about the implied listener. Wait for my answer each time.*

**What this helps you practise:**

Analysing how poetic form contributes to meaning, understanding genre conventions and how poets use or subvert them.

**How to use it well:**

Identify the form of your poem before starting. If you

are unsure, describe its features (number of lines, rhyme scheme, presence of a speaker) and use the prompt to help you determine the form.

**Prompt 43: Iambic Pentameter and Metre**

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

*You are a GCSE English Literature examiner. Assess whether I understand how metre, particularly iambic pentameter, works in my set text. I will provide a line or short extract from my play or poem. Ask me, one at a time, to identify the stress pattern, to explain what iambic pentameter is (an unstressed syllable followed by a stressed one, five times per line), and to consider why the writer uses it — for example, to create a formal or natural-sounding rhythm. Then ask me whether any lines break the metre and what effect that disruption creates. Wait for my answers.*

**What this helps you practise:**

Understanding and analysing iambic pentameter and metrical variation, exploring how rhythm contributes to meaning and effect.

**How to use it well:**

Choose a passage from your Shakespeare play or a formal poem. Try reading it aloud and tapping out the rhythm. Mark stressed and unstressed syllables before starting.

**Prompt 44: Analysing the Opening of a Text**

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

*Give me a GCSE-style question about how the opening of one of my set texts works structurally. I will name the text. Ask me, one question at a time, what the writer establishes in the opening (setting, character, mood, theme), how the opening hooks the reader or audience, what structural choices the writer makes (such as beginning in medias res, with*

*dialogue, or with description), and what expectations the opening sets up for the rest of the text. Push me to consider the writer's deliberate choices. Wait for my answer each time.*

**What this helps you practise:**

Analysing how openings function structurally, considering what writers establish, how they engage the reader, and what expectations they create.

**How to use it well:**

Reread the first page or scene of your set text carefully. Think about what you learn immediately and what questions the opening raises.

**Prompt 45: The Volta and Shifts in Poetry**

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

*Set me a challenge: analyse the volta or shift in one of my set poems. I will name the poem and tell you where I think the volta or shift occurs. Ask me, one at a time, what changes at that point (tone, argument, perspective, imagery), how the language before and after the shift differs, and what effect the turn creates for the reader. Push me to explain why the poet placed the shift at that particular point in the poem. Wait for my answer before each question.*

**What this helps you practise:**

Identifying and analysing the volta or tonal shift in poetry, explaining its structural function and effect on meaning.

**How to use it well:**

Read your poem through and mark where you feel the mood, argument, or direction changes most significantly. This is your volta. Have the text ready to compare the language before and after the shift.

**Prompt 46: Enjambment and Caesura**

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

*Test me on how a poet uses enjambment and caesura in one of my set poems. I will provide a short extract. Ask me to identify examples of enjambment (where a sentence runs across line breaks without punctuation) and caesura (a pause within a line, often marked by punctuation). Then ask me, one at a time, what effect each technique creates — for example, does enjambment create urgency, continuity, or surprise? Does caesura create hesitation, emphasis, or a dramatic pause? Push me to link these effects to the poem's meaning. Wait for my answers.*

**What this helps you practise:**

Analysing enjambment and caesura as structural techniques in poetry, explaining their effects on pace, emphasis, and meaning.

**How to use it well:**

Choose a section of your poem where the line breaks and punctuation seem deliberate. Read it aloud, paying attention to where you naturally pause and where the sense runs on.

**Prompt 47: Cyclical Structure**

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

*Ask me to analyse whether my set text uses a cyclical structure — where the ending echoes or mirrors the beginning. I will name the text. Ask me, one at a time, how the text begins, how it ends, what similarities or echoes exist between the opening and closing, and what the effect of this circular pattern is. Push me to consider whether the cyclical structure suggests that nothing has changed, that the cycle is inescapable, or that the repetition carries a different meaning the second time. Wait for my answer each time.*

**What this helps you practise:**

Analysing cyclical structure, exploring how writers

use repetition and mirroring between opening and ending to create meaning.

**How to use it well:**

Compare the first and last pages, scenes, or stanzas of your text. Look for repeated words, images, settings, or situations and consider whether they carry the same meaning both times.

---

**Prompt 48: Foreshadowing as a Structural Device**

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

*Present me with questions examining how foreshadowing works as a structural device in my set text. I will name the text and describe a moment of foreshadowing. Ask me, one question at a time, what is hinted at, how the writer plants the clue (through language, imagery, a character's words, or a structural parallel), what the reader might notice on a first reading versus a second reading, and why foreshadowing is an effective technique. Push me to consider how foreshadowing creates dramatic irony.*

*Wait for my answer each time.*

**What this helps you practise:**

Analysing foreshadowing as a structural technique, considering how it creates tension, dramatic irony, and cohesion across a text.

**How to use it well:**

Think about a moment early in your text that hints at later events. Consider how obvious the clue is and whether it becomes clearer in retrospect.

---

**Prompt 49: Structure of a Key Scene or Turning Point**

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

*Quiz me on the structure of a key scene or turning point in my set text. I will name the text and the scene. Ask me, one at a time, where the scene sits in*

*the overall structure of the text, how the writer builds up to it, what happens during the scene itself, and how its aftermath changes the direction of the text. Push me to explain why the writer placed this scene at this particular point and how its structural position affects its impact. Wait for my answer each time.*

**What this helps you practise:**

Analysing the structural positioning and internal structure of key scenes, understanding how placement within a text affects impact and meaning.

**How to use it well:**

Choose the most important scene or turning point in your text. Think about what comes before and after it, and how the text would be different if this scene were moved or removed.

**Prompt 50: Parallel Structures and Contrasting Scenes**

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

*You are a GCSE English Literature examiner. Test my ability to analyse how my set text uses parallel or contrasting scenes to create meaning. I will name the text and describe two scenes that mirror or contrast with each other. Ask me, one question at a time, what similarities and differences exist between the two scenes, how the writer reinforces the parallel or contrast through language and staging, and what thematic point the juxtaposition makes. Push me to consider how the reader's or audience's experience of the second scene is shaped by their memory of the first. Wait for my answer each time.*

**What this helps you practise:**

Analysing parallel and contrasting scenes as structural techniques, understanding how writers use structural patterning to reinforce themes.

**How to use it well:**

Think about scenes in your text that seem to echo or mirror each other — perhaps two conversations, two settings, or two moments of decision. Note the specific similarities and differences.

## Section 5

### Context and Authorial Intent

Context is assessed through AO3 and is a crucial component of a strong GCSE English Literature response. Context means the circumstances surrounding the creation and setting of a text — the historical events, social attitudes, cultural movements, and personal experiences that influenced the writer. It also includes the context of reception: how audiences at the time would have responded compared to readers today.

However, context must be used analytically, not as a bolt-on paragraph of background information. Examiners want to see you weave context into your analysis, showing how it shapes the meaning of the text rather than simply listing historical facts. The best responses demonstrate how knowledge of context deepens your interpretation of characters, themes, language, and structure.

The prompts in this section will help you practise integrating context into your analysis with precision and relevance. You will explore historical and social context, the writer's biographical background and its influence, authorial intent, and how texts reflect or challenge the values of their time. Each prompt pushes you to use context as a tool for interpretation, not just as decoration.

#### **Prompt 51: Biographical Context**

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

*Give me a GCSE-style question about whether the writer's own life and experiences influenced my set text. I will name the text and the writer. Ask me, one at a time, what aspects of the writer's biography might be relevant, whether any characters, settings,*

*or events seem to draw on personal experience, and how knowing this biographical context enriches the reader's understanding. Push me to consider the limits of biographical reading — the text is a crafted work, not an autobiography. Wait for my answer each time.*

**What this helps you practise:**

Using biographical context thoughtfully, connecting the writer's personal experiences to textual meaning while recognising the limits of this approach.

**How to use it well:**

Review what you know about the writer's life.

Identify one or two connections between their experiences and the text, but be prepared to discuss why direct autobiography is an oversimplification.

**Prompt 52: Historical Context and Its Impact**

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

*Test me on how the historical context of my set text shapes its meaning. I will name the text and the period in which it was written or set. Ask me, one question at a time, what key historical events or conditions are relevant, how these are reflected in the text's plot, characters, or themes, and how a reader's knowledge of this context changes their interpretation. Push me to be specific about the connection between context and text rather than simply listing facts. Wait for my answer each time.*

**What this helps you practise:**

Integrating historical context (AO3) into textual analysis, making specific connections between historical circumstances and textual meaning.

**How to use it well:**

Review your context notes for the text before starting. Choose one or two historical factors that are most directly relevant and think about where they are reflected in the text.

### **Prompt 53: Gender and Context**

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

*Quiz me on how gender roles and expectations are presented in my set text and how they connect to the context in which the text was written or set. I will name the text. Ask me, one question at a time, how male and female characters are presented, whether any characters challenge the gender norms of their time, what the writer's attitude towards gender seems to be, and how a modern reader's response might differ from a contemporary audience's. Wait for my answer before each new question.*

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

Analysing the presentation of gender in literature, connecting character portrayal to the gender expectations of the text's historical context.

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

Consider how male and female characters behave, how others respond to them, and whether any characters are punished or rewarded for conforming to or defying gender expectations.

### **Prompt 54: Authorial Intent – What Was the Writer Trying to Say?**

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

*You are a GCSE English Literature examiner. Probe my understanding of authorial intent behind my set text. I will name the text and the writer. Ask me, one at a time, what message or purpose I think the writer had in creating this text, what evidence from the text supports this interpretation, whether the writer was responding to or criticising something in their society, and how the text as a whole serves this purpose. Push me to distinguish between what the text literally shows and what the writer might have*

*intended the reader to take away. Wait for my answer each time.*

**What this helps you practise:**

Exploring authorial intent, distinguishing between surface events and the writer's deeper purpose, and supporting interpretations with evidence.

**How to use it well:**

Think about why the writer created this text. Were they trying to entertain, educate, challenge, satirise, or warn? Consider what you know about the writer's life and views.

**Prompt 55: Context of Reception – Then vs Now**

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

*Present me with a series of questions exploring how the reception of my set text might differ between its original audience and a modern reader. I will name the text. Ask me, one at a time, what the original audience's social and cultural context was, how they might have responded to key characters, events, or themes, how a modern reader's response might differ, and why these differences matter for interpretation. Push me to explain what has changed in society that accounts for the different responses.*

*Wait for my answer each time.*

**What this helps you practise:**

Comparing historical and modern reception of a text, understanding how shifting social values affect interpretation and response.

**How to use it well:**

Think about what would have been shocking, normal, or radical to the original audience and how modern sensibilities might create different reactions to the same text.

## **Prompt 56: Context and the Exam — What Examiners Want**

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

*Set me a challenge: demonstrate that I understand what examiners are really looking for when they assess context (AO3) in GCSE English Literature. Ask me to explain, in my own words, what I think AO3 requires. Then correct any misconceptions and explain the difference between relevant, integrated context and irrelevant, bolted-on context. Give me an example of a weak contextual point and ask me to improve it. Work through this step by step, waiting for my responses each time.*

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

Understanding AO3 requirements and learning to distinguish between effective and ineffective use of context in exam responses.

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

Use this prompt when you feel unsure about how much context to include or how to use it. It will help you calibrate your approach before you write a full practice essay.

## **Prompt 57: Social Class and Context**

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

*Test me on how social class is presented in my set text and how this relates to the context of the time. I will name the text. Ask me, one at a time, how different social classes are represented in the text, what attitudes towards class the writer seems to convey, how the class system of the period influenced the characters' experiences, and whether the writer supports or criticises the social hierarchy. Push me to connect my analysis to the social context rather than making general statements. Wait for my answer each time.*

**What this helps you practise:**

Analysing the representation of social class in literature and connecting it to the social and economic context of the text's period.

**How to use it well:**

Think about which characters belong to which social class and how this affects their power, opportunities, and relationships. Consider what the writer's own background might reveal about their perspective.

**Prompt 58: Cultural and Religious Context**

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

*Give me a GCSE-style question about how cultural or religious context shapes the meaning of my set text.*

*I will name the text and the cultural or religious context I want to explore. Ask me, one question at a time, how cultural or religious ideas, values, or traditions are reflected in the text, how characters' behaviour is influenced by these cultural forces, and how the writer uses the text to explore, endorse, or question these cultural norms. Push me to make specific connections rather than general statements.*

*Wait for my answer each time.*

**What this helps you practise:**

Integrating cultural and religious context into literary analysis, showing how belief systems and cultural values inform character behaviour and thematic meaning.

**How to use it well:**

Consider the role of religion, cultural expectations, or traditional values in your text. Think about whether the writer presents these as positive, negative, or complex.

**Prompt 59: Context as Analysis, Not Bolt-On**

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

*Ask me to demonstrate that I can integrate context into my analysis rather than adding it as a separate paragraph. I will write a short analytical paragraph about my set text that includes a contextual point. Give me feedback on whether my context is woven into the analysis or awkwardly bolted on. If it feels detached, coach me on how to embed it more naturally — for example, by using it to explain why a character behaves a certain way or why a particular word would carry different weight for the original audience. Wait for my paragraph before giving feedback, then let me revise and resubmit.*

**What this helps you practise:**

Learning to embed contextual analysis within textual discussion rather than treating it as separate background information, a key skill for AO3.

**How to use it well:**

Write a paragraph about a character, theme, or quotation from your set text and deliberately include a contextual point. Then use this prompt to get feedback on how naturally it is integrated.

**Prompt 60: The Writer's Social Commentary**

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

*Quiz me on how my set text functions as social commentary. I will name the text. Ask me, one question at a time, what social issue or injustice the writer addresses, how the text draws attention to this issue through characters, events, or outcomes, whether the writer offers a solution or simply exposes the problem, and how effective the social commentary is. Push me to support every point with specific textual evidence. Wait for my answer each time.*

**What this helps you practise:**

Analysing texts as social commentary, exploring how

writers use fiction, drama, or poetry to critique or expose societal issues.

**How to use it well:**

Think about what aspect of society the writer seems to be commenting on. Consider whether certain characters represent social types or whether the plot dramatises a social problem.

## Section 6

### Poetry Analysis and Comparison

Poetry is a significant part of every GCSE English Literature specification, whether you are studying an anthology of thematically linked poems, a selection from a particular poet, or preparing for unseen poetry questions. The skills required — close analysis of language, form, and structure combined with an understanding of context and comparison — are among the most demanding at GCSE level, but also among the most rewarding when mastered.

Analysing a single poem requires you to consider how the poet's choices of language, imagery, form, and structure work together to create meaning and effect. You need to read the poem as a whole, understanding how each part contributes to the overall impact, while also being able to zoom in on individual words and techniques. When comparing poems, you must sustain a comparative argument throughout your response, addressing similarities and differences in treatment, methods, and meaning.

The prompts in this section cover the full range of poetry skills you need: analysing individual poems in depth, comparing two poems on a shared theme, tackling unseen poetry with confidence, and developing your understanding of poetic techniques. Whether you are revising anthology poems you know well or preparing for the challenge of an unseen poem in the exam, these prompts will sharpen your analytical skills and build your confidence.

#### **Prompt 61: First Response to a Poem**

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

*Test me on my initial response to a poem from my anthology or set poems. I will name the poem and*

*give you a brief summary of what I think it is about. Ask me, one question at a time, what the poem's subject matter is, what the speaker's attitude or tone is, what emotions or ideas the poem conveys, and what my initial personal response is. Push me to move beyond plot summary to consider what the poet is saying and how. Wait for my answer each time.*

**What this helps you practise:**

Developing a thoughtful initial response to a poem, moving from comprehension to interpretation and personal engagement.

**How to use it well:**

Read your chosen poem two or three times before starting. Jot down your first impressions of what it is about and how it makes you feel, then refine your response through the prompt.

**Prompt 62: Poetic Techniques Identification Drill**

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

*Drill me on my ability to identify and name poetic techniques. Describe a series of examples of poetic techniques one at a time — such as a line that demonstrates enjambment, a phrase that uses sibilance, or an image that is a metaphor — without using the technique name. Ask me to identify each technique, name it using correct terminology, and briefly explain its effect. Give me feedback after each answer before moving to the next. Do at least eight examples covering a range of techniques including those relevant to GCSE such as alliteration, caesura, volta, iambic pentameter, and pathetic fallacy.*

**What this helps you practise:**

Rapid identification of poetic techniques using

correct GCSE terminology, building fluency for exam conditions.

**How to use it well:**

Use this as a warm-up drill to sharpen your technique identification skills. Try to answer quickly and accurately, as you would need to in an exam.

**Prompt 63: Anthology Poem Revision Sweep**

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

*Quiz me with a rapid revision sweep of my anthology poems. I will name my anthology cluster or theme.*

*For each poem I name, ask me to give a one-sentence summary, name the key technique I would discuss in an exam, identify the most important quotation, and state how it links to the cluster theme. Move quickly through each poem, giving brief feedback before moving to the next. If I struggle with any poem, flag it as a priority for further revision. Wait for my answer on each poem.*

**What this helps you practise:**

Rapid review of anthology poems, testing recall of key details and identifying gaps in knowledge for targeted revision.

**How to use it well:**

Work through your entire anthology cluster. Be honest about which poems you know well and which you are less confident about. Use the flagged poems for focused follow-up revision.

**Prompt 64: Comparing Two Poems on a Shared Theme**

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

*You are a GCSE English Literature examiner. Test my ability to compare two poems that share a common theme. I will name both poems and the theme that links them. Ask me, one question at a time, to compare how each poet treats the theme, to*

*identify similarities and differences in their approaches, to compare their use of language and imagery, to compare their structural and formal choices, and to reach an overall conclusion about which treatment I find more effective and why. Push me to make direct comparisons throughout rather than analysing each poem separately. Wait for my answer each time.*

**What this helps you practise:**

Sustained comparative analysis of two poems (AO4), developing the skill of integrated comparison rather than sequential discussion.

**How to use it well:**

Choose two poems that share a theme. Before starting, make brief notes on each poem's approach to the theme so you can draw comparisons easily.

**Prompt 65: The Speaker and the Poet**

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

*Give me a GCSE-style question about the distinction between the speaker of a poem and the poet themselves. I will name a poem from my set texts. Ask me, one at a time, who the speaker of the poem is, whether the speaker is the same as the poet or a created persona, how I can tell, and why the distinction matters for analysis. Push me to consider how identifying a persona might change the interpretation of the poem's meaning and tone. Wait for my answer each time.*

**What this helps you practise:**

Distinguishing between poet and speaker, understanding persona, and recognising how this affects interpretation.

**How to use it well:**

Choose a poem where the speaker's identity is interesting — perhaps a dramatic monologue or a

poem where the speaker's views might differ from the poet's own.

### **Prompt 66: Comparing Methods Across Two Poems**

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

*Set me a challenge: compare the methods used by two poets in poems from my set texts. I will name both poems. Rather than comparing themes, I want to focus specifically on comparing their methods – language, imagery, form, and structure. Ask me, one at a time, to compare a specific language technique used in each poem, to compare how each poet uses form, and to compare a structural choice in each poem. Push me to explain not just what differs but why the poets might have made different choices.*

*Wait for each answer.*

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

Comparative analysis focused specifically on methods (AO2), developing the ability to compare techniques rather than just themes.

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

Choose two poems you know well and think about what techniques each poet uses most prominently. This prompt helps you practise the methods-focused comparison that examiners value.

### **Prompt 67: Writing a Poetry Comparison Paragraph**

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

*Ask me to write a single comparative paragraph about two poems, then assess it against GCSE mark scheme criteria. I will name both poems and a point of comparison. Ask me to write one paragraph that makes a direct comparison between the two poems, using embedded quotations from both. Then give me feedback on whether my comparison is integrated*

*(both poems discussed together) or separated (one poem then the other), whether I have analysed the quotations rather than just quoting them, and whether I have addressed AO1, AO2, and AO3. Ask me to revise if needed. Wait for my writing before giving feedback.*

**What this helps you practise:**

Writing integrated comparative paragraphs under guided conditions, building the specific writing skill needed for poetry comparison questions.

**How to use it well:**

Choose two poems and a specific point of comparison — such as how both poets use imagery of nature. Write your paragraph, then use the feedback to improve. Repeat with different comparison points.

**Prompt 68: Analysing a Single Poem in Depth**

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

*Present me with a structured analysis exercise for a single poem from my set texts. I will name the poem.*

*Guide me through a structured analysis by asking about each element one at a time: subject and themes, speaker and voice, language and imagery, form and structure (including any volta, enjambment, or caesura), context, and overall effect.*

*After each of my answers, give me feedback and push me to deepen my analysis before moving to the next element. Wait for my response each time.*

**What this helps you practise:**

Producing a comprehensive, structured analysis of a single poem, covering all key analytical areas methodically.

**How to use it well:**

Choose a poem you need to revise thoroughly. Have the text in front of you and work through each

element carefully, using the AI as a guide and a sounding board.

**Prompt 69: Unseen Poetry — Building Confidence**

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

*Test me on unseen poetry analysis by describing a short, simple poem scenario — give me a theme, a form, and a brief description of the imagery without quoting any real poem. Then ask me how I would approach analysing an unseen poem with these features. Guide me through the steps one at a time: reading for overall meaning, identifying the speaker and tone, analysing key language choices, considering form and structure, and writing a response. Wait for my answer at each step and give feedback.*

**What this helps you practise:**

Developing a reliable, step-by-step approach to unseen poetry that can be applied to any poem encountered in the exam.

**How to use it well:**

Use this prompt to practise the process of approaching an unfamiliar poem. The goal is to build a method you can apply under exam conditions, not to analyse a specific text.

**Prompt 70: Analysing Rhyme and Rhythm**

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

*Quiz me on how rhyme and rhythm contribute to meaning in one of my set poems. I will name the poem and describe its rhyme scheme and rhythmic pattern. Ask me, one question at a time, what the rhyme scheme is, how regular or irregular the rhythm is, what effect the rhyme and rhythm create (such as musicality, control, disruption, or irony), and how any changes in the pattern relate to shifts*

*in meaning or tone. Push me to explain why the poet made these choices. Wait for my answer each time.*

**What this helps you practise:**

Analysing rhyme scheme and rhythm as structural choices that create meaning, rather than simply identifying them.

**How to use it well:**

Map out the rhyme scheme of your poem using letters (ABAB, ABBA, etc.) and read it aloud to feel the rhythm. Note any lines where the pattern breaks.

**Prompt 71: Power and Conflict in Poetry**

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

*You are a GCSE English Literature examiner testing my understanding of power and conflict in poetry. Ask me to name a poem from my anthology or set poems that presents this theme. Ask me, one at a time, what type of power or conflict the poem explores (personal, political, natural, emotional), how the poet uses language to convey the force or impact of power or conflict, how form and structure reflect the theme, and what the poet's attitude towards power or conflict seems to be. Wait for my answer before each question.*

**What this helps you practise:**

Thematic analysis of power and conflict in poetry, a common GCSE anthology theme, combining language, form, and structural analysis.

**How to use it well:**

Choose a poem that explores power or conflict. Think about whether the poem celebrates, questions, or laments the power or conflict it describes.

**Prompt 72: Love and Relationships in Poetry**

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

*Give me a GCSE-style question about how a poem from my anthology or set poems presents love or*

*relationships. I will name the poem. Ask me, one question at a time, what type of love or relationship the poem explores, what the speaker's attitude is, how the poet uses language and imagery to convey emotion, how the form and structure of the poem reflect the experience of love or relationship, and whether the poem presents love positively, negatively, or with complexity. Wait for each answer.*

**What this helps you practise:**

Thematic analysis of love and relationships in poetry, another common GCSE anthology theme, with integrated analysis of language, form, and structure.

**How to use it well:**

Select a poem about love or a relationship. Consider what kind of love it is — romantic, familial, unrequited, lost — and how the poet's techniques reflect the emotional experience.

## Section 7

### Fixing Common Mistakes and Misconceptions

Even well-prepared students can fall into common traps that cost marks in GCSE English Literature exams. The most frequent mistakes include retelling the story instead of analysing it, spotting techniques without explaining their effects, ignoring context entirely or bolting it on as a separate paragraph, writing vague topic sentences that do not focus the paragraph, and using quotations without analysing them. Recognising these habits is the first step to eliminating them.

Many of these mistakes stem from misconceptions about what examiners want. Students often believe that showing they have read the text through detailed retelling will earn marks, or that identifying a metaphor is enough without explaining why the writer used it. In reality, examiners reward analysis — the ability to explain how and why a writer's choices create specific effects and meanings, supported by precise textual evidence.

The prompts in this section are designed to help you identify and fix these common errors in your own writing. Each prompt targets a specific mistake, helps you understand why it loses marks, and coaches you to replace the weak habit with a stronger analytical approach. Use these prompts honestly — they will be most effective if you submit your genuine work for feedback rather than trying to write a perfect response.

---

#### **Prompt 73: Weak Topic Sentences**

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

*Diagnose whether I can write strong topic sentences for my analytical paragraphs. A good topic sentence*

*should make a clear analytical point that the rest of the paragraph will support. Give me an example of a weak topic sentence (vague, descriptive, or unfocused) and ask me to improve it. After I rewrite it, give me feedback on whether my new sentence is clear, analytical, and arguable. Provide at least four examples to fix, one at a time, waiting for my attempt each time.*

**What this helps you practise:**

Writing clear, focused, analytical topic sentences that direct the paragraph and signal the argument to the examiner.

**How to use it well:**

Review the first sentence of each paragraph in a recent essay. If any of them describe events rather than making an analytical point, bring them to this prompt for improvement.

**Prompt 74: Confusing Character and Writer**

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

*Test me on the common mistake of confusing the character with the writer — for example, saying 'the character uses a metaphor' instead of 'the writer uses a metaphor to present the character'. Ask me to explain the difference in my own words. Then give me three sentences that make this error and ask me to correct each one, explaining why the original was wrong. Work through them one at a time, waiting for my correction and explanation before moving on.*

**What this helps you practise:**

Distinguishing between what a character does within the story and what the writer does as a craftsperson, ensuring analytical accuracy.

**How to use it well:**

Check your essays for sentences where you credit a character with a writer's technique. This is a very

common error that is easy to fix once you are aware of it.

**Prompt 75: Overusing 'This Shows That'**

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

*Set me a challenge: eliminate my overuse of the phrase 'this shows that' from my essays. Ask me to write a paragraph from one of my recent essays that uses 'this shows that'. Then suggest three or four more sophisticated alternatives (such as 'this implies', 'the writer conveys', 'this creates the impression that', or 'the effect of this is to') and ask me to rewrite the paragraph using varied phrasing.*

*Give me feedback on the rewrite. Wait for my paragraph before responding.*

**What this helps you practise:**

Diversifying analytical phrasing to create more sophisticated and varied essay writing, moving beyond repetitive sentence structures.

**How to use it well:**

Pull a paragraph from a recent essay and count how many times you use 'this shows that' or similar phrases. Use this prompt to develop a wider repertoire of analytical expressions.

**Prompt 76: Generalisation Without Evidence**

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

*Quiz me on eliminating generalisations from my essays — statements that are too broad and unsupported by evidence. Give me an example of a generalised statement about a literary text (such as 'Shakespeare always writes about love'). Ask me to turn it into a specific, evidence-based analytical point about a particular text. Give me feedback, then provide another generalised statement for me to fix. Do at least three examples, one at a time, waiting for my rewrite each time.*

**What this helps you practise:**

Replacing vague generalisations with specific, evidence-based analytical points, improving the precision and credibility of essay writing.

**How to use it well:**

Check your essays for sweeping statements that are not tied to specific evidence. This prompt will help you develop the habit of grounding every point in the text.

**Prompt 77: Retelling vs Analysis**

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

*You are a GCSE English Literature examiner. Test whether I understand the difference between retelling and analysis. Explain the difference clearly, then give me a short example of a retelling sentence and ask me to rewrite it as analysis. After I rewrite it, give me feedback and then provide another example to rewrite. Do this for three examples, one at a time, each from a different type of text (novel, play, poem). Wait for my rewrite each time before giving feedback and moving on.*

**What this helps you practise:**

Distinguishing between narrative retelling and analytical writing, and practising the conversion of retelling into genuine analysis.

**How to use it well:**

Be honest about whether you tend to retell. If you are unsure, try writing a paragraph about your set text and check whether most of your sentences describe what happens rather than why or how.

**Prompt 78: Feature Spotting Without Analysis**

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

*Drill me on moving beyond feature spotting — identifying a technique without explaining its effect. I will write a sentence from an essay that identifies a*

*technique (for example, 'The poet uses a metaphor').*

*Ask me to expand it into a full analytical point by explaining what the metaphor is, what effect it creates, and why the writer chose it. Give me feedback, then provide another feature-spotting sentence for me to improve. Do this for at least four examples, waiting for my answer each time.*

**What this helps you practise:**

Moving from identification of techniques to full analysis of their effects and purposes, eliminating the common mistake of feature spotting.

**How to use it well:**

Look through your past essays for sentences that name a technique but do not explain its effect. Bring these to the prompt as your starting examples for maximum relevance.

**Prompt 79: Vague Quotation Use**

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

*Test me on improving how I use quotations in my essays. Give me a sample analytical sentence with a quotation that is used poorly (dropped in without analysis). Ask me to rewrite it so the quotation is embedded smoothly and analysed closely, with attention to specific word choices within the quotation. Give me feedback and then provide another example. Work through at least three examples, one at a time, waiting for my answer before moving on.*

**What this helps you practise:**

Learning to embed quotations fluently and analyse them closely, rather than dropping them in without comment or analysis.

**How to use it well:**

Check your recent essays for quotations that sit on their own without analysis. Practise embedding and

analysing them using the techniques this prompt teaches.

### **Prompt 80: Ignoring or Bolting On Context**

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

*Present me with a diagnostic exercise on my handling of context in essays. Show me an example of a paragraph where context is bolted on awkwardly, then ask me to rewrite it so the context is naturally integrated into the analysis. Give me feedback, then show me another example. Do this for three examples, one at a time, each demonstrating a different way to integrate context smoothly. Wait for my rewrite each time.*

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

Learning to integrate context naturally into analytical paragraphs rather than treating it as a separate, disconnected element.

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

If you know context is a weakness, use this prompt before writing a practice essay. It will help you develop the habit of weaving context into your analysis from the start.

### **Prompt 81: Writing About 'The Reader' Effectively**

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

*Give me a GCSE-style challenge on improving how I write about the reader's or audience's response. Sometimes my comments about the reader are vague or unconvincing, like 'this makes the reader feel sad'. Give me an example of a weak reader-response sentence and ask me to improve it by being more precise about what the reader feels and why the writer's techniques cause that response. Do this for at least three examples, one at a time. Wait for my answer each time.*

**What this helps you practise:**

Writing precise, well-justified comments about reader or audience response, avoiding vague or unsupported claims about what 'the reader' feels.

**How to use it well:**

Look for sentences in your essays that mention 'the reader' and check whether they are specific and well-supported. Bring any weak examples to this prompt.

**Prompt 82: Misunderstanding Assessment**

**Objectives**

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

*Ask me to demonstrate my understanding of each GCSE English Literature assessment objective. Ask me to explain AO1, AO2, AO3, and AO4 in my own words, one at a time. After each, correct any misunderstandings and give me a clear, concise definition. Then ask me which AO I find most difficult to achieve in my writing and give me specific advice on how to improve it. Wait for my answers before responding at each stage.*

**What this helps you practise:**

Clarifying understanding of AO1 through AO4, identifying personal weaknesses, and receiving targeted advice for improvement.

**How to use it well:**

Use this prompt early in your revision to make sure your understanding of the assessment objectives is accurate. Knowing what each AO requires helps you write more deliberately and effectively.

## Section 8

### Extended Writing and Exam Technique

Strong analytical skills are only valuable if you can translate them into well-structured, well-timed exam responses. GCSE English Literature exams require you to write extended analytical essays under timed conditions, and the ability to plan, structure, and execute your response efficiently is just as important as your knowledge of the text. Many students who know their texts well still underperform because they run out of time, write without a clear structure, or fail to cover all the assessment objectives.

Effective exam writing means having a clear essay structure — typically an introduction, several analytical paragraphs, and a conclusion — and knowing how to embed quotations, make comparative points, and integrate context without losing analytical focus. You also need to be able to adapt your approach to different question types: single-text extract questions, single-text essay questions, comparative essays, and poetry comparison questions each have their own requirements.

The prompts in this section will help you develop the specific writing and exam skills you need. You will practise planning essays under timed conditions, structuring paragraphs effectively, embedding quotations, writing introductions and conclusions, managing your time across a paper, and ensuring your responses cover all relevant assessment objectives. These are the practical skills that turn good knowledge into excellent exam results.

---

**Prompt 83: The PEEL Paragraph and Beyond**  
**Copy this prompt into your AI tool:**

*Test me on writing analytical paragraphs using and adapting the PEEL structure (Point, Evidence, Explain, Link). I will name my set text and a point I want to make. Ask me to write a paragraph following PEEL. Then give me feedback on each element: is my point clear and analytical? Is my evidence well-chosen and embedded? Is my explanation detailed and not just surface-level? Does my link connect to the question or wider argument? After feedback, ask me to improve the weakest element. Wait for my paragraph before responding.*

**What this helps you practise:**

Writing structured analytical paragraphs using the PEEL framework, with feedback on each component to identify and strengthen weaknesses.

**How to use it well:**

Choose a point you want to make about your set text. Write the paragraph first, then submit it for element-by-element feedback. Focus on improving the areas the AI flags.

**Prompt 84: Planning an Essay in Five Minutes**

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

*Set me a challenge: plan a GCSE English Literature essay in five minutes. I will tell you which text I am studying, and you give me a GCSE-style essay question. Once you give me the question, I will write a quick bullet-point plan covering my key argument, three or four main points, the quotations I would use, and how I would integrate context. Time me by telling me to start, and after I submit my plan, give me feedback on whether it is focused, covers the assessment objectives, and has a clear argumentative thread. Wait for my plan before giving feedback.*

**What this helps you practise:**

Rapid essay planning under timed conditions,

practising the skill of organising ideas quickly and ensuring AO coverage before writing.

**How to use it well:**

Tell the AI which text you are studying and it will generate a suitable question. Set a timer for five minutes and plan as you would in the exam. Then submit your plan for feedback.

**Prompt 85: Writing a Strong Introduction**

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

*Quiz me on writing a strong introduction for a GCSE English Literature essay. I will give you an essay question about one of my set texts. Ask me to write an introduction that addresses the question directly, establishes my argument or thesis, and briefly signals the areas I will cover. Then give me feedback on whether my introduction is focused, avoids retelling, and sets up a clear line of argument. If it needs improvement, ask me to revise it. Wait for my introduction before responding.*

**What this helps you practise:**

Writing focused, analytical introductions that address the question, establish an argument, and signal the direction of the essay.

**How to use it well:**

Choose a question from a past paper or ask the AI to generate one. Write your introduction as you would in an exam, then use the feedback to refine your approach.

**Prompt 86: Embedding Quotations Fluently**

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

*Drill me on embedding quotations fluently into my sentences rather than dropping them in with a colon or leaving them as standalone sentences. Give me a quotation from a generic literary context and an analytical point to make. Ask me to write a sentence*

*that embeds the quotation (or part of it) seamlessly into my own sentence structure. Give me feedback on fluency and then provide another quotation to embed. Do at least five examples, one at a time, waiting for my sentence each time.*

**What this helps you practise:**

Embedding quotations smoothly into analytical sentences, a key writing skill that improves the fluency and sophistication of exam responses.

**How to use it well:**

After completing the generic examples, try embedding quotations from your own set texts. The goal is to make quotations feel like a natural part of your sentence rather than an interruption.

**Prompt 87: Time Management Across a Paper**  
**Copy this prompt into your AI tool:**

*You are a GCSE English Literature examiner coaching me on time management. I will tell you which exam board I am sitting, which paper, and how long the paper is. Ask me how many questions I need to answer and how many marks each is worth. Then help me calculate how many minutes I should spend on each question, including planning time. Push me to be realistic about how I will divide my time and ask me what I will do if I start running over on one question. Wait for my information before calculating.*

**What this helps you practise:**

Creating a realistic time management plan for the exam, allocating appropriate time to each question based on mark weighting.

**How to use it well:**

Check your exam board's specification for the paper length and mark allocations. Bring these details to the prompt and create a time plan you can practise with.

**Prompt 88: Answering the Question, Not Your Prepared Answer**

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

*Present me with a challenge to test whether I can distinguish between different essay questions on the same topic. Give me two different essay questions about the same general topic (for example, two questions about a character, but each asking something slightly different). Ask me to explain, one at a time, what each question is specifically asking and how my response to each would differ. Push me to identify the key words in each question and explain how they would change my argument and focus. Wait for my answers.*

**What this helps you practise:**

Reading exam questions carefully and tailoring responses to the specific demands of each question, avoiding generic prepared answers.

**How to use it well:**

Use this prompt to train yourself to slow down and read questions carefully. This is one of the most common reasons students lose marks — they answer the question they expected, not the one they got.

**Prompt 89: Writing a Comparative Essay**

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

*Test me on structuring a comparative essay. I will name two texts I need to compare and a theme or question. Ask me how I plan to structure my comparison — will I use an alternating structure (switching between texts within each paragraph) or a block structure (one text then the other)? Then ask me to write one comparative paragraph that discusses both texts together. Give me feedback on whether my comparison is genuinely integrated, whether I use comparative connectives, and whether*

*I analyse both texts with equal depth. Wait for my responses before giving feedback at each stage.*

**What this helps you practise:**

Structuring and writing comparative essays with integrated discussion of both texts, using comparative connectives and balanced analysis.

**How to use it well:**

Choose two texts you need to compare for your exam. Plan your structure, then write one paragraph to test the approach before committing to a full essay.

**Prompt 90: Responding to an Extract-Based Question**

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

*Give me a GCSE-style question that requires me to respond to an extract-based question. I will name my set text and describe a section I want to use as my extract. Ask me, one at a time, how I would analyse the language and techniques within the extract, how I would then move beyond the extract to discuss the rest of the text, and how I would balance close analysis of the extract with broader knowledge. Give me feedback on whether I am spending too long on the extract or not enough, and whether my wider textual references are relevant and well-chosen.*

*Wait for my answers.*

**What this helps you practise:**

Balancing close extract analysis with wider textual knowledge in extract-based questions, a key skill for several GCSE Literature papers.

**How to use it well:**

Choose a passage from your text and treat it as if it has been given to you in an exam. Practise the balance between zooming in on the extract and zooming out to the rest of the text.

## **Prompt 91: Writing a Conclusion That Adds Value**

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

*Ask me to write a conclusion that adds value rather than simply repeating what I have already said. I will give you my essay argument and main points. Ask me to write a conclusion. Then give me feedback on whether my conclusion summarises without being repetitive, offers a final evaluative or reflective point, and leaves the examiner with a clear sense of my argument. If my conclusion is weak, coach me on how to improve it. Wait for my content before giving feedback.*

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

Writing conclusions that go beyond repetition to offer evaluation, reflection, or a final analytical insight, adding value to the essay.

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

After writing a practice essay, use this prompt specifically for the conclusion. Alternatively, list your main points and practise writing just the conclusion as a standalone exercise.

## **Prompt 92: Covering All Assessment Objectives**

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

*Quiz me on whether my essay writing covers all the relevant assessment objectives. I will write a paragraph from a practice essay about my set text. Analyse my paragraph and tell me which assessment objectives (AO1, AO2, AO3, AO4) it addresses and which it misses. For any missing AOs, suggest how I could add them to the paragraph without making it feel forced. Wait for my paragraph before giving feedback, then ask me to revise and resubmit.*

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

Self-checking essay writing for AO coverage,

learning to address multiple assessment objectives within each paragraph naturally.

**How to use it well:**

Submit a paragraph from a recent practice essay and get a diagnostic of your AO coverage. Use this regularly to build the habit of addressing all objectives.

**Prompt 93: Using Tentative and Evaluative Language**

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

*You are a GCSE English Literature examiner assessing the sophistication of my essay writing. Test whether I can use tentative and evaluative language effectively. Give me a straightforward analytical sentence and ask me to rewrite it using phrases such as 'perhaps', 'it could be argued that', 'this might suggest', and 'arguably' to show I am considering multiple interpretations. Do this for at least four examples, one at a time, and give me feedback on whether my rewrites sound natural and analytical rather than vague. Wait for my rewrite each time.*

**What this helps you practise:**

Using tentative and evaluative language to demonstrate sophisticated, nuanced thinking and the consideration of multiple interpretations.

**How to use it well:**

This is particularly useful for students aiming at higher grades. Practise converting definitive statements into more nuanced, evaluative ones without losing analytical precision.

**Prompt 94: Practising Under Timed Conditions**

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

*Set me a full timed essay challenge. I will tell you my set text and how long I have for the question on my*

*exam. Give me a GCSE-style question. I will then write my full response and submit it to you. Give me detailed feedback on the quality of my argument, the depth of my analysis, my use of quotations, my coverage of assessment objectives, and the overall structure. Also comment on whether the response feels like it was written within the time limit or whether it seems rushed or overlong. Wait for my complete response before giving feedback.*

**What this helps you practise:**

Writing a full essay response under simulated exam conditions, with comprehensive feedback on quality, structure, and time management.

**How to use it well:**

Set a timer, write the essay in one sitting without stopping to look things up, and submit the raw result. The feedback will show you how well you perform under pressure and what to focus on.

## Section 9

### Final Revision and Exam-Week Prompts

The final days before your GCSE English Literature exam are not the time to learn new material — they are the time to consolidate what you already know, sharpen your recall, and build confidence. These prompts are designed for the last week of revision, offering rapid review exercises, quotation drills, and mini mock questions that will help you feel prepared and focused when you walk into the exam hall.

During exam week, your revision should be active rather than passive. Simply rereading notes or highlighting textbooks is far less effective than testing yourself, practising under timed conditions, and identifying any remaining gaps in your knowledge. The prompts in this section are designed to be completed quickly, providing maximum benefit in minimum time.

Use these prompts in short, focused sessions of twenty to thirty minutes. Avoid marathon revision sessions in the final days, as fatigue reduces retention and increases anxiety. Instead, rotate through these prompts, addressing different texts and skills each session, and trust that the work you have done throughout your course has prepared you well. These final prompts are about activating and organising what you already know.

#### **Prompt 95: Rapid Revision Sweep — All Set Texts**

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

*Test me with a rapid revision sweep of all my set texts in one session. I will list every text I am studying. For each text, ask me to give the following in quick-fire format: the main character and one key*

*quotation about them, the central theme, one key technique the writer uses, and one relevant contextual point. Move quickly through each text, giving brief feedback and flagging any answers that are too vague or incorrect. If I cannot answer for any text, mark it as a priority. Wait for my answer on each text before moving to the next.*

**What this helps you practise:**

Rapid recall and review across all set texts, identifying strengths and gaps in knowledge during the final revision period.

**How to use it well:**

List all your set texts at the start. Work through them honestly and quickly. Use the flagged priorities to focus your remaining revision time where it is needed most.

**Prompt 96: Quotation Recall Drill**

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

*Drill me on my recall of key quotations from my set texts. I will name a text. Ask me to recall quotations one at a time by giving me a character name, a theme, or a moment, and asking me to provide a relevant quotation from memory. After each quotation, tell me whether it is accurate (if you recognise it) or ask me to double-check it. Also ask me to explain in one sentence why this quotation is useful for analysis. Do at least eight quotations per text, moving quickly. Wait for my answer each time.*

**What this helps you practise:**

Testing quotation recall under pressure, ensuring key quotations are memorised accurately and can be connected to analytical points.

**How to use it well:**

Choose the text you feel least confident about first.

Try to recall quotations without looking at your notes. Check any you are unsure about afterwards

and add shaky ones to a revision card for final review.

**Prompt 97: Mini Mock — Timed Paragraph**

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

*Give me a mini mock exam exercise. I will tell you which text I am revising. Give me a specific GCSE-style question and ask me to write one strong analytical paragraph in response within eight minutes. After I submit my paragraph, give me quick, focused feedback on whether I have addressed the question, analysed language or technique (AO2), included context (AO3), and used a relevant quotation effectively (AO1). Score my paragraph out of ten and tell me one thing to keep doing and one thing to improve. Wait for my paragraph before giving feedback.*

**What this helps you practise:**

Writing a focused analytical paragraph under strict time pressure, with rapid diagnostic feedback on AO coverage and analytical quality.

**How to use it well:**

Set a timer for eight minutes and write one paragraph only. This simulates exam pressure without the commitment of a full essay. Repeat with different questions to build speed and confidence.

**Prompt 98: Final Readiness Check**

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

*Present me with a final readiness check before my GCSE English Literature exam. Ask me the following questions, one at a time, and give me honest feedback on each: What are the three most important things to remember about each of my set texts? What is my strategy for managing time in the exam? What is my plan if I get a question I do not expect? What are my two biggest weaknesses and*

*what will I do if they arise in the exam? After all my answers, give me a brief overall assessment of my readiness and one final piece of advice. Wait for each answer before proceeding.*

**What this helps you practise:**

Comprehensive pre-exam readiness assessment, covering knowledge, strategy, contingency planning, and self-awareness of weaknesses.

**How to use it well:**

Do this the day before your exam. Answer honestly and use the feedback to make any final adjustments to your approach. This is about confidence and clarity, not cramming.

**Prompt 99: Exam Morning Warm-Up**

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

*Quiz me with a quick exam morning warm-up to get my brain into analytical mode. Ask me three quick questions, one at a time: first, ask me to define one key literary term (such as dramatic irony, pathetic fallacy, or iambic pentameter); second, ask me to recall one quotation from any of my set texts and explain its significance in two sentences; third, ask me to name the assessment objectives and what each one rewards. Keep the pace brisk and encouraging. This should take no more than five minutes. Wait for each answer before moving on.*

**What this helps you practise:**

Quick-fire warm-up to activate analytical thinking, terminology recall, and assessment objective awareness immediately before the exam.

**How to use it well:**

Use this on exam morning after breakfast. Keep it short and positive — the goal is to wake up your analytical brain, not to cram. If you get something wrong, do not panic; just note it and move on.

## **Prompt 100: Confidence Builder — What I Know Well**

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

*Ask me to remind myself of what I know well before my exam. Ask me to tell you, one at a time, my strongest set text and why I feel confident about it, the analytical skill I am best at, a quotation I know I can analyse brilliantly, and one essay I have written this year that I was proud of. After each answer, reinforce what I have told you and remind me that these strengths will serve me well in the exam. Keep the tone encouraging but genuine. This is about building justified confidence. Wait for each answer.*

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

Building exam confidence by identifying and affirming existing strengths, reducing anxiety by focusing on what the student already knows and can do well.

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

Use this if you are feeling anxious in the final days before the exam. It is not about ignoring weaknesses — you have already worked on those. This is about going into the exam remembering that you are prepared.

## **Final Closing Note**

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

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

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

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

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## **Using AI Beyond This Book**

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

As you grow more confident, begin modifying them:

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

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

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

## **About the Author**

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

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

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

## **Other Titles in This Series**

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

### **GCSE**

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

### **A-Level**

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

- Politics
- Business

**IBDP**

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